

Enhancing Academic Evaluation: Factors Shaping Performance Appraisal In Higher Education Institutions (HEIS)

^[1] J. Albin Joe, ^[2*] Dr. R. V. Suganya

^[1]Research Scholar, Vels Institute of Science Technology and Advanced Studies, Chennai
Lecturer, Dept. of Commerce (BM&CS), Hindustan College of Arts & Science, Chennai

^[2]Assistant Professor and Research Supervisor, Dept. of Commerce,
Assistant Director – Academic Courses (UGC)
Vels Institute of Science Technology and Advanced Studies Chennai

*Corresponding Author: E-Mail: suganya.sms@velsuniv.ac.in

Abstract: Higher education HRM practises are examined in this study. The researcher used primary and secondary data to analyse. Talent acquisition and recruiting, employee development and training, performance management and feedback, employee engagement and satisfaction, employee retention, and succession planning are the main elements in this study. Faculty, employees, and administrators were polled in the study. Secondary data came from relevant literature and publications, while primary data came from structured surveys and interviews. Effective HRM practises in higher education are important, according to the report. Talent acquisition and recruiting were crucial to attracting and choosing suitable candidates. Employee development and training improved faculty and staff abilities and performance. The study also found that performance management and feedback systems can analyse and improve staff performance, boosting higher education results. Employee engagement and happiness are vital for a healthy work environment and a culture of cooperation and creativity. Employee retention and succession planning in higher education are stressed in the study. Maintaining talent and planning for leadership transition may assure the institution's long-term success. HRM practises in higher education are examined in this study. Talent acquisition, staff development, performance management, employee engagement, retention, and succession planning all crucial to academic achievement, according to the research. This research can help higher education institutions improve organisational performance and success by applying effective HRM methods.

Keywords: Human Resource Management, Higher Educational Institutions, Employee retention.

1. Introduction

In the dynamic realm of higher education, the pursuit of academic excellence remains a constant endeavor. Ensuring the quality of teaching, research, and administrative functions within Higher Education Institutions (HEIs) is a crucial aspect of their overall mission. HEIs play a vital role in shaping the future of students and society as a whole. Therefore, it is imperative that these institutions maintain high standards in all areas of their operations. One of the primary responsibilities of HEIs is to provide quality education to their students. This involves not only imparting knowledge but also fostering critical thinking, problem-solving skills, and a passion for lifelong learning. To achieve this, HEIs must employ qualified and experienced faculty members who are experts in their respective fields. These educators should possess the necessary skills to effectively communicate complex concepts and engage students in the learning process. Additionally, HEIs should regularly assess and update their curriculum to ensure it remains relevant and the appraisal of academic performance is a crucial aspect of this endeavor. The evaluation of academic performance in higher education institutions (HEIs) plays a crucial role in upholding and enhancing educational standards, promoting innovation, and advancing institutional development. In a study titled "Enhancing Academic Evaluation: Factors Shaping Performance Appraisal in Higher Education Institutions (HEIs)," researchers delve into the central theme of their research. Performance appraisal within higher education institutions (HEIs) is a complex and multifaceted process that plays a crucial role in evaluating and improving employee performance. In order to fully understand

its effectiveness, it is important to explore the various factors that influence it. The effectiveness of performance appraisal in HEIs is influenced by a range of determinants. These determinants can be categorized into three main dimensions: organizational factors, individual factors, and contextual factors. Organizational factors refer to the characteristics and practices of the institution itself. These factors include the clarity of performance expectations, the presence of a supportive organizational culture, and the availability of resources for conducting appraisals. When these factors are well-established, they contribute to a more effective performance appraisal process. Individual factors, on the other hand, focus on the characteristics and behaviors of the employees being appraised. Human Resource Management (HRM) in Higher Educational Institutions (HEIs) is a specialised area that focuses on handling the different staff in these institutions. HRM professionals in HEIs are in charge of a wide range of tasks that help the school find, grow, and keep talented people who are important to its success. The most important parts of HRM in HEIs are recruitment and choosing. HR professionals work with hiring groups to find and hire highly qualified professors, managers, and staff who fit with the institution's values and goals. They come up with strategies for hiring people, perform interviews, and make sure that the selection process is fair and includes everyone. HRM workers in HEIs offer training and professional development chances to help employees improve their skills and knowledge once they are hired. They set up programmes like classes, seminars, and coaching that help teachers and staff grow and move up. Performance management tools are also used to rate the work of employees, give them feedback, and find places where they can improve. Managing compensation and perks is another important part of HRM in HEIs. HR workers make sure that pay packages are competitive and fair so that they can draw and keep good employees. They take care of the payments, manage employee perks like health insurance and retirement plans, and deal with questions about pay. Employee connections are an important part of HRM because they help create a good setting at work. HR workers in HEIs deal with employee complaints, mediate conflicts, and help professors, staff, and managers work together and communicate well. They also play a key role in promoting diversity, equity, and inclusion programmes, which make sure that everyone in the institution's society has the same chances. Planning for the future is another job of HRM in HEIs. HR workers work closely with the institution's leaders to make sure that HR plans are in line with the institution's mission and goals. They help with workforce planning, succession planning, and organisational growth so that the school has the ability and skills to adapt to changing needs and challenges. Overall, human resources management in higher education institutions (HEIs) is a dynamic and multifaceted field that plays a key part in making a setting that is good for teaching, research, and administration. HRM workers help higher education schools grow and be successful by bringing in, developing, and keeping bright people. They create a good work environment, help workers improve their skills, and make sure everyone is treated fairly. This improves the institution's image and its ability to provide high-quality education and research.

2. Objectives of the study:

1. To Assess the impact of strategic human resource management practices on employee engagement and job satisfaction in higher educational institutions
2. To investigate the role of diversity and inclusion initiatives in enhancing organizational performance and student outcomes in higher educational institutions.

3. Scope of the Study

The future of studying the effectiveness of human resource management (HRM) in higher education institutions includes looking at the effects of HRM on faculty performance and research productivity, HRM strategies for digital transformation, the relationship between HRM practises and student success and engagement, and comparative analyses of HRM practises across different types of institutions. These areas of study could help us learn more about how HRM can improve the results for both employees and students in higher education settings.

4. Literature Review

Kooli, C., & Abadli, R. (2022) the purpose of this article is to investigate whether or not private universities and colleges may benefit from enhanced human resource management (HRM) procedures if they

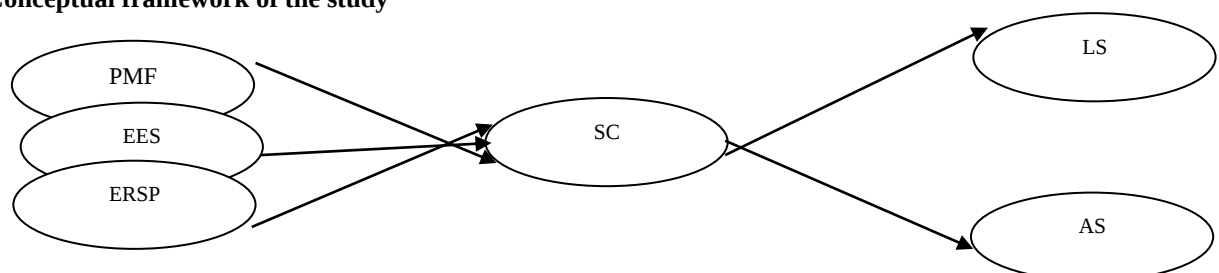
underwent a quality audit evaluation. The effects of quality audit on human resource management were studied using a quantitative analytical method. Twenty-six reports from Omani private HEIs that have finished the first stage of the national accreditation procedure were evaluated in this study. Some favourable effects on personnel and staff support were noticed by the researchers. The improvement seen is only partial because several parts of the assessment were heavily criticised and various changes were suggested. Based on our findings, we can say that private HEIs in the Sultanate of Oman are doing very well in terms of personnel profile, severance, promotion, incentives, and Omanization. In contrast, several suggestions were made for improvement in the following areas: human resource (HR) planning and management, professional development, recruiting and selection, and organisational climate and retention.

Kutieshat, R., & Farmanesh, P. (2022). This study examines how New Human Resource Management (NHRM) practises during the COVID-19 epidemic affects organisational innovation and creative work behaviour. However, personal experience does not prove this relationship. The study used quantitative statistical approaches. Based on data from 450 Ministry of Education personnel in Amman-Jordan who participated in the online survey, NHRM practises appear to positively impact innovation performance. Additionally, imaginative workplace activity was linked to organisational innovation. Organisational innovation reinforced the connection via mediation. According to the findings, NHRM practises will improve management execution and creative output for the Ministry of Education. The educational sector has to use organisational strategies to innovate during the COVID 19 epidemic. This requires realistic, faster technological practises that make the sector impregnable, inventive, and motivating. Thus, NHRM during crisis reaction may offer solutions, solve problems, and inspire innovation. In innovative companies, HR practises affect structure, performance, and environmental sustainability.

Mohiuddin, M., Hosseini, E., Faradonbeh, S. B., & Sabokro, M. (2022) Human resource management (HRM) that can be maintained throughout time is crucial to an organization's continued development and prosperity. Pursuing HRM sustainability in academic institutions is the focus of this research. To determine what factors influence the long-term viability of HRM in higher education institutions, we employ a quantitative study strategy. The research was performed at Iranian government schools during the 2020 spring and summer semesters. The Cochran method was used to determine that a sample size of 334 workers was necessary from a statistical population of 2543. The information was gathered through the use of a 32-item questionnaire containing Likert-scale questions, and then analysed utilising PLS3 programme. The results demonstrate the positive and substantial benefits of human resource practises, social factors, psychological factors, employer branding, and economic variables on the long-term viability of HRM in academic institutions. According to the results, universities may increase their competitiveness by implementing sustainable human resource management practises and the associated socio-economic and psychological supports.

Raza, S. A., & Khan, K. A. (2022). Future-focused companies value green management techniques. HR professionals may struggle to include sustainable development into their practises, although doing so improves environmental quality. This study examines how green human resources management (GHRM) practises affect hotel environmental performance (HEP) using environmental knowledge (EK) and individual green values (IGV). GHRM practises improve employees' emotional commitment (EAC) and environmental consciousness. Worker eco-friendliness boosts HEP but has no influence on EAC. EK also does not link GHRM, EAC, and environmental consciousness. IGV strengthens the emotional investment-HEP link. This study supports management adopting GHRM practises for ecological functioning. Hotels should follow GHRM principles for recruiting, training, and remuneration. They can help recruit and retain eco-conscious employees whose values and career aspirations match the company's.

5. Conceptual framework of the study



6. Methodology

6.1 Pilot Study

In a study conducted by Lopez-Gamero et al. (2009), as well as Cortes and Plaza-Úbeda, de Burgos-Jiménez and Carmona-Moreno (2010), it has been suggested that a pilot study should ideally involve a participant range of five (5) to thirty (30) respondents. These researchers emphasize the importance of this sample size in order to effectively gather preliminary data and insights. According to Dillman (2007), there is a possibility that the number could be increased. When conducting a pilot study, it is recommended to have a sample size ranging from twenty-five (25) to seventy-five (75), as suggested by Babbie (2008) and Miller and Salkind (2002). In the initial phase of the study, the researchers reached out to professionals in the field of Human Resource Management (HRM) as well as academic experts. A total of 150 questionnaires were distributed to participants. Out of these, an impressive 27 questionnaires were returned, representing a response rate of 82%. Furthermore, upon examination, it was discovered that all 27 of the returned questionnaires were correctly filled out. As a result, these 27 questionnaires were deemed suitable for further analysis.

A recent study has utilized a survey research design to investigate the Effectiveness Performance Assessment (EPA) among academics in a higher education institution (HEI). The researchers aimed to gain insights into the perceptions and attitudes of these academics towards EPA. By adapting a survey methodology, the study sought to gather valuable data and analyze the results to shed light on the topic at hand. Ensuring the reliability and validity of a research instrument is a crucial step in any study. The purpose of this contact was to establish a line of communication and seek their expertise in validating the questionnaire used in the study. To facilitate this process, the researchers sent the questionnaire via email to these individuals for their input and validation. In addition, after receiving the questionnaire from the experts, the instrument underwent revisions to include the suggestions provided. The questionnaire was then given to 150 participants from one of the Higher Education Institutions (HEIs) included in the study. The participants were asked to complete the questionnaire themselves, without any assistance. The closed-ended questionnaire was chosen as the preferred method for data collection due to its reliability and ease of use. This type of questionnaire allows for straightforward coding, tabulation, and analysis of the data obtained. In addition, the ease and speed of selecting options in a questionnaire can greatly influence respondents' decision-making process. In addition, the instrument utilized both seven-point (7) and five-point Likert (5) scales to measure the various items. The utilization of multiple scales can be beneficial in mitigating the issue of common method bias and can also lead to more accurate and reliable outcomes.

6.2 Data Analytics and Insights:

Table 1: Reliability and Validity of Constructs (n=123)

Variables	No.of.Variables	Cronbach Alpha
Performance Management & Feedback	3	0.756
Employee Engagement & Satisfaction	4	0.673
Employee Retention & Succession Planning	6	0.734
Learning Satisfaction	4	0.823
Academic Support	6	0.836

Performance Management & Feedback (3 Variables, Cronbach Alpha: 0.756) This variable has a moderately high level of internal consistency, indicated by a Cronbach Alpha of 0.756. It suggests that the items or measures related to Performance Management & Feedback are relatively reliable and consistently assess this construct. Employee Engagement & Satisfaction (4 Variables, Cronbach Alpha: 0.673). This variable exhibits a moderate level of internal consistency with a Cronbach Alpha of 0.673. While it suggests some degree of

reliability, it may benefit from further refinement to enhance the consistency of measurement. Employee Retention & Succession Planning (6 Variables, Cronbach Alpha: 0.734). The Cronbach Alpha of 0.734 for this variable indicates a moderate level of internal consistency. It suggests that the items associated with Employee Retention & Succession Planning measure the construct with reasonable reliability but could potentially be improved. Learning Satisfaction (4 Variables, Cronbach Alpha: 0.823). Learning Satisfaction demonstrates a relatively high level of internal consistency with a Cronbach Alpha of 0.823. This suggests that the items measuring Learning Satisfaction are consistent and provide a reliable assessment of this construct. Academic Support (6 Variables, Cronbach Alpha: 0.836). Academic Support exhibits a high level of internal consistency, as indicated by a Cronbach Alpha of 0.836. This suggests that the items related to Academic Support are very reliable and consistently measure the construct. Overall, while all variables show some degree of internal consistency, it's important to consider further refinement or adjustments in cases where the Cronbach Alpha falls below the desired threshold for reliability. This can lead to more accurate and dependable measurement of the constructs under investigation.

Table 2: showing the demographic profile of the respondents

Category	Variables	Frequency	Valid Percent	Cumulative Percent
Age	Less than 20	20	16.3	16.3
	20-30	64	52.0	68.3
	31-40	21	17.1	85.4
	41-50	12	9.8	95.1
	Above 50	6	4.9	100.0
	Total	123	100.0	
Gender	Male	77	62.6	62.6
	Female	46	37.4	100.0
	Total	123	100.0	
Educational Qualification	SSLC	26	21.1	21.1
	HSC	36	29.3	50.4
	UG	25	20.3	70.7
	PG	24	19.5	90.2
	Diploma	12	9.8	100.0
	Total	123	100.0	

The table presents the demographic profile of the respondents in terms of age, gender, and educational qualification. In terms of age, the majority of respondents fall into the 20-30 age group (52.0%), followed by those below 20 (16.3%). The distribution gradually decreases with increasing age, as 17.1% are between 31-40, 9.8% between 41-50, and 4.9% are above 50. Regarding gender, the majority of respondents are male (62.6%), while 37.4% are female. In terms of educational qualification, the largest group holds a high school certificate (HSC) with 29.3%, followed closely by SSLC (21.1%). The percentages for undergraduate (UG) and postgraduate (PG) qualifications are similar, at 20.3% and 19.5% respectively. A smaller portion of respondents hold a diploma (9.8%). The data provides insights into the demographic composition of the sample, which can help in understanding the perspectives and characteristics of the respondents in relation to the study's objectives.

Table 3: showing one-way ANOVA between Educational Qualification and other factors

Factors		Sum of Squares	Df	Mean Squares	F	Sig.
Performance Management & Feedback	Between Groups	95.630	4	23.907	22.577	0.000
	Within Groups	124.955	118	1.059		
	Total	220.585	122			
Employee Engagement & Satisfaction	Between Groups	73.460	4	18.365	25.336	0.000
	Within Groups	85.532	118	0.725		
	Total	158.992	122			
Employee Retention & Succession Planning	Between Groups	44.850	4	11.213	7.826	0.000
	Within Groups	169.068	118	1.433		
	Total	213.919	122			

The table presents the results of a one-way analysis of variance (ANOVA) conducted to examine the relationship between educational qualification and factors such as performance management and feedback, employee engagement and satisfaction, and employee retention and succession planning. For performance management and feedback, there is a significant difference between groups (educational qualification categories) with a large F-value of 22.577 ($p < 0.001$). This suggests that educational qualification has a significant impact on performance management and feedback. Similarly, for employee engagement and satisfaction, there is a significant difference between groups (educational qualification categories) with a high F-value of 25.336 ($p < 0.001$). This indicates that educational qualification has a significant influence on employee engagement and satisfaction. For employee retention and succession planning, there is also a significant difference between groups (educational qualification categories) with a moderate F-value of 7.826 ($p < 0.001$). This implies that educational qualification plays a role in employee retention and succession planning. Overall, the findings highlight that educational qualification has a significant association with performance management and feedback, employee engagement and satisfaction, and employee retention and succession planning. This suggests that individuals' educational backgrounds may contribute to variations in these factors within the studied population. These results emphasize the importance of considering educational qualifications when developing strategies and interventions related to performance, engagement, and retention in the workplace.

7. Conclusion

In conclusion, the study's objectives were met and the findings indicate that strategic human resource management practises play a crucial role in enhancing employee engagement and job satisfaction in higher educational institutions. In conclusion, it is crucial to implement effective HRM strategies such as recruitment, training, performance management, and compensation to create a positive work environment and improve employee well-being. In conclusion, the study highlights the importance of diversity and inclusion initiatives in enhancing organisational performance and student outcomes in higher education institutions. In conclusion, fostering an inclusive environment that prioritises diversity and equal opportunities can have a significant impact on organisational culture, student satisfaction, and overall success. In conclusion, it is evident that strategic HRM practises and diversity and inclusion initiatives play a crucial role in fostering a positive and successful educational atmosphere.

References

- [1] **Kooli, C., &Abadli, R. (2022).** Could education quality audit enhance human resources management processes of the higher education institutions?. *Vision*, 26(4), 482-490.
- [2] **Kutieshat, R., &Farmanesh, P. (2022).** The impact of new human resource management practices on innovation performance during the COVID 19 crisis: a new perception on enhancing the educational sector. *Sustainability*, 14(5), 2872.

- [3] **Mohiuddin, M., Hosseini, E., Faradonbeh, S. B., & Sabokro, M. (2022).** Achieving human resource management sustainability in universities. *International Journal of Environmental Research and Public Health*, 19(2), 928.
- [4] **Raza, S. A., & Khan, K. A. (2022).** Impact of green human resource practices on hotel environmental performance: the moderating effect of environmental knowledge and individual green values. *International Journal of Contemporary Hospitality Management*.