Strategic Human Resource Management in Terms of Positive Mind Thinking and Psychology in Higher Education Institutions: An Empirical Evidence Study

[1]Mr. Manish Awasthi, [2]Dr. Mahendra Ingole, [3]Dr. Mahek Qureshi

[1]Research Scholar, School of Management Studies, G H Raisoni University Amravati,
Mail id : moa007@gmail.com
[2]Associate Professor, (Dean), School of Management Studies, G H Raisoni University Amravati,
Mail Id : mahenfra.ingole@ghru.edu.in
[3]Assistant Professor, School of Management Studies, G H Raisoni University Amravati,
Mail Id : mahekparvez@yahoo.co.in

Abstract:

Purpose: The Major objective of this study is to explore the mixing of institutional strategies to HRM by examining the strategic HRM practices.

Theoretical framework:

Recent studies have worked upon understanding organizations practices upon Strategic Human Resource Management (SHRM). However, there is an enormous gap in both conceptual and empirical studies on SHRM in Education. Although many institutions have noted the importance of some elements of strategic human resource management, few have practiced them on a frequent basis.

Design/methodology/approach:

Quantitative and Qualitative Exploratory Research Design was selected to study strategic human resources management best practices in education. Literature was reviewed and therefore the general features of strategic HRM practices were identified. These were captured during a survey instrument which was later administered to staff within the selected education institutions to work out the extent of strategic HRM implementation. Total 370 Institutions were approached Giving us 750 responses in total. The respondents were approach with a simple Random Sampling method. Statistical analysis was conducted to cluster similar variables alongside the aim of identifying the local areas for determining the extent to which strategic HRM practices had been implemented in the Universities.

Findings: The results also showed that the performance appraisal and compensation system does not guarantee a highly motivated core of staff, especially if they're emigrant workers. As results of these findings, there are strong implications for administrators, faculty, and other education personnel curious about applying and improving their best practices in strategic human resources management.

Practical Implementation: The study indicates supportive participant's perceptions; the higher education institutions under study have a robust level of awareness of SHRM. However, our education is facing major problems surrounding the event of human capital, especially of the school members and wishes to devote more attention to their SHRM practices. The employee's recruitment and selection process is essentially inadequate and wishes effective attention.

Originality/value:

The paper is basically a descriptive viewpoint that may contribute positively to the extant literature, academicians, professionals and other related streams of the discipline.

Keywords: Strategic Human Resource Management, Higher education institutions, performance appraisal, compensation system.

Introduction

Globalization, global competition, creativity, and technological advances have all emphasized the functions of Human Aid Management in gaining an aggressive edge. According to Bontis (1996), the only competitive advantage that a firm has in the ever-changing, globalized world should even be human capital. As per Sheikesmeili's & Hasani's (2016) contribution, more than technological innovation and financial resources, human capital has greater importance. The changing nature of labor mainly organizational, technological, as well as competitive tendencies has meant groups will continually show hostilities to appeal to and keep an acceptable grant of certified workers from the market. Consistent with Wright & Barney (1998), SHRM (Strategic Human Resource Management) as thinking is becoming increasingly vital because, in the 21st century, the strain on staff is seen as a key problem to get an aggressive advantage in knowledge-based economies. Strategic Human Resource Management, according to different researchers, resulted in human assets that were once greater committed and had lower turnover (Mohrman and Lawler, 2003; Subramony, 2006). However, the majority of this discussion is stated to be business in the literature. In the literature search for human resource management implementation in the education sector, there is a large gap. An outline of preceding reports shows a scarcity of sufficient research about the connection between practices of SHRM in instructional institutions. However, the optimal use of human resources is crucial in an industry as labor-intensive as education. For this reason, the study was conducted to determine if and in what measure schools are adopting SHRM.

Over the previous 20 years, the education industry has gone through multiple developmental strategies which have positively centered on long-term amendments supporting the problems and issues related to the local financial system and consequently the inherent social-cultural factors (Looney, 2004). As a result of these improvement plans, the education sector has seen magnificent growth in the worldwide establishment of an aggressive resource-based market (AlHussain, 2011). However, India has recently, suffered from countless socio-political as well as economic obstructions thanks to the outburst of COVID 19. There are several reasons why we need to improve and increase human-aid management in the education system. The research paper works upon understanding the scarce limited body of expertise in the education sector and also knowing HRM (Human Resource Management) practices in the education sector in the region.

Literature Review

Strategic HRM Alignment:

Rutherford & Tocher (2009) identified the HRM due to the fact that the company's many functions and activities aim to create and retain the form of work. Recruitment, selection, assessment, preparation, compensation, and worker members of the family are all practices in HRM (Guest, 2011). HRM is responsible for transforming the strategic objectives of the business enterprise into human-aid policies and making human assistance methods that provide a competitive advantage (Tyson, 1995). Strategic HRM, following Walker (1992), is described as "the ability to align human resource administration with the strategic content of the business enterprise and human aid strategy so that the latter helps and, indeed, helps to define the former."
Strategic HRM includes the development and implementation of a range of constructive HR strategies and policies to guarantee that the dreams of an organization are fulfilled. SHRM underlines the proactive development of human resource (HR) as a feasible tool for organizations' success, and hence, a transformation

from reactive, prescriptive, and administrative to proactive, descriptive, and Govt within the HR department (Boxall, 1994). The SHRM notion refers to the adequate integration, according to Sundaray, Das and Sahoo, (2011), of the human resources into the organization's major business method by adapting to the full extent of the company's resources.

Some researchers have described SHRM as a set of activities and behaviors associated with human useful resource management, in which the HR expert acts as a strategic business companion with the organization's govt entities (Snow and Miles, 1984; Ramanujam and Golden, 1985; Schuler, Jackson, and Huselid, 1997; Gratton, Truss, Hope-Hailey, Zaleska and Stiles, 2002). SHRM has been considerable in the adornment of the companies' strategic skills to ensure the provision of dedicated, motivated as well as expert work (Pollard and Branine, 2010). Companies with strong strategic skills try to include their HR practices in their core business plans to get optimal outcomes (Lengnick-Hall, 2011). This is additionally when you consider that school and assisting personnel wages, salaries, fringe advantages averaging between 70 to 80% of finances of an organization (Mortimer, 1985). As a result, the thought of strategic hiring received traction and started to play an increasing number of necessary functions in the labor-intensive greater schooling enterprise (Tierney and Mortimer, 1979). According to Keller (1983), schooling inside the 1980s entered a substitute generation that needed new attitudes as well as novel methods: policy-making, better planning, and more focused HRM trade. Many universities and colleges developed an interest in establishing a strategic plan for HRM within their institutions after the groundbreaking booklet about instructional strategy (Keller, 1983). Wenzel & Smylie (2006) investigated the variables that impact the efficacy of learning/teaching methods at colleges/universities and determined that SHRM things to do like hiring, communication, vocational improvement training, assessment as well as a reward are among the many.

Multiple necessary associations were discovered between SHRM things to do (training, staffing, performance assessment, rewards, and involvement) and mental capital, under their findings (structural, relational & human capital). They got here to the conclusion that successful SHRM would assist a university's intangible assets. Bergquist (1992) is convinced that if human useful resource workplaces are strategically located, efficiently organized, properly financed, accurately staffed, organizationally assisted, and professionally handled, the tripartite venture of any agency can be accomplished.

Recruitment and Selection System:

To achieve long-term sustainability, recruiting and decision-making procedures in companies with high labor intensity were crucial (Aryeetey and Ofori, 2011). A standard process for decision-making within an employer involves the assessment of applicants on the scale from the targets to quantifiable e.g., years of ride, academic achievement, subjective and non-public aspects, e.g., the desirable output and leadership potential. Universities and colleges rely on different resolution equipment or devices to achieve this efficiently. Application forms, an overview of written records such as emails, vitae, and resumes, writing samples and portfolios, simulated shows via candidates, evaluations, different kinds of interviews, physical exams, background checks, and references, and on occasion, onsite visits to this enterprise are among these. Businesses can incur a high cost if they use ineffective recruitment and resolution techniques (Nankervis & Stanton, 2010).

Recognition of personnel decision-making structure, scale as well as approach is very critical, according to Kesner & Dalton (1983) and Rynes & Olian (1984). Reisman & Gerstein (1983) both stated that the significance of the desired device isn't within the specifics of the chosen methodology however the expanded interest is given to the hyperlink between strategy, business enterprise structure, and workers' determination. Mortimer (1985) examined a few professional staffing techniques, namely tenure policy, manipulation via attrition, contract systems, non-tenure-track appointments, part-time appointments, tenure quotas, extended probationary periods, tenured faculty evaluation, early retirement incentives, and school retraining. He found that establishments vary and do not encounter a resource environment that is equally valuable; hence there is no common approach that is perfect for all or any organization (Mortimer, 1985).

Training & Development:

Hall (1984) described strategic human aid development as identification and management of worker management, with a focus on the necessity of training and development following the creation of the long-term company and market techniques Harvey (1983) goes on to say that for education and development to help an organization gain its goals, a person's useful resource coaching and improvement approach ought to be carefully coordinated with the company's strategic objectives. Interestingly, faculties and educational institutions in the commercial education industry have seldom focused their attention on coaching and improving their staff to ensure teaching as well as administrative sustainability (Ames & Bush, 1984). The lack of a system diagram for hyperlink training and improvement in the institution's strategic goals is a key issue of the coaching & improvement in academia when in academics, worker development can want to additionally be extra vital in these days than ever earlier than (Nelsen, 1983; Vaughan, 1984; Ames and Bush, 1984;)

Performance & Appraisal System

The foundation to an effective human-aid system is performance appraisal (Devanna, 1984). The overall objective of the performance appraisal is doubled.

First of all, the knowledge that is intended to structure strategic decisions by evaluating the match of modern human resources structures and people systems needed by way of exchange in direction of strategy policy.

Secondly, it affects the device thru which character overall performance is regularly measured towards strategic goals with the ambition being positive overall performance in a job.

Henceforth, in labor-intensive educational institutions, the determination of overall performance values is very important. But a majority of colleges found it difficult to develop such a magnificent system. The focus on research, which is normally not part of the classroom wiped away, measures performance rather difficult (Besse, 1973). Furthermore, many institutes are unnecessarily or inconsistent with their tutorial styles to instruct their research to achieve the overall performance (Corson, 1975). However, faculty members might ease their potential shortcomings by combining evaluations: Pupil assessments, peer assessments, and self-assessments are key elements for the development of the university (Craven, 1981).

Compensation System

According to Stonich (1981), a forward-looking viewpoint on managing stages may be the fundamental element of high-quality method implementation, and a gift device may show what is significant for the organization. A touch-used however efficient compensation system is a match between the incentives and the achievement of a strategic goal. Organizations require a process that shows senior administration's passion in achieving strategic objectives; hence the reward system is that process. McKeachie (1983) has said that, apart from remuneration, there are rules that reveal the energy of employees: diversity, freedom, complexity, risk-taking, and a time-pressure launch. If workers are satisfied with these factors, they become a valuable and elastic resource—and they may be renewable. Todd (1981) argues that, in addition to compensation, three characteristics should be addressed when universities create a structure that links employees to organizational strategy: the consistency of management's priorities, the availability of training, and the availability of resources. Employee assessment, performance-reward energy for employees, and employees' impacts on and how they manage their job.

Retention Plans and Culture

Hansel (1991) noted that "The well-being of the university depends on its capability to recruit and keep a talented professoriate" (p. 79). Hansel considered it difficult to design the finest programs for institutions that

do not have veteran colleges. Faculty contributors often start their employment with high moral standards, which shortly lose away with expanded stress and low-price standards, according to Boice (2000). Additionally, other researchers mentioned that morality and retention are poorer for females and colleges of different backgrounds (Garcia, 2000; Stevens and Cooper, 2002;). Since there is proof that retention of university increases the well-known of institutions (Bataille & Brown, 2006), institutions have accelerated their efforts to improve retention of ideal school (Denny, Hammons, and Berry, 2001; Cunningham and Murray, 2004) this is the reason that excellent school retention might possibly be a subject of increasing popularity that embraces several environmental elements and requires first-rate practice research (Hagedorn, 2000; Berry, 2001).

The literature affords several exceptional approaches aimed to decorate schooling school satisfaction. The wide variety of the easiest practices recognized inside the literature are growing salary, lowering the stress of exams, enhancing conditions at the workplace, decreasing classification size, refining teaching methods, intensifying promotion channels, expanding possibilities for professional growth, raising the ranking system of an instructor, enhancing employment opportunities, cheering democratic deciding, enhancing youthful teachers training (Jiliang and Fuming, 2007), strengthening expert development for brand spanking new staff, increasing conferencing opportunities, improve the educational burden, enhancing the wide variety of tutors for graduation students, enhancing the graduate instructing methods, and improved guide from the chairperson (Foote and Solem, 2004).

Retention strategies become extremely important since critical staff turnover might seriously impact the company. There have been several studies in different sectors on worker retention and their causal link to human resources policies (Huselid 1995, Chew 2005). The practice of human resources frequently forecasts employee turnover (Shaw, 1998). Additionally, Ruwan (2007) assessed six HR-related practices objectively (job analysis, real employment details, balance between family and work, compensation, professional growth, and supervisor encouragement) and their expected impact on advertising revenue. Khaled et al. stress the significance of maintaining human assets (2015) point out in their find out that regular with the consulting organization Accenture, eighty percentage of multinational companies and commercial enterprise professionals agree that "human resources issues" are today more vital than three years ago. Furthermore, sixty-eight percentage of respondents agree that maintaining proficient people is more necessary than hiring fresher employees (Chew, 2004). Frequently, organizational dedication is a fundamental component that affects the retention of employees inside the enterprise (Lee & Rathi, 2015). An organizational dedication was suggested to serve as a kind of psychological structure that preserves interactions of the employee with their agencies and assists workers to make judgments regarding closing within the company.

Given the importance of organizational tradition to influence most aspects of the organization, whether personnel, communication methods, or the organization's overall performance, knowing the notion and how it affects strategic human resource beneficial practices in organizations become crucial. Organizational culture represents the shared principles, ideals, and beliefs of members and may also be the outcome of histories, products, technology, industry, and policy, the kind of worker, administrative style, and a nationwide culture (Needle, 2004). The principles, vision, structures, norms, vocabulary, symbols, assumptions, beliefs, and behaviors of a business enterprise are all part of its culture. Hofstede et al., (1990) are also famous for describing culture amongst researchers that organizational lifestyles are integral, soft, and challenging to vary, aspects a historic basis and socially formed. Understanding the culture can boost the understanding and provide amazing views to managers, supervisors, and researchers with exceptional perceptions related to imperative characteristics of a business enterprise (Schein, 1985), As a result, they will support in retaining or improving the community. Human aid management and practices have a crucial role to construct the organizational culture. Several types of research spotlight the importance of strategic movements associated with HRM that would boost workers' faith and construct a belief and innovative style of living in this manner. Recent findings by Ritala & Vanhala (2016) demonstrate that good HRM practice surely facilitates organizational innovation, which is partially mediated by an organization's lack of confidence. As a result,

HRM things to do ought to be structured to foster employee interest in the company.

Methodology

Research Objectives

The reason for this lookup learns about used to be awareness of SHRM research-based practice to detect dynamics of SHRM use, and thus the practitioner's link leads to SHRM in education based on research. Exploration should be done if the techniques were originally used informally. A secondary cause was to characteristic to what's a restrained scientific physique of lookup associated with human sources in education corporations and consequently the position of SHRM at some stage in such institutes. This knowledge provides insight into current human aid management methods and trends and alignment with the corporate approach to training institutes.

Research Design and Data Collection

The numerous SHRM practices in education have been conceived based on the literature review and special attention to the number of research studies. Such matters had been tailored and incorporated inside the schedule which used to be wont to gather the info. Total 370 Institutions were approached Giving us 750 responses in total. The respondents were approach with a simple Random Sampling method. After the info used be collected, it was then combined into a useable framework that utilized every qualitative and quantitative method. A six-part instrument was wont to accumulate information for the duration of the study. For each school, the questionnaire, which was designed by researchers, was sent to the education administrators. Strategic coordination, selection and recruitment/staffing, compensation, overall performance rewards/appraisal, the team of workers' training/development, and retention plans have been the six parts of the questionnaire. Each part included five to eight elements for participants to assess their institution's importance. Evaluating response was measured on the following five-point scale of the Likert type: 5 strongly agree, 4 extremely agree, three impartial two disagree, and 1 strongly disagrees. Data were initially collected using a structured questionnaire. The application was once sent to all or any of the upper training centers in a form of an invitation letter for participation in the quest.

Analysis & Results

Statistical analysis was once carried out to compile comparable factors along with the purpose to identify the main areas in which the implementation of strategic HRM practices at a university is to be determined. The reliability of the instrument was verified using a reliability assessment to measure each of its dimensions and to the extent of the strategic HRM scale. The reliability of the whole size was assessed by the indoor coherence process, which required the use of the SPSS 22 program for the Cronbach's alpha coefficient (a), and its size is measured to be 0.840. Both SHRM measurements have reliability values between 0.60 and 0.85, which is splendid for an exploratory evaluation (Nunnally, 1978). For all the items included in the size, the mean, and the variance as described in Table 1.

Dimensions	Items	Mean	Std. dev
Strategic alignment	HR as an Integral Part	4.00	1.41
	Strategic Resources	4.38	0.74
	Strategic Mission Communication	3.75	1.16
	HR Activities Alignment	4.00	0.76
	People Concerns	3.88	1.25
Recruitment and Selection System	Selection Procedure	4.63	0.52
	Formal Tests	3.75	1.75

	Screening	4.75	0.46
	Internal Hiring	3.75	0.71
	Structured Interviews	4.75	0.46
	Preference to Internal Applicants	3.50	1.07
Performance Appraisal System	Objective Setting	4.13	0.99
	Development Dialog	4.25	0.89
	Annual PE	4.88	0.35
Compensation & Reward System	Linking pay with Company Turnover	3.88	1.13
	Competitive Salary	4.00	1.07
	Performance-based pay hike	4.50	0.53
	Best HR Practices and fair treatment	3.63	0.52
	Performance & Rewards	3.88	1.36
Training and Development System	Induction for all	4.00	1.20
	Priority is provided for Training	3.75	0.89
	Training needs Analysis	3.75	1.04
	Evaluation of Training	3.75	1.04
	TQM & training of Staff/Faculty	4.00	0.76
Retention Plans & Organizational Culture	Unbiased Grievances System	3.75	1.16
	Retention Plan	3.38	1.19
	Dress Code	3.75	1.49
	Interaction with Workers	4.13	0.83
	Flexibility in Working Schedule	3.13	0.99
	Celebrating Success of Company	4.50	0.53
	Telecommuting	2.63	1.51

The fundamental connection between the features of HRM and the strategy of the organization is to synchronize all of the features from plan to control, creating synergy. The find out about concentrates on an equal and provide the subsequent consequences: Higher education SHRM alignment Strategic alignment of human resources implies that Management functions, such as the selection, recruitment, training, and skilled staff, are adopted and included in the formulation and execution of techniques of an organization. The consensus grade for 'Strategic HRM alignment with the objectives and goals of conventional companies' is 20 out of 25, demonstrating that strategic alignment of HRM is extremely good with average objectives (80%). According to some empirical evidence from preceding studies, HR practices have the best impact on organizational success when they are strategically congruent and coordinated (Khatri, 1999). The data indicate that 75% of participants in the training centers believed that 'the human resources department is a necessary phase in the strategically planned activities of a corporation. Employees, on the different hand, were considered as a strategic resource utilizing 87 percent of respondents, and the mission announcement was properly articulated and understood at all tiers of the agency through seventy-five percent. The findings are positive, indicating that the organization's human useful resource activities are in line with its mission and vision. "We are now concerned inside the strategic planning preparation, seminars, procedure, and record writing," one of the HR Supervisors emphasized the fact that HR was lately identified to be a crucial neighborhood of the company. Our office has by no means finished something like this before. But we have now been deeply concerned with the formulation of motion plans since the institutional accreditation process, and additionally, regular progress reports since the annual reports".

Recruitment and Selection System in Higher Education

The selection and recruitment process serves as a springboard for other HR operations. A complex, systematic and true selection method aids in the identification of the right applicant with the ability to perform. It instills a

sense of elitism, raises performance opportunities, and sends a note about how important people are to the business (Pfeffer, 1994). According to the survey's results, Out of a maximum score of 30 worker's selection scheme has an average score of 25.13 (83%). The outcome suggests that the prospective employee's skills and credentials are a good match for the company's needs. While the formal score was used by 90% of the HEI.

Performance Appraisal System in Higher Education

If performance assessment is done correctly, individual goals, departmental goals, and organizational goals may all be connected. The performance assessment systems within the HEI have a mean score of 13.25 (88 percent) out of an overall highest score of 15. While the overall performance assessment results are positive, when the individual variable is examined, some significant findings arise, such as the fact that 25% of HEI managers do not discuss performance assessment results with the school or faculty. About 88% of those polled agreed with the argument that "Performance assessment involves management setting subordinates' targets and priorities for the year ahead in consultation with them." The study found that success metrics are not discussed with staff and faculty so they are aware of what the university expects of them. As a result, both the school and the staff are unsure about what standard performance metrics they must meet for his or her annual assessment.

Compensation and Reward System in Higher Education

Employee morale is often affected by corporate leaders in several respects. They may use performance-based incentives to reward workers for meeting the company's objectives. The results indicate a moderate match between the organization's mission and its perceived compensation and incentive structure within the HEI. The HEI's compensation and incentive scheme received an average score of 19.30 (88%) out of a theoretical maximum of 25. This seems to be a positive condition since 80% of workers say that HEI wages are competitive. In addition, the majority of workers are pleased with their remuneration plan. The salaries and incentives at all HEIs in the research were associated with performance.

Training and Development System

The crucial element of the SHRM practice is the training & development method. Training and development programs received a median score of 18.25 out of 25 i.e., 73%, with HEI delivering modest levels of training & development. The findings show that, while all or any new faculty and staff receive induction training (80%), training needs aren't evaluated regularly, as the argument was accepted only by 45% of the participants: 'Management analyses the school as well as staff requires training daily.' When it came to training and its function by qualified workers in meeting the overall goals of the organization, one participant remarked, "Both the executive and academic departments don't practice proper training requires analysis to reinforce the abilities of staff and faculty; rather, it's done here in a more haphazard manner."

Retention Plans and Organizational Culture

Retaining key workers is critical to the success of every organization. An adequate retention strategy in place would assist companies in effectively dealing with the rising turnover rate. Employee, engagement which is part of the workplace empowerment process, can boost morale levels among corporate employees. The mean score for "retention plan and organizational culture" was reported to be 25.25, out of a total maximum score of 35 i.e., 72.1 percent, which is the lowest among scales. Significant results from the data review revealed that 43% of the HEIs in the sample lack a school and staff retention strategy. One uniform approach employed by 75 percent of HEI is to hear grievances from the school as well as administrative staff to identify friendly solutions. "We have an open-door policy whereby the staff and faculty can come in to address all of the HR issues," one of the HR supervisors said during the conversation. "Even higher management supports this by allowing the faculty to easily contact them for any issues."

How upper management interacts with employees reflects the company's culture. According to the survey, interaction in 82% of HEIs is accessible and routine. While the HEI uses flexible work methods such as telecommuting, due to the nature of the university, this is mostly only to a restricted degree. Similarly, employees are required to follow a dress code and may not be permitted to wear casual or informal attire to the workplace. Furthermore, it was discovered that the majority of HEI (72%) regularly sponsors activities to celebrate company achievements to inspire and empower schools and staff. The rate of attrition at one of the private universities was discovered to be about 11%. In most HEIs, the condition is the same. This is due to several reasons, including new staff and faculty members' diverse backgrounds and cultures, discontent with students' academic standards, and a lack of understanding and assistance for the adaptation to the new atmosphere for faculty. These results support the results of the Guthrie (2001) findings which revealed that strategic HR strategies such as recruitment, training, participation, performance assessment, as well as incentive rewards influence employee growth and motivation, resulting in increased commitment, lower turnover, and improved performance.

Conclusions

Six SHRM practices were discussed in this paper: compensation, the team of workers training/development, performance appraisal/rewards, strategic alignment, retention plans, and staffing/recruitment and selection. The results show that SHRM has not acquired adequate attention in educational institutions. Recruitment and selection of employees are mostly inefficient and need immediate attention. Universities are not seen as valuable and vital in terms of finances and time spent on training and development. Universities confront the main issues of human capital events, especially those of the university members, and want to focus more on SHRM practices. The overall performance compensation and appraisal machine are frequently effectively used for guiding and motivating educational personnel in their things to do and see that the strategic planning and management of human resources of the institution follow their activities. With the University's development, quick changes within the SHRM suggest that the burden of the instructional staff might be drastically increased. Therefore, it is vital to implement specific motivational schemes and to calculate a united and honest overall performance compensation and appraisal system. The learning also highlighted that a lack of data on the link between professional pride and retention might be a major problem in education. Inefficient packages to improve professional satisfaction may also stem from a lack of knowledge or statistical information. The research also may need additional profitable outcomes for training schools specializing in enhancing retention by satisfying themselves with the strategic coordination of human aid administration. This information has various limits like other researches. The first thing that has made it difficult to get content-rich information from prior studies was the constrained number of material accessible in Universities on strategic human resource practices. Secondly, some universities didn't effortlessly comply with participation within the study. The adoption of SHRM in education is a shortage of inquiry. This failure to provide actual evidence shows that the prevalent research organizations trail far behind the theoretical frameworks of SHRMs. The results from this find out about are specifically vital to many stakeholders. Firstly, it is often especially imperative on account those academic establishments are held in charge of the nice utilization of resources, and resources are depleting inside the country. Secondly, the management that administers each institution may also be able to recognize intelligence weaknesses and demands which will provide superior strategies at some distance in terms of efficiency and effectiveness. Thirdly, cutting-edge and prospective staff, together with faculty participants in organizations, might also be better in a position to apprehend the scenario of their corporation and how tremendous they are in the expansion of human capital knowledge, skills, and competencies. University directors and policymakers need to diagram and administer top-quality training workshops, bendy price systems, and performance assessment methods based on results; they ought to additionally inspire the participation of college members in identifying techniques that may also enhance their skills and expertise. To demonstrate strong causality of compensation and the overall performance of faculty members, the institutions must construct performance assessment and compensation structures. A suitable and well-functioning assessment system will assist the teachers to shape their mark in their faculty's structure. The management implications encourage stronger collaboration across universities; therefore, a more consistent

evaluation system is necessary by the Human Aid Branch. The research thus provides the world of strategic human aid administration with rich and rewarding conclusions. As universities contain higher SHRM practices, they're going to be better organized to deal with unexpectedly changing surroundings and door competition. Finally, it is advised that prospective studies use instruments different than questionnaires (for example, interviews as well as checklists) and equate their consequences to the outcomes of our study. The surveys of diverse demographics may also result in clear but more trustworthy information, especially college planners and administrators.

Future Scope: More colleges, both public and private, should be part of future studies. The moderating factors like organizational atmosphere, university culture, and labor market conditions, as well as the legal and regulatory environment, should also be included in the future study.

References:

1. A Hussain, A. Z. (2011). *Barriers to knowledge management in Saudi Arabia.* (Doctoral dissertation). Available from ProQuest Digital Dissertations and Theses database. (UMI No. 3481091

2. Alrebh, A. (2011). *Wahhabism and power in Saudi Arabia: A practical test of Weberian theory* (Master's thesis). Available from ProQuest Digital Dissertations and Theses database. (UMI No. 1503468)

3. Bahrami, S. (2013), Simple and multiple relations between strategic human resource management and intellectual capital in Iranian higher education, African Journal of Business Management, Vol. 7(35), pp. 3451-3460, 21

4. Bataille, G. M., & Brown, B. E. (2006). *Faculty career paths: Multiple routes to academic success and satisfaction.* Westport, CT: Praeger Barney JB, Wright PM (1998). On becoming a strategic partner: The role of human resources in gaining competitive advantage. HRM. 37:31- 46

5. Besse, R. M. (1973). A comparison of the university with the corporation. In J. A. Perkins (Ed.), The University as an Organization. New York: McGraw-Hill. Bergquist, W.H. (1992). The four cultures of the academy. San Francisco: Jossey-Bass.

6. Berry, L. H., Hammons, J. O., & Denny, G. S. (2001). Faculty retirement turnover in community colleges: A real or imagined problem? *Community College Journal of Research and Practice, 25,* 123–136.

7. Boice, R. (2000). Advice for new faculty members: Nihilnimus. Needham Heights, MA: Allyn and Bacon.

8. Bontis, N. (1996), "There's a price on your head: managing intellectual capital strategically", Ivey Business Quarterly, Vol. 60 No. 94, pp. 40-8. Bush, R. W., & Ames, W. C. (1984). The Maricopa colleges: Master planning for human resources. Educational Record, 65, 22-26.

9. Cameron, K. (1983). Strategic responses to conditions of decline. Journal of Higher Education, 54, 359-380.

10. Cartwright, S. and Cooper, C. (1992), Mergers and Acquisitions: The Human Factor, Butterworth-Heinemann, Boston, MA. Corson, J. J. (1975). The governance of colleges and universities. New York: McGraw-Hill

11. Cooper, J., & Stevens, D. (Eds.). (2002). Tenure in the sacred grove: Issues and strategies for women and minority faculty. Albany: the State University of New York Press

12. Chew, J. (2004), "The influence of human resource management practices on the retention of core employees of Australian organizations: an empirical study", Ph.D. thesis, Murdoch University, Perth.

13. Chew, Y. T. (2005). Achieving Organisational Prosperity through Employee Motivation and Retention: A Comparative Study of Strategic HRM Practices in Malaysian Institutions, *Research and Practice in Human Resource Management*, 13(2), 87-104.

14. Ciftcioglu, A. (2011), "The relationship between perceived external prestige and turnover intention: an empirical investigation", Corporate Reputation Review, Vol. 13 No. 4, pp. 248-263.

15. Craven, E. C. (1981). Managing facility resources. In J. R. Mingle and Associates (Eds.), Challenges of Retrenchment. San Francisco: Jossey- Bass.

16. Dalton, D. R., & Kesner, I. F. (1983). Inside/outside succession and organizational size: The pragmatics of executive replacement. Academy of Management Journal, 26, 736-742.

17. Devanna, M. A. (1984). The executive appraisal. In C. J. Fombrun, N. M. Tichy, & M. A. Devanna (Eds.), Strategic Human Resource Management. New York: John Wiley & Sons Devanna (Eds.), Strategic Human Resource Management. New York: John Wiley & Sons.

18. Flynn, P. (2011). The Saudi Arabian labor force: A comprehensive statistical portrait. *The Middle East Journal, 65*, 575-586. doi:0.1353/mej.2011.0149

19. Garcia, M. (Ed.). (2000). Succeeding in an academic career: A guide for faculty of color. Westport, CT: Greenwood.

20. Glance, N. S., Hogg, T. & Huberman, B. A. (1997). Training and Turnover in the Evolution of Organizations. *Organization Science*, *8*, 84-96. Greenhalgh, L. (1983). Managing the job insecurity crisis. Human Resource Management, 22, 431-444.

21. Guthrie J (2001). High involvement work practices, turnover, and productivity: Evidence from New Zealand. Acad. Manage. J. 44:180- 192 Hagedorn, L. S. (2000). Conceptualizing faculty job satisfaction: components, theories, and outcomes. *New Directions for Institutional Research*, *105, 5*.

22. Hansel, N. (1991). Realizing gender equality in higher education: The need to integrate work/family issues (ASHE-ERIC Higher Education Report No. 2). Washington, DC: George Washington University School of Education and Human Development.

23. Hofstede, G., Neuijen, B., Ohayv, D.D. and Sanders, G. (1990), "Measuring organizational cultures: a qualitative and quantitative study across twenty cases", Administrative Science Quarterly, Vol. 35, June 1, pp. 286-316.

24. Huyser, M. (2004). Faculty perceptions of institutional commitment to the scholarship of engagement. *Journal of Research on Christian Education, 13,* 251–285.

25. Jaschik, S. (2007, November 1). A satisfied full-time faculty. *Inside Higher Education.* Retrieved from inside highered.com.

26. Jason D. Shaw, John E. Delery, G. Douglas Jenkins, Jr., and Nina Gupta. 1998. An Organization-Level Analysis of Voluntary and Involuntary Turnover. *Academy Of Management Journal October 1, 1998, 41:5 511-525;*

27. Kaveh Hasani Saman Sheikhesmaeili, (2016), "Knowledge management and employee empowerment", Kybernetes, Vol. 45 Iss 2 pp. 337 – 355

28. Khaled Aladwan Ramudu Bhanugopan Brian D'Netto, (2015), "The effects of human resource management practices on employees' organizational commitment", International Journal of Organizational Analysis, Vol. 23 Iss 3 pp. 472 – 492

29. Khairuzzaman et al., (2014), "The impact of human resource management practices on performance", The TQM Journal, Vol. 26, Iss 2 pp. 125 – 142 Keller, G. (1983). Academic strategy. Baltimore: Johns Hopkins.

30. Latham, G. P. (1984). The appraisal system as a strategic control. In C. J. Fombrun, N. M. Tichy, & M. A.

31. Lawler, III, E. E. & Mohrman, S. A. (2003). HR as a Strategic Partner: What Does It Take to Make it Happen? Human Resource Planning, 26(5), 15 (b).

32. Lengnick-Hall, C. A., Beck, T. E., & Lengnick-Hall, M. L. (2011). Developing a capacity for organizational resilience through strategic human resource management. *Human Resource Management Review, 21*, 243-255.

33. Looney, R. (2004). Saudization and sound economic reforms: Are the two compatibles? *Strategic Insights, 3* (2), 1-10.

34. Mark A. Huselid. (1995). The Impact of Human Resource Management Practices on Turnover, Productivity, And Corporate Financial Performance. *Academy of Management Journal* June 1, 1995, 38:3 635-672*;*

35. McKeachie, W. J. (1983). Faculty as a renewable resource. New Directions for Institutional Research,

40, 57-66.

36. Mika Vanhala, Paavo Ritala, (2016) "HRM practices, impersonal trust and organizational innovativeness", Journal of Managerial Psychology, Vol.31 Iss: 1, pp.95 – 109 DOI http://dx.doi.org/10.1108/JMP-03-2013-0084

37. Mortimer, K. P. (1985). Flexibility in academic staffing: Effective policies and practices. ASHE-ERIC Higher Education Report No. 1. Washington, D. C.: Association for the Study of Higher Education. ED 260-675.

38. Mortimer, K. P., & Tierney, M. L. (1979). The three R's of the eighties: Reduction, reallocation, and retrenchment. AAHE-ERIC Higher Education Research Report No. 4. Washington, D. C.: American Association for Higher Education. ED 172 642

39. Murray, J., & Cunningham, S. (2004). New rural community college faculty members and job satisfaction. *Community College Review*, *32*(2), 19– 38.

40. Nankervis, A., & Stanton, P. (2010). Managing employee performance in small organizations: Challenges and opportunities. *International Journal of Human Resources Development and Management, 10*, 136-151.

41. Natalia Garcia-Carbonell Fernando Martin-Alcazar Gonzalo Sanchez-Gardey, (2015), "Is double fit a sufficient condition for SHRM success?", International Journal of Organizational Analysis, Vol. 23 Iss 2 pp. 264 – 284.

42. Neerpal Rathi Kidong Lee, (2015), "Retaining talent by enhancing organizational prestige ", Personnel Review, Vol. 44 Iss 4 pp. 454 – 469 Nelsen, W. C. (1983). Faculty who stays: Renewing our most important resource. New Directions for Institutional Research, 40, 67-83

43. Ofori, D., & Aryeetey, M. (2011). Recruitment and selection practices in small and medium enterprises: Perspectives from Ghana. *International Journal of Business Administration 2*(3)*,* 45-61.

44. Olian, J. D., & Rynes, S. L. (1984). Organizational staffing: Integrating practice with strategy. Industrial Relations,23, 170-183.

45. Pfau, B. N., & Kay, I. T. (2002). *OM8201: Theories of executive human resource management*. New York: McGraw-Hill Custom Publishing. Perry, L. T. (1984). Key human resource strategies in an organization downturn. Human Resource Management, 23, 61-75

46. Ruwan A. (2007). The Impact of Human Resource Management Practices on Marketing Executive turnover of Leasing Companies in Sri Lanka. Contemporary Management Research, (September 2007), *3*(3), 233-252.

47. Sahni. J, Jain. T. k. (2015). A study of modelling strategic human resource management practices. *International Journal of Engineering, Management &Medical Research (IJEMMR)*, 1(1).

48. Sahoo, C. K., Das, S., & Sundaray, B. K. (2011). Strategic human resource management: Exploring the key drivers. *Employment Relations Record, 11,* 18-32.

49. Schneider, B. (1987). The people make the place. *Personnel Psychology*, 40(3), 437–453.

50. Schein, E.H. (1985), Organizational Culture and Leadership, 1st ed., Jossey-Bass, San Francisco, CA. Smith Cook, D. S., & Ferris, G. R. (1986). Strategic human resource management and firm effectiveness in industries experiencing a decline. Human Resource Management, 25, 441-458.

51. Smylie MA, Wenzel SA (2006). Promoting Instructional Improvement: A Strategic Human Resource Management Perspective. Consortium on Chicago School Research www.consortium-chicago.org.

52. Stonich, P. J. (1981). Using rewards in implementing strategy. Strategic Management Journal, *2,* 345-352.

53. Sahoo, C. K., Das, S., & Sundaray, B. K. (2011). Strategic human resource management: Exploring the key drivers. *Employment Relations Record, 11,* 18-32. http://www.pera.net.au/page6.php

54. Subramony, M. (2006). Why Organizations Select some Human Resource Management Practices and Reject Others: An Exploration of Rationales. Human Resource Management, 45, 195-210.

55. Türk, K. (2008), "Performance appraisal and the compensation of academic staff in the University of Tartu", Baltic Journal of Management, Vol. 3 Iss 1 pp. 40 – 54

56. Vaughan, G. B. (1984). Balancing open access and quality. Change,16, 38-44