



IMPACT OF HUMAN RESOURCE DEVELOPMENT PRACTICES ON THE PERFORMANCE OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

Training and development practices are one of the significant functions of Human Resource Development (HRD). The main objective of the study is to determine the impact of HRD practices on employees' performance. In the study, the researcher has done a review of existing works related to HRD practices and employees' performance in higher education institutions. The paper is divided into several sections of the review. Employee and organizational competency may be raised via training, which is a key aspect of improving performance. Training is the key to achieving a competitive advantage and surviving in higher education's ever-changing environment by unlocking potential growth and development possibilities. To acquire a competitive edge and get the best results, higher educational institutions must update their staff by implementing appropriate training and development programs that not only increase employees' talents but also their performance, motivation, and workplace satisfaction. The study investigates the relationship between various HRD practices (Faculty Development programs, Workshop programs, and conferences) and the outcomes of training and development practices on employees' performance in higher educational institutions.

Keywords: Human Resource Development, Employee Performance, Higher Educational Institutions

1. INTRODUCTION

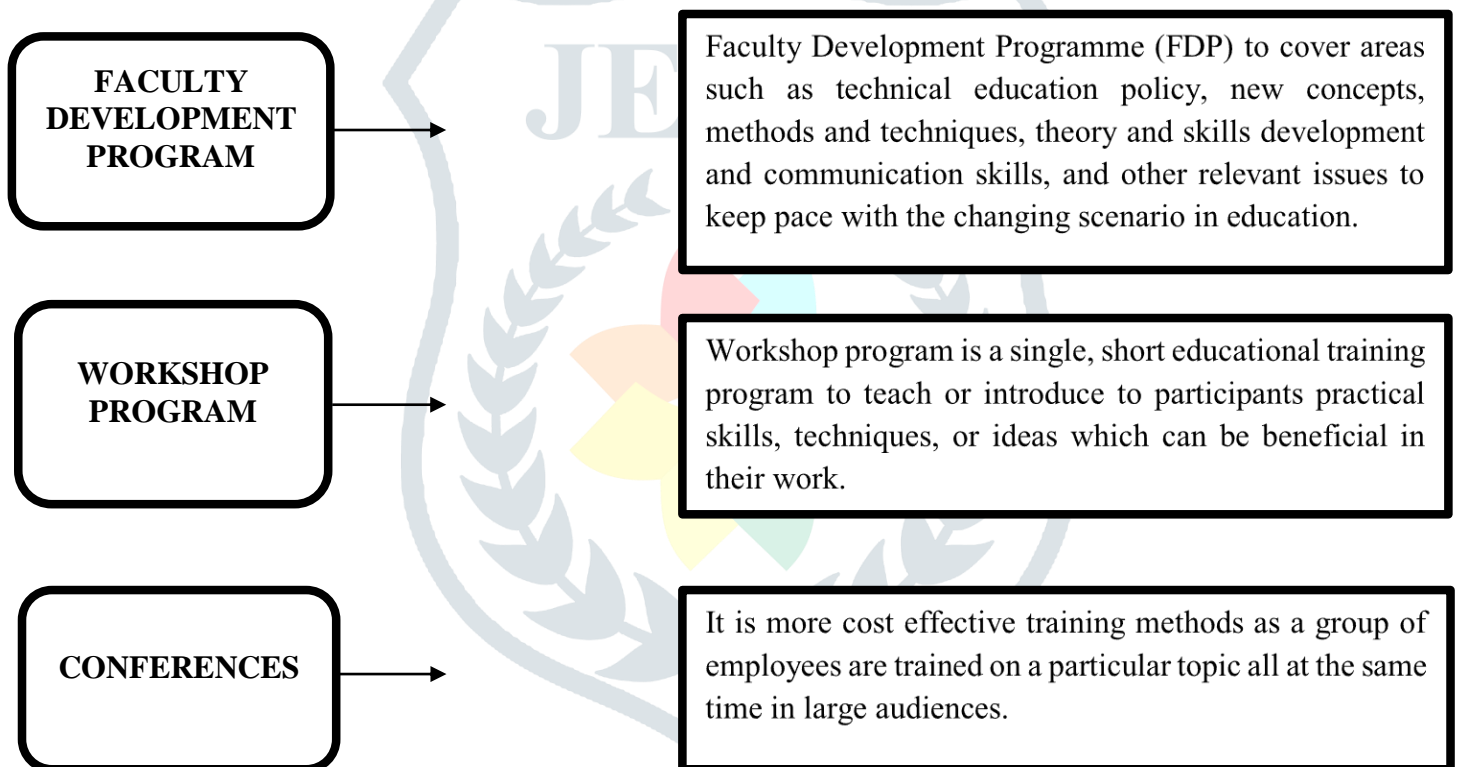
HRD practices are essential to the employees of every higher educational institution because, in the current scenario, the educational sector is becoming more competitive in nature. It is a huge and difficult task for them to thrive and survive in such a dynamic atmosphere. In order to thrive and stay ahead of the competition, higher educational institutions must always develop new strategies to be competitive, as well as continue to provide the finest services to employees in order to retain them. However, this will not be achievable if the organization's staff does not update and enhance their abilities in order to keep up with their competition. Organizations must provide the means to upgrade their employees in order to gain a competitive advantage and achieve the best results, which they can do best. Organized training and development programs that boost employee performance, motivation, and work satisfaction while also enhancing their abilities. James (1990) and Winston (1999) stated that growing worldwide rivalry, increased social and demographic variety amongst the students, the economy of knowledge-based learning, and the advent of innovative informational and instructional technologies, among other things, are all causing substantial changes in higher education. India is the most enticing higher education

market in the world due to its large population. In the last few years, India's higher education system has grown rapidly. In terms of education and training, India is clearly ahead of other industrialized countries. When compared to China and the United States, India has a far larger number of higher education institutes. Many studies have shown that traditional education methods are incapable of producing high-level thinkers. As a result of these developments, colleges all over the world have developed programs to provide training and assistance to improve the efficacy of teaching and learning.

1.1 Definition of Human Resource Development Practices

Weil and Woodall (2005) stated that human resource development is one of the most crucial practices of Human Resource Management (HRM). Training and development are structured learning experiences that educate employees on how to improve their present and future work performance. Sims (2002) concluded that HRD focuses on the employee's current job, whereas development prepares them for future prospects. The purpose of HRD practices is to help the organization achieve its long-term objectives. According to Armstrong, M. (2001) "Human Resource development is the systematic process of acquiring the knowledge, skills, and attitudes required by an individual to adequately perform a given task or job".

1.2 Human Resource Development Practices



1.3 Concept of Employee Performance

HRD practices are helpful not only to the organization but also to the performance of its employees. Afshan, Sobia, Kamran, and Nasir (2012) stated that performance is defined as the accomplishment of specific tasks by employees of an organization through their efforts, as evaluated against the organization's or stated standards of accuracy, completeness, cost, and speed.

2. LITERATURE REVIEW

Chaudhary & Bhaskar (2016) studied training and development practices and employee performance at various higher educational institutions in India. Researchers discovered that teaching staff and faculty who engage in training and development programs are happier with their professions. Faculty members believe that if they obtain the appropriate training at the appropriate time, they will be able to perform better in their employment. It assists them in strengthening their functional area knowledge as well as their classroom talks as faculty members. Subsequently, Qazi & Jeet (2017) found that employee satisfaction with training procedures was shown to be greater in India's public and private higher educational institutions. Researchers also concluded that there is a significant and positive correlation between training and employees' performance in both government and private

higher educational institutions. However, Bibi, Ahmad, and Majid (2018) investigated the impact of HRD practices on employee retention in higher education institutions and found that training and development have a significant influence on employees' performance and retention. Researchers also came to the conclusion that the right working environment and supervisory support are critical factors in employee performance, motivation, and retention.

Randy, Jon & David (2002) stated that HRD practices are intended to familiarize new employees with their job, their supervisor, co-workers, and the establishment. Researchers concluded that orientation improves employee motivation as well as performance. Moreover, Shrivastava, Nayak & Rawat (2017) studied faculty training through a UGC-sponsored orientation program and found that HRD practices are mandatory for all the teachers in higher educational institutions. Orientation enhances efficiency and logical thinking, which help faculty perform well in their duties and performances.

Punj & Pahwa (2020) studied the impact of training on teachers in higher education and found that HRD practices introduced new ideas and techniques and helped in classroom practices and curricular and co-curricular activities in higher education institutions. Orientation training programs have a significant impact on the employees' teaching skills, knowledge, and performance in higher educational institutions.

3. OBJECTIVES

1. To study the impact of HRD practices (Faculty Development programs, Workshop programs, and Conferences) on employees' performance in higher educational institutions.
2. To offer suggestions and recommendations regarding HRD practices (Faculty Development Program, Workshop Program, and Conferences) for enhancing employees' performance in higher educational institutions.

4. RESEARCH METHODOLOGY

The research used qualitative research techniques to explore the role of HRD practices on employee performance in higher educational institutions across the globe. The study is based upon various secondary data sources, which are collected from books, magazines, journals, theses, and other internet resources.

5. HRD PRACTICES AND EMPLOYEES' PERFORMANCE

5.1 Faculty Development Program and Employees' Performance

Kant & Punia (2016) studied perceptual training and development programs with the academic staff of various colleges in India. Researchers found that faculty development programs are crucial for improving the quality of education and play a significant role in teaching advancement.

Guraya & Chen (2019) stated that faculty development programs (FDP) have an influence on higher education institutions. According to the findings, FDP helps faculty improve their teaching, research, leadership, and administrative abilities, which improves their performance. Resources, finance, administrative efforts, space, dedication, and a well-structured FDP framework are all required for such initiatives.

Mahajan & Singh (2021) studied the influence of faculty development programs on teacher development, and it was found that the impact of any FDP is dependent on the desired outcomes, area of focus, technique used, target audience, and support system available. All of the FDPs improved faculty self-efficacy, professional competence, and performance considerably.

5.2 Workshop Program and Employees' Performance

Basant & Chandra (2007) studied the role of educational institutions in the Bangalore and Pune Regions of India. Researchers concluded that with the help of workshop training, teachers experience professional growth in terms

of better job opportunities, interpersonal skills, technical skills, and self-confidence. It also helps in job security, salary hikes, and promotions, and personal growth helps in the development of personality.

Sravat & Pathranarakul (2022) concluded that workshop training modules enhance teacher skills, education, and assessment processes for teachers who participate in higher educational institutions. Teachers also reported positive program assessment ratings.

Mishra, Gupta & Shree (2022) studied newly recruited teachers of higher education in India. Researchers concluded that workshops provide better job opportunities and enhance knowledge, skills, and abilities to increase employees' performance. This study also revealed that workshops have a positive impact on career growth and development.

5.3 Conferences and Employees' Performance

Polikoff & Porter (2014) studied teaching quality evaluation as well as policy analysis of higher educational institutions and examined the effect of an educator's pedagogy on the students' achievement. Researchers stated that teaching pedagogy conferences enhance faculties' knowledge, skills, efficiency, and motivation. Conferences should be conducted periodically for the sustainable development of employees' performance.

Borg (2015) and Motteram (2016) stated that conferences were observed by means of a professional identity. Participation in conferences plays a vital role in boosting the confidence level, motivation level, communication skills, and self-efficacy among the higher education institutional teachers, which helps them attain higher performance goals.

Rimmer & Floyd (2020) concluded that conferences contribute significantly to the development of professionalism by providing a rich supply of information, awareness, and skills. It also aids in the development of their faculties' professional identities in higher education. However, Gupta, Vrat & Ojha (2022) studied educational quality in the various universities of India. According to the researchers, the quality of a teacher and the quality of students are the two most important variables in the quality of education, and conferences assist providing these qualities. Researchers also examined whether conferences have a positive and significant effect on teachers quality and performance.

Sravat & Pathranarakul (2022) concluded that workshop training modules enhance teacher skills, education, and assessment processes for teachers who participate in higher educational institutions. Teachers also reported positive program assessment ratings. Moreover, Mishra, Gupta & Shree (2022) studied newly recruited teachers of higher education in India. Researchers concluded that workshops provide better job opportunities and enhance knowledge, skills, and abilities to increase employees' performance. This study also revealed that workshops have a positive impact on career growth and development.

6. CONCEPTUAL FRAMEWORK OF THE STUDY

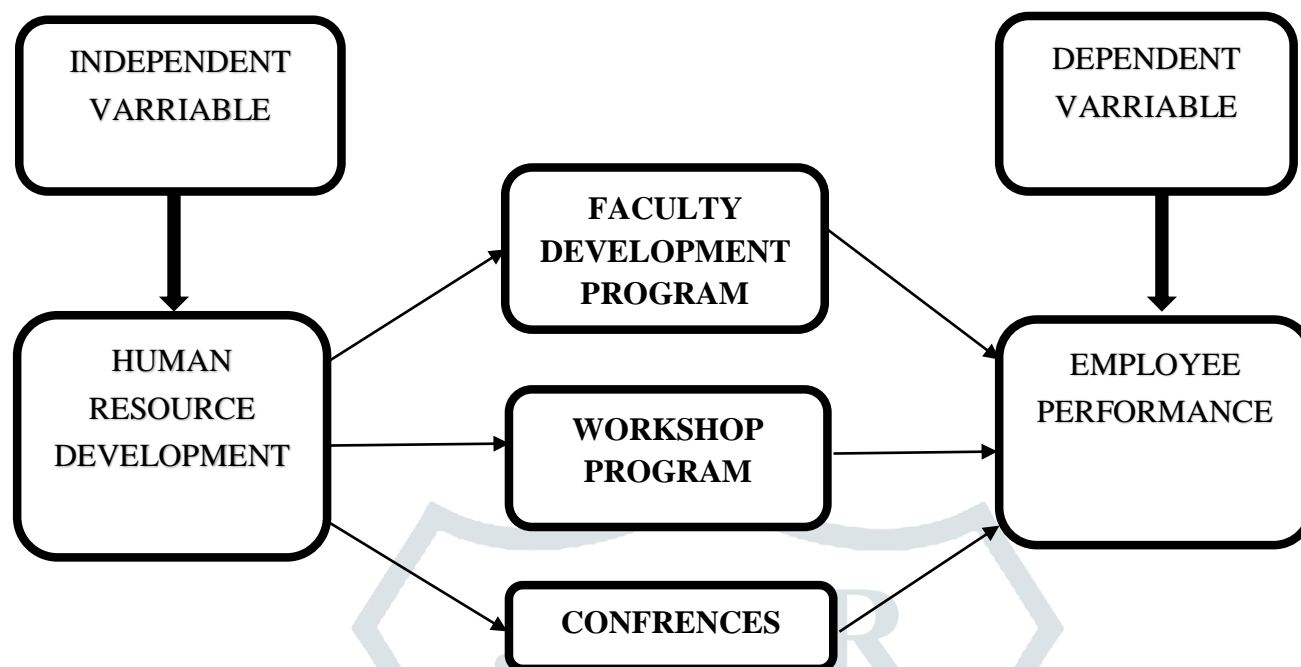


Figure 1: Conceptual Framework of the study

Source: Self construct

7. CONCLUSION

According to the findings of the study, educationalists must participate in several training and development programs to enhance and update their skills. Faculty Development, Workshops, Conferences, and Short-Term Programs are examples of training and development programs. The results of this study show a strong link between employee performance and HRD practices. Researchers also found that faculty who participated in training and development activities also thought they could improve their functional areas and expertise. It also helps them act as resource persons by sharing their expertise and experience, which helps them gain recognition and identification among their colleagues and upper management. It also opens a door to better opportunities and professional progress, as well as financial benefits including raises in income, promotions, and rewards. The findings show that faculty members are more motivated and satisfied in their jobs as a consequence of HRD practices. Universities are also offering the latest faculty training and development initiatives. They encourage people to engage in these programs by offering financial incentives such as fee refunds, paid leave, and other benefits. As a result, the researcher reached the conclusion that HRD practices improve employee performance, resulting in increased work satisfaction, motivation, and performance among higher educational institution staff.

7. SUGGESTIONS/ RECOMMENDATIONS

1. HRD practices must focus on enhancing employee engagement, motivation, and job satisfaction.
2. HRD practices should be linked with the employee's career development.
3. The faculty development program should focus on major central issues rather than targeting numerous purposes. It should be specific.
4. The conference program should be made a part of the day-to-day criteria, which will help serve the necessities of the job.
5. Traditional training practices must be tailored according to the present need.
6. Workshop training programs need to be done separately for academic and non-academic staff for enhanced results.
7. Employees training environments should focus on holistic development.

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