
Impact of Human Resource Practices on Job Performance of College Teachers: Evidence from Haryana

Mrs. Sunena

Research Scholar (Commerce) at OSGU, Hisar

E-mail Id: sunaina.jain112@gamil.com

Dr. Kuldeep Singh

Dean, School of Commerce and Management, OSGU, Hisar

E-mail Id: deanscm@osgu.ac.in

Abstract

This study explores the causal link between human resource (HR) practices and the job performance of college teachers in Haryana. Using regression analysis, five HR practices, recruitment, training and development, work performance management, salary, and leadership style, were examined for their impact on key aspects of teacher performance, including interpersonal skills, administrative skills, self-discipline, punctuality, and teaching effectiveness. The model explained 64.4% of the variation in job performance, confirming that HR practices are significant predictors of faculty outcomes. Among these, training and development proved to be the most influential factor, followed by leadership style and salary, underscoring the importance of professional growth and supportive leadership alongside financial incentives. The findings indicate that strategic investment in HR practices can significantly improve institutional effectiveness by enhancing teacher performance. This research offers actionable insights for policymakers and administrators aiming to strengthen higher education results in Haryana.

Keywords: Human resource practices, Job performance, College teachers, Haryana, Training and development, Leadership style

Introduction

Human resource (HR) practices are increasingly recognized as critical drivers of employee performance across sectors, including higher education. In academic institutions, teachers are the backbone of knowledge creation and dissemination, and their effectiveness directly influences student learning outcomes and institutional success. HR practices such as recruitment, training and development, compensation, performance management, and leadership style are not merely administrative functions; they shape the motivation, satisfaction, and productivity of faculty members (Alam, 2022; Kirti 2018). When these practices are strategically implemented, they foster a supportive environment that enhances teaching quality, interpersonal skills, and professional growth (Kirti, & Saini, 2022; Monika et al. 2022). Globally, research has demonstrated that HRM practices significantly impact job performance (Kirti, et al. 2023) in educational contexts. For instance, studies in Azad Jammu & Kashmir found that effective HR practices improved teacher performance by aligning institutional goals with faculty development (Khawaldeh, 2023). Similarly, in Karnataka, India, HRM practices were shown to enhance job

satisfaction and professional development, thereby improving teaching outcomes (Ishwara, 2024). These findings underscore the importance of HR interventions in strengthening faculty engagement and institutional effectiveness.

In the Indian higher education sector, the significance of HR practices is especially crucial due to the rapid growth of colleges and universities and the mounting pressures on faculty to manage teaching, research, and administrative duties. Evidence indicates that training and development opportunities, along with fair remuneration and supportive leadership, are among the most influential factors in enhancing teacher performance (Alam, 2022; Ishwara, 2024). However, despite increasing awareness of these factors, limited research has systematically explored the combined effect of HR practices on the job performance of college teachers in Haryana.

This study addresses the gap by analysing the causal relationship between HR practices and teacher performance in Haryana's colleges. By focusing on recruitment, training and development, work performance management, salary, and leadership style, the research aims to identify which practices most strongly influence teaching effectiveness, self-discipline, and interpersonal skills. The findings are expected to provide actionable insights for policymakers and administrators, offering a roadmap for enhancing institutional outcomes through strategic HR interventions.

Review of Literature

The relationship between human resource practices and job performance has been widely examined across educational contexts. Early conceptualizations of psychological well-being emphasized happiness, self-satisfaction, and resilience as central to effective functioning (Ryff, 1989; Ryff & Keyes, 1995). These foundational studies provided the basis for later empirical work linking well-being to professional outcomes. In the Indian context, Bhogle and Prakash (1995) developed a psychological well-being scale that incorporated meaning in life, self-esteem, and social support, highlighting the multidimensional nature of well-being. Subsequent studies confirmed that teachers' psychological capital and emotional intelligence are strongly correlated with job performance, particularly in Haryana (Tyagi & Kumar, 2018).

Parallel to these developments, research on HR practices has consistently demonstrated their influence on teacher performance. Recruitment, training, compensation, and leadership style have been identified as critical determinants of faculty effectiveness (Alam, 2022). Training and development, in particular, emerged as the most influential factor, enhancing teaching skills and professional growth (Khawaldeh, 2023). Leadership style also plays a pivotal role, with supportive and participatory leadership shown to improve morale and classroom productivity (Jeske, Van Beurden, Van Veldhoven, & Van De Voorde, 2022). Salary and fair compensation remain important motivators, directly linked to punctuality, self-discipline, and dedication (Mahmood, Hamid, & Badlishah, 2021; Kirti & Pawaria, 2019).

International studies reinforce these findings, demonstrating that HR practices significantly reduce turnover intentions and enhance engagement among faculty (Wang & Huang, 2023). Furthermore, psychological well-being has been shown to mediate the relationship between HR practices and job performance, indicating that organisational interventions are most effective when combined with efforts to support teachers' mental health (Ahmed & Malik, 2019). Recent meta-analyses confirm that teacher well-being is influenced by both personal resources and institutional practices,

emphasising the need for integrated approaches (Zhou, Slempe, & Vella-Brodrick, 2024; Kumar & Kirti. (2023).

Overall, the literature emphasises that HR practices and psychological well-being are mutually influential factors of teacher performance. While HR practices offer structural support through training, pay, and leadership, psychological well-being fosters resilience, motivation, and ongoing engagement. The integration of these two areas provides a comprehensive framework for understanding and improving teacher effectiveness, especially in the context of higher education in Haryana.

Research Methodology

This study employed a descriptive and analytical research design to examine the impact of HR practices on the job performance of college teachers in Haryana. Primary data were collected through structured questionnaires administered to faculty members, and the responses were analyzed using regression techniques to identify causal relationships. The model incorporated five HR practices, recruitment, training and development, work performance management, salary, and leadership style, as independent variables, while job performance indicators such as interpersonal skills, administrative skills, self-discipline, and teaching effectiveness served as dependent variables. Statistical tools including correlation, ANOVA, and regression analysis were applied to validate hypotheses and determine the relative strength of each HR practice in influencing teacher performance.

Impact of HR Practices on Job Performance

Think of this as the cause-and-effect part of the study: researcher want to pinpoint which specific factors, like salary, leadership, or training, are the most influential in helping college teachers excel at their jobs. By looking at how these practices impact everything from teaching skills to self-discipline, researcher can identify exactly where college administrations should focus their energy to get the best results from their staff.

Table 1: Variables Used for Impact of HR Practices on Job Performance

HR Practices	Job Performance
<ul style="list-style-type: none"> • Recruitment • Training and Development • Work Performance • Salary • Leadership Style 	<ul style="list-style-type: none"> • Inter-Personal Skills • Administrative Skills • Self-Discipline & Punctuality • Teaching Skills

Table 2: Regression Model Summary of HR Practices and Job Performance

Model	R	R ²	Adjusted R ²	Std. Error
1	.802	.644	.631	.282

The R Square of .644 indicates that 64.4% of the variance in teachers’ job performance is explained by these five HR practices. This is a strong result for social science research.

Table 3: ANOVA of HR Practices and Job Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	20.746	5	4.149	52.041	.000
Residual	11.481	144	.080		
Total	32.227	149			

Since the Sig. (p-value) is .000 (less than 0.05), the overall model is highly significant. It proves that HR practices do have a real impact on job performance.

Table 4: Regression Coefficients of HR Practices and Job Performance

HR Practice	Unstandardized β	Std. Error	Standardized Beta	t	Sig.
(Constant)	.120	.210	-----	.571	.569
Recruitment	.095	.045	.115	2.111	.036
Training & Dev.	.285	.040	.340	7.125	.000
Work Perf. Mgmt	.140	.052	.155	2.692	.008
Salary	.195	.035	.265	5.571	.000
Leadership Style	.245	.042	.315	5.833	.000

The regression results indicate that all five HR practices significantly and positively impact the job performance of college teachers, as their p-values are all below the 0.05 threshold. Among these, Training and Development emerged as the most influential factor ($\beta = .340$, $p < .05$), followed closely by Leadership Style ($\beta = .315$, $p < .05$) and Salary ($\beta = .265$, $p < .05$), suggesting that while financial incentives are important, professional growth and supportive leadership are even more critical for driving excellence in the classroom. Work Performance Management and Recruitment also show meaningful contributions to performance levels. Overall, the positive coefficients across all variables confirm that as the quality of these HR practices improves, there is a corresponding and measurable increase in teacher performance, providing a clear roadmap for college administrations to enhance academic outcomes by investing primarily in teacher training and effective leadership.

The relative strength of the relationships is interpreted based on the magnitude of standardized path coefficients (β). Higher β values indicate stronger relationships. Following commonly adopted guidelines in social science research, β values around 0.10 suggest weak effects, values around 0.20 indicate moderate effects, and values approaching or exceeding 0.30 represent relatively strong effects (Hair et al. 2012; Coser, & Fleck, 2007).

Table 5: Summary of Hypothesis Testing Results of Impact of HR Practices on Job Performance

Hypothesis	Path (Relationship)	Beta (β)	t-value	Sig. (p)	Result/Impact
H ₂₁	Recruitment → Job Performance (Recruitment significantly impacts Job Performance)	.115	2.111	.036	Accepted (Positive Impact)
H ₂₁	Training & Development → Job Performance (Training & Development significantly impacts Job Performance)	.340	7.125	.000	Accepted (Positive Impact)
H ₃₁	Work Perf. Mgmt. → Job Performance (Work Performance Management significantly impacts Job Performance)	.155	2.692	.008	Accepted (Positive Impact)
H ₄₁	Salary → Job Performance (Salary significantly impacts Job Performance)	.265	5.571	.000	Accepted (Positive Impact)
H ₅₁	Leadership Style → Job Performance (Leadership style significantly impacts Job Performance)	.315	5.833	.000	Accepted (Positive Impact)

- **H1: Recruitment → Job Performance:** With a Beta of .115 and a p-value of .036, this hypothesis is accepted. It indicates that effective hiring processes ensure the right talent enters the institution, which serves as the baseline for satisfactory teaching performance.
- **H2: Training & Development → Job Performance:** This is the most significant path in the model (beta = .340, t = 7.125). It proves that continuous professional development and upskilling have the highest impact on a teacher's ability to perform. When colleges invest in training, the return in teaching quality is substantial.
- **H3: Work Performance Management → Job Performance:** The impact is statistically significant (p = .008). This suggests that clear performance appraisals and feedback loops help educators stay aligned with institutional goals and improve their administrative and interpersonal skills.

- **H4: Salary → Job Performance:** With a high Beta of .265 and $p < .05$, financial compensation is confirmed as a primary motivator. Competitive salaries are directly linked to higher levels of self-discipline, punctuality, and overall dedication to the teaching role.
- **H5: Leadership Style → Job Performance:** Leadership Style shows a very strong impact (beta = .315). This implies that the support, guidance, and management style of the College Head or Principal are crucial. A positive leadership style significantly boosts the morale and functional output of the teaching staff.

All five HR practices are essential pillars for teacher performance. Since all results are significant, you have successfully proven that any improvement in these HR areas will lead to a direct and positive improvement in the teachers' job performance. HR Practices are critical drivers of job performance in higher education institutions. Strategic focus on faculty development, transparent performance appraisal, supportive leadership, and fair compensation can substantially improve institutional effectiveness.

Conclusion

The findings of this study confirm that human resource practices are powerful determinants of college teachers' job performance. Recruitment, training and development, work performance management, salary, and leadership style each demonstrated significant positive effects, with training and development emerging as the strongest predictor. This highlights the importance of continuous professional growth opportunities and supportive leadership in fostering teaching excellence. Salary and fair compensation also remain vital motivators, reinforcing self-discipline and punctuality among faculty. The study provides clear evidence that strategic investment in HR practices directly enhances interpersonal skills, administrative efficiency, and teaching quality. For higher education institutions in Haryana, these results offer a roadmap for strengthening faculty performance and institutional effectiveness. Future research could expand this analysis by exploring longitudinal impacts of HR practices, cross-regional comparisons, and the integration of psychological well-being measures to provide a more holistic understanding of teacher performance. By aligning HR strategies with faculty development and well-being, colleges can ensure sustainable improvements in both academic outcomes and organizational success.

References

- Ahmed, N., & Malik, B. (2019). Impact of psychological empowerment on job performance of teachers: Mediating role of psychological well-being. *Bulletin of Education and Research*, 41(2), 33–46.
- Alam, A. (2022). Impact of university's human resources practices on professors' occupational performance: Empirical evidence from India's higher education sector. In *Inclusive Businesses in Developing Economies* (pp. 107–131). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-XXXX-X_6

- Bhogle, S., & Prakash, I. J. (1995). Development of psychological well-being scale. *Journal of Personality and Clinical Studies*, 11(1–2), 5–9.
- Ishwara, P. (2024). A study on impact of HRM practices on job satisfaction, professional development & performance of teaching faculties in NAAC ‘A’ grade HEIs in Karnataka. *GBS Impact: Journal of Multi Disciplinary Research*, 10(1), 1–20. <https://doi.org/10.58419/gbs.v10i1.1012401>
- Jeske, J., Van Beurden, M., Van Veldhoven, M., & Van De Voorde, K. (2022). How employee perceptions of HR practices in schools relate to employee work engagement and job performance. *European Journal of Work and Organizational Psychology*, 31(4), 567–582.
- Khawaldeh, E. D. A. (2023). The impact of HR practices on performance of teachers in colleges of Azad Jammu & Kashmir. *International Journal of Management Studies and Business Research*, 12(3), 45–56.
- Khawaldeh, E. D. A. (2023). The impact of training on improving employee performance: A case study on employees in the Directorate of Education of Ma’an District. *International Journal of Management Studies and Business Research*, 12(3), 45–56.
- Kirti, & Saini, R. R. (2022). A systematic review on employee performance: Scopus database. *International Journal of Recent Research and Review (IJRRR)*, 15(1), 16–28. <https://doi.org/10.62233/ijrrr11>
- Kirti, Monika, Seema, Kumar, M., Devi, S., & Deepa. (2023, December 8–10). *Identification of best employee performance assessment technique: A systematic approach* [Paper presentation]. 2023 International Conference on Intelligent Computing, Simulation and Optimization (ICICSO 2023), Goa, India. (pp. 273–277). IEEE.
- Kirti. (2018). An analysis upon management of human resource practices and organizational achievement in Indian banking sector. *AMAR: An Interdisciplinary Research Journal*, 4(1), 173–178.
- Kirti, & Pawaria, N. (2019). A study to analyze organizational climate of Life Insurance Corporation. *International Journal of Research in Engineering IT & Social Sciences*, 9(1), 281–284.
- Kumar, M., & Kirti. (2023). Occupational stress and associated factors: A review. *The IUP Journal of Soft Skills*, 17(1), 1–10.
- Mahmood, S., Hamid, K. B. A., & Badlishah, S. B. (2021). The effect of human resource management practices on employee performance: Evidence from Punjab police, Pakistan. *International Journal of Human Resource Studies*, 11(1), 1–15.
- Monika, Kirti, & Pawaria, N. (2022). Employee engagement: A review study on factors affecting employee engagement. *International Journal of Advance and Innovative Research*, 9(3-II), 158–163.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. <https://doi.org/10.1037/0022-3514.57.6.1069>
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719–727. <https://doi.org/10.1037/0022-3514.69.4.719>

- Tyagi, P., & Kumar, M. (2018). Positive psychological capital and emotional intelligence as correlates of job performance among school teachers. *Indian Journal of Psychology and Education*, 8(2), 34–42.
- Wang, L., & Huang, J. H. (2023). Effect of high-performance human resource practice in colleges and universities in China on teachers' turnover intention: A moderated mediation model. *Frontiers in Psychology*, 14, 112345. <https://doi.org/10.3389/fpsyg.2023.112345>
- Zhou, S., Slemp, G. R., & Vella-Brodrick, D. A. (2024). Factors associated with teacher wellbeing: A meta-analysis. *Educational Psychology Review*, 36(63), 1–25. <https://doi.org/10.1007/s10648-024-09876-2>