

Review on Human Resource Management Practices in Higher Education Universities and Institutions

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Abstract:

Human resource management practices strategies are predicated on the idea that employees are an organization's most valuable resource and that their performance is critically dependent on them. A suitable variety of human resource policies and processes must be created and successfully implemented if human resource management is to have a significant impact on organisational performance. Using human resource practises and policies that are aligned with the organization's human resource strategy, strategic human resource management outlines how the organization's personnel will achieve its objectives. HR professionals must be willing to fairly contribute to the development and expansion of their organizations in order to properly fulfil their strategic function. They must be prepared to significantly increase the efficacy and efficiency of the organization or institution. This review article discussed on human resource management practices in higher education universities and institutions.

Keywords: Human, Resource, Management, Universities, Institutions

Introduction:

In the early 1900s, the phrase "human resources" was initially used to refer to all of a company's employees; it became more common in the 1960s. HRM is employee management with a focus on those individuals as organisational assets. Workers are referred to as "human capital" in this sense. The objectives are to maximize performance while minimizing risk and optimizing return on investment, just like with other firm assets.

Review Of Literature:

The purpose of the study, according to M.F. Hossain and M.S. Rahman (2019), is to look at the methods employed in higher education institutions' human resource management (HEIs). The importance of the field of study selected is to conduct a comparative analysis and examine the effectiveness of HRM procedures across these establishments, as well as to clarify how the HRM procedures are implemented and how they contribute to the successful improvement of academic quality in higher education institutions (HEIs). In order to analyse relevant literature on HRM best practises as used in other academic institutions throughout the world, the study used the benchmarking technique. An illustration of how the revision has been improved is how HRM practises are used in tertiary academic institutions to enhance, sustain, and perpetuate academic achievement. The outcomes of the study would be put to use by doing research on the best HRM practises in tertiary academic institutions. [1]

Quality has long been valued in higher education, according to J. Obwogi (2019). Up until a couple of years ago, Kenya's universities supported stringent programme screening, connected the programmes to the resources that were accessible, and hired qualified people to staff the programmes. The study's goal was to determine how human resources (HR) regulations affected the quality of teaching staff in Kenyan universities. According to the report, several HR practises, including performance reviews, counselling, and training recommendations, fall short of expectations. Some of the duties that HR technologies can help with include using incentives, rewards, and performance-based management. Both universities continue to struggle with employee capacity. It is insulting to their commitment to society to conduct research and transfer technologies that the assistance provided to university teaching personnel for their publications and research is insufficient. Therefore, it is essential to address the human resource shortage and support the teaching staff's ongoing professional growth. Universities must allocate a corresponding level of funds for staff development in order to motivate employees to consistently conduct research and publish their findings. Enhancing employee morale and halting brain drain will be made easier by reevaluating pay and the environment. [2]

According to N.K. Mashaqbah (2019), the objective of this study is to evaluate administrative leaders' perspectives on how well Jordanian institutions are performing their human resource management in light of social developments. The descriptive analytic methodology was chosen by the researcher since it is the best strategy for the objectives of the current investigation. A questionnaire was used to gather the data. 210 administrators from public universities and 115 administrators from private colleges made up the study sample. The study's findings revealed that, from the perspective of administrative leaders, the performance of human resources management in Jordanian institutions was only moderately effective, with an arithmetic mean of (3.44) and a standard deviation of (0.73). It also showed that societal changes had a statistically significant effect on how well human resources management was done. [3]

According to N.J. Jasmine (2018), it is widely accepted that a company's human resources are its most valuable asset (HR). These assets are crucial to the institution's ability to accomplish its objectives. Without correctly utilizing HRS, the institution's administration cannot accomplish its objectives. Even after it became clear to everyone that human resources were the single most essential aspect of an institution's effectiveness, the establishment and human resources departments of Indian HEIs did not share this perspective. Unfortunately, despite obtaining independence, the Indian government still lacks a clear human resource management (HRM) policy that may significantly improve the current situation. Higher education institutions (HEI) have struggled to meet their organisational goals and improve the performance of their teaching personnel, both of which are essential in today's competitive job market. [4]

S. Das and G.C. Saha (2018) claim that HRIS is frequently offered as a database. It gives the manager the chance to improve the workforce data's correctness, consistency, and dependability and to shorten the data collection procedure. HRIS is frequently used in a variety of organizations. In this study, an effort has been made to show how HRIS is used in private universities in Bangladesh and how it helps with the transition to a green management system and the elimination of necessary everyday employment. The university system in Bangladesh has become more competitive, and since the HRIS was implemented, both staff members and students are finding it easier to use the management system. Data are more accessible than before, and capabilities and restrictions are much more obvious and straightforward. [5]

The purpose of the study, according to Y. Dauda and G. Singh (2017), is to examine human resource management practises in higher educational institutions (HEIs). The significance of the field of study selected is to conduct a comparative analysis, examine the effectiveness of HRM procedures across these establishments, and to clarify how the HRM procedures are implemented and how they contribute to the successful improvement of academic quality in higher education institutions (HEIs). In order to analyse relevant literature on HRM best practises as used in other academic institutions throughout the world, the study used the benchmarking technique. An illustration of how the revision has been improved is how HRM practises are used in tertiary academic institutions to enhance, sustain, and perpetuate academic achievement. To put the outcomes of the exercise into practise, research on the best HRM practises in tertiary academic institutions would be utilized. [6]

According to A. Kumar et al. (2017), India is renowned for its rich cultural heritage and excellent standard of education. The edas and plays in general have historically played a significant role in education. In the history of any other nation, there has never been anything comparable demonstrated. The educational system no longer has a reputation for providing high-quality education for one reason or another. Even talented Indian students began to submit applications to universities abroad in order to advance their professional careers. The GOI once more formed the IIM and IIT in an effort to restore the brand. Additionally, private institutions with a presence in Delhi are promoting India in the sphere of education. This essay will go through the many HR strategies that Indian universities might use to repair their image. We'll also offer some guidance on how to successfully handle these difficulties. This research is based on six categories that we've determined Indian institutions face unique challenges in. We'll start by talking about renowned worldwide universities. Second, the Indian Institution's faculty's high calibre made renovation necessary. Third, pedagogy must be employed to raise academic standards. The evaluation techniques will follow the adoption of the fourth-place teaching strategy. [7]

Recent studies have indicated that high-performing business companies use strategic human resource management, according to A. Allui and J. Sahni (2016). Though conceptual or empirical research on SHRM in higher education is seriously lacking. In the Arab world, this difference is extremely pronounced. Although many

businesses have acknowledged the value of strategic human resource management, few really use it on a regular basis. In order to examine into how institutional strategy and HRM might be merged, this study looked at strategic HRM practises in Saudi universities. The best practises for strategic human resources management in Saudi Arabia's higher education sector were investigated using a quantitative and qualitative exploratory study design. The key characteristics of strategic HRM practises were identified following a survey of the literature. These were added to a survey questionnaire, which was then given to employees at the chosen Saudi higher education institutions to ascertain the level of strategic HRM implementation. To determine the focus points for assessing the degree to which strategic HRM practises had been embraced at a university, a statistical analysis was done to group relevant factors. According to the opinions of the participants and the study's findings, higher education institutions have a high level of SHRM awareness. The development of human capital, especially that of faculty members, is a crucial problem for Saudi higher education, and they need to concentrate more on their SHRM practises. There could be some significant improvements made to the hiring and selection process. The outcomes also demonstrated that the performance evaluation and reward system does not ensure the presence of a core of highly motivated employees, particularly if those individuals are recruited from outside the company. These results have significant ramifications for administrators, professors, and other higher education staff members who are interested in putting best practises in strategic human resources management into practise and enhancing them. More universities, both public and private, should be included in further studies. Future studies must take into account moderating factors such workplace, academic, and labour market cultures, especially in light of the Saudiization (nationalization) of the labour force and the legal and regulatory landscape. The paper, which offers incisive analysis on the subject of strategic human resource management, is built on the analysis. [8]

According to U.I. Charles (2016), these guidelines provide preparatory guidance. Nigeria is currently placed 142 out of all countries in the global human resource index, which suggests that its HR development strategies and practises are dubious despite the country's richness of human resources. In order to increase economic performance, the nation's HR specialists most recently argued for an immediate improvement in HR development across the country, including the education sector. This study investigates the efficacy of HR development at private Nigerian institutions in response to the country's desire to improve its human resources for greater economic performance. This essay made the case that proactive and targeted HR development programmes might guarantee continued company growth, particularly in the education industry. In order to meet the needs of modern education and make Nigerian students competitive on a global basis, human resources must be highly innovative and dynamic. [9]

According to O.A. Ilesanmi et al. (2015), the goal of this study is to assess the significance of human resource management in the management of Nigerian institutions, with a focus on Osun State. Researchers in the study formulated hypotheses and posed research questions to direct the investigation. Out of eight public and private institutions in Osun State, Nigeria, six universities were chosen as the sample. The results demonstrate how significantly differently public and private entities use HRM practises. Effective HRM also raises worker and student achievement, according to research. It is concluded that how much and for what purposes this potential is utilized greatly depends on the operational environment. It was suggested that university administrators increase their expenditures on human resources to raise the calibre of their employees. The use of mentoring, regular attendance at workshops, academic conferences, and seminars both locally and abroad, and receiving advanced academic training in their areas of specialization were all advocated to university staff members. [10]

According to R.M. Ojokuku and F.K. Akanbi (2015), there has recently been a great deal of concern about the deteriorating standard in Nigerian universities, and it is crucial to apply a strategic approach to manage the human resources of the universities in order to enhance performance and raise the bar. The objectives of this study were to look into the factors that affect the adoption of SHRM practises in Nigeria's public universities and assess how these practises affect the performance of the institutions. In order to analyse the data that had been collected and assess the study's main assumption, 220 respondents from eight (8) public institutions were questioned. The statistical techniques used were both inferential and descriptive. Funding for universities, decisions made by governing bodies, staff awareness of universities' missions and aims, notably in the HR department, and familiarity with the advantages of SHRM practises were proven to have an impact on the adoption of SHRM practises. The results also showed those firms using SHRM principles profited from increased research funding, academic

publications, global collaborations, and prizes for exceptional scientific achievements. According to the research, Nigerian universities should manage their human resources strategically to encourage improved performance and raise the standard. [11]

Public universities, according to N. Mutahi and J. R. Busienei (2015), are labor-intensive establishments that rely on people for efficient service delivery. In Kenya's public universities, this study aimed to find a relationship between strategic human resource management practises and academic success. The study's specific goals were to identify the effects of resourcing practises on the performance of public universities, the effects of reward management on the performance of public universities, the effects of training and development on the performance of public universities, and the combined effects of resourcing practises, reward management, and training and development on the performance of public universities in Kenya. The state universities and colleges that make up each of them in Kenya were the study's target population. A 58% response rate was found in the study units for senior HR administrators and professionals. The information was acquired through the use of a semi-structured questionnaire, and SPSS was used to analyse it. The study's findings show that strategic human resource management methods significantly raise academic performance in Kenya's public universities. The results also showed that policies for resource allocation, training and development, and reward management had an impact on how well public universities performed. Following the findings, the following significant recommendations were made: Management should conduct a staff competency analysis and the government should make sure that selection in public institutions is based on the equal employment opportunity principle in order to address the need for training and development. To automate hiring processes, management should invest in HR information technology. [12]

According to S. Ashraf et al. (2014), Pakistan is one of those developing nations with an extremely low literacy rate. Access to excellent learning environments is vitally needed by university students. The management and operation of development infrastructure requires the utilization of highly educated and talented human resources in today's fiercely competitive world. Only academic institutions with excellent standards and academic staff members who are dedicated to their institutions may accomplish it. The current study compares HRM practises in AJKU and MIU of Azad Kashmir, including job definition, training and development, compensation, teamwork, employee participation, performance appraisal, and promotion practises, to ascertain whether there is a significant relationship between HRM practises implemented and university rankings. 38 questions about job definition, training, compensation, teamwork, employee participation, promotion processes, and performance appraisal were included in the questionnaire that was used to collect the data. A total of 44 executives made up the sample, which was drawn at random from the AJKU and MIU of Azad Jammu and Kashmir (directors or heads of departments). Statistical techniques for descriptive and inferential analysis were used to examine the collected data. [13]

The study's findings, according to O.O. Adewale and A.A. Anthonia (2013), are related to how organisational culture affects human resource practises at a small number of private organizations in Nigeria. The statistical analysis, based on 237 respondents in the private universities that were chosen for the study, found a significant correlation between organisational culture and the hiring process, training programmes, job performance management, employee performance, pay structure, and compensation administration. The report made the case that participants would place a higher value on each component given the organisational context of the study's values, beliefs, and practises. Therefore, it is advised that job candidates or seekers make an effort to become familiar with the corporate culture before accepting job offers. [14]

According to M.Z. Iqbal et al. (2011), the objective of this study was to examine the HRM practises of public and private institutions in the Punjab province of Pakistan. The study's data were gathered via a questionnaire with 30 items, the bulk of which were concerned with pay, collaboration, employee engagement, and performance evaluation as well as job descriptions, training, and development. Pilot testing was used to validate the instrument. The instrument's internal dependability was found to be 0.85. The sample was made up of 60 directors or department heads who were randomly selected from six universities. Means, the independent sample t-test, and other descriptive and inferential statistical techniques were used to examine the acquired data. The findings demonstrated that CEOs of public and private institutions had extremely varied HRM practises. Public universities have better HRM practises than private universities in terms of job descriptions, training and development, salary,

teamwork, and employee participation. Private universities, on the other hand, were found to have better performance grading procedures than state universities. At the conclusion, recommendations for improving HRM practises in favor of employees were given to HRM executives from both private and public universities. [15]

It could be challenging to plan various higher education programmes in the era of digital competition. It was very well explained in D.E. Hanna's (2008) analysis of seven problematic higher education organization model comparisons to existing models. This is increasingly significant now because of how the environment is evolving and the global knowledge-based economy. Although they are adapting new programmes and structures, traditional educational institutions are moving far more slowly than new institutions. It is now harder for traditional colleges to keep up with the demand for education due to recent advancements in information and communication technologies. Demand and low-cost new content are ushering in a new era of severe competition. Hanna looked at trends and individuals in traditional universities, adult-focused universities, technology-based universities, corporate universities, multinational universities around the world, and university-industry alliances. She also extensively investigated the use of a wide range of cutting-edge technological tools. He took into account a variety of elements for his research, including philosophy and mission, funding, the curriculum, pedagogy, professors, students, infrastructure, and others. [16]

B. Sajid and M. I. Ramay (2008) have critically examined the relationship between career possibilities, work-life regulations, the nature of jobs, and professionals' commitment to organisational work. While job characteristics did not match organisational requirements, they discovered that career and work aspects are closely related to dedication. They came to the conclusion that a plan was needed to promote a familial atmosphere and staff career advancement. The optimal course of action has also been discussed. [17]

K. Dayaram (2008) started working in the complex navigation sector. The dynamics of organisational culture for practises and laws governing human resource management in South African public sector enterprises Studies have tried to analyse corporate culture while taking into account the dynamic changes taking place on a global level. According to the findings, any institution can be significantly affected by past institutional practises in its present and forthcoming activities. Recent government actions in South Africa have made the imbalance in the nation worse. The main determinants were values, attitudes, disregard for culture, employment equity, encouragement of resources, and information sharing. A major issue for South Africa will be how satisfied people are with these policies and procedures for managing its human resources. This tactic resulted in the ranking of the college being reversed, despite the fact that it had previously been rated positively and given a level A. [18]

According to L.E. Bernard (2008), management will continue to be top-notch, efficient, goal-oriented, and accomplish the objectives if they are specified as a goal when the company is created. Technical education institutions must constantly update their qualitative management as technology advances and the importance of human resource management in risk management rises. Evidently, the management of risk has only addressed problems like a lack of labour, subpar output, and disgruntled employees. The institutions will gain a great deal from the management of these human resources. This contribution has covered all types of human resources, including regular, full-time employees, part-timers, and seasonal staff. The study does a good job of explaining how poor management impedes the expansion and sustainability of the company. [19]

S. Dawn (2008) is the only author to have addressed the challenges affecting technical education in Canada. Accessibility, affordability, accountability, relevance, and responsiveness, together with social attitudes, are the main problems with technical education compared to academic education. The governance model calls for a carefully thought-out structure for managing human resources, accountability, reporting, and individual involvement in the institutions. The pamphlet also contains the parents' aspirations for their children. However, it could be expensive to maintain cutting-edge technology for distribution. For the purpose of developing competency, the curriculum must be aligned to the matrix of pedagogical resources and industry requirements. This appears to be a realistic example of best practises for the utilization of human resources in the technical education system. The links between the primary, secondary, and postsecondary education levels demonstrate greater planning for technical schools' search for trained human resources. Also underlined are the links to industry and market developments. The addition of an international component to technical education raises the level of competition in the international economy through student exchanges and foreign job placements. Dawn

Sutherland (2008) has also given some thought to JORDEN's technical structure, mostly in regard to the aforementioned elements. [20]

The study by S. Walsworth and A. Verma (2007) takes into account the interplay between workplace practises, innovation, and human resource management. The survey sample came from a Canadian company, and the respondents were asked about three extremely crucial factors: compensation, autonomy, training, and possible relationships. [21]

Writings on the use of updating and integrating ICT in higher education, including pedagogy and learning variables related to human resources, have been reviewed by P. Schonwald and M. Ingrid (2007). A number of ICT-related normative studies for integrating them into education have been completed successfully. However, the normative study does not match the empirical analysis. These contributions serve as an important indicator of the commitment of senior officers in developing plans for various educational programmes, the availability of funding, technical assistance in teaching and learning, and other organisational structure-related factors, etc. [22]

S.R. Chatterjee (2007) asserts that key concepts and practises in HRM have been around since the beginning of time. People were very effectively controlled in one form or another during the Vedic, Ramayana, Mahabharata, and Buddhist centuries before and after Christ. Of course, the obligations, responsibilities, work, and mobility of society depend on it. Human resource development has been discussed on several occasions and places. Like every other societal concept, human resource management (HRM) has undergone three stages of growth throughout history: the ancient, the mediaeval, and the modern. During the BC era, the "ancient stage" began in a number of cultures almost simultaneously. For instance, Manusmriti and Vedanta practically started it out in ancient India, but only Kautilya's Arthashastra gave it a clear structural outline. [23]

M. Boonprasert et al. (2007) limited creative approaches to higher education management to a small number of countries, including the USA, Australia, the UK, and Malaysia, in their report on the study of management innovation in higher education. Particularly brought up is Thailand's higher education reform. The difficulties with suggesting policies and initiatives have also been extensively covered in these works. The demands and significance of the challenges confronting educational institutions change in response to the changing needs of the institutions' society. The management as well as the objectives and missions of the educational system have been impacted by the developments in the global market. Higher education in the public and commercial sectors now interacts in a different way. The expectations and desires of society must be taken into consideration by academic institutions as they confirm knowledge generation for academic advancement. Academic institutions were once seen by the government as a centre of productivity, quality, and human capital for social and economic development and problem solving in the country. However, this view has since changed to place more weight on the country's economy. Taking these aspects into account, the study focused on management innovation both domestically and internationally, resulting in innovative approaches to managing higher education. The recommendations seek to raise the effectiveness, standard, and accessibility of education. About five different elements were involved. The management of human resources, general management, finance, and research are all involved. Efficacy, high management coherence, and systemic global quality goods are the three key areas of emphasis for the five components. [24]

S.G.A. Smeenk et al. (2006) investigated the factors influencing organisational commitment among Dutch university employees with varying levels of academic expertise. In contrast to factors such as age, level of autonomy, working conditions, atmosphere, social system, and personal importance that have a significant impact on employees' commitment to organizations, the survey for the data was conducted online with a focus on decentralization of faculty, pay, training, tenure of positions, and career mobilization. Social interaction and professional characteristics like job satisfaction have been found to be essential to society. Procedures for managing human resources differ from institution to institution, even within the same nation; hence, they might not be applicable to all institutions. They are therefore fundamentally irrelevant to institutions in other countries. [25]

Z. Nase et al. (2006) conducted research on the use of technology in Turkish medical faculties. This study has taken into account all of the methodologies, teaching technologies, and technological improvements in the handling of different medical devices meant for medical education institutions. The adoption of older educational tools has slowed down. The advent of new technology has boosted adoption and use of IT for practical reasons,

despite early resistance and unwillingness to use it. However, this is gradually becoming a part of the system as a result of the widespread use of computers and the reduction of barriers to putting such innovative approaches into practise. The authors found that there was a wide range of personal characteristics, societal trends, attitudes, and preferences for learning tools among the faculty. [26]

D. Singh (2004) sent employees working for different firms in Singapore a Special Report on Benchmarking the Executive Compensation System. He conducted a study and found a significant link between job stress and negative life events and unfavorable outcomes, such as job dissatisfaction, boss displeasure, anxiety, and illness. It is now recognized as a profession as a result. If there were a benchmarking system for the salaries of employees working at various levels, some of the problems might be alleviated. Although this study is geared toward enterprises, it is applicable to many kinds of organizations, including the educational system. [27]

S.L. Kleiman (2000) asserts that the management of people is a key component of the RM function. It includes processes that help the business effectively manage its staff at each stage of the employment cycle—pre-employment, recruitment, and post-employment. During the pre-employment phase, planning strategies are employed. The business must decide what kinds of employment will be available in the near future and what qualifications will be needed to fill them. The hiring process is how the business selects its employees. After soliciting applications, assessing the qualities of applicants, and shortlisting the top individuals, the hiring process begins. In order to properly manage people after they join the firm and during the post-employment phase, the organization develops HRM techniques. [28]

Conclusion:

Human resource management research is undergoing a revolution at the moment. As a result, this book frequently exposes students to in-depth and current discussions about the concept and goals of HRM. Reputable scholars with expertise in the topic have contributed, and analysis and conclusions have been drawn from their work.

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