

## Original Article

# Impact of Human Resource Management Practices on Teachers' Performance: A Case of Higher Education in Quetta

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## Abstract

The current research study investigated the relationship between HRM Practices and teacher performance among higher education teachers in Quetta. It was hypothesized that there is likely to be a relationship between HRM Practices itself and with Teacher performance, and HRM Practices likely to predict teacher performance. It was correlational (cross-sectional) research design. The data from 765 participants from different universities in Quetta was collected. The analysis revealed significant correlation between five different HRM practices. The student evaluation and CGPA also found to be correlated revealing significant effect of HRM practices on teacher performance. HRM practice was found a predictor of teacher performance. The study helps incorporating HRM practices in higher education system and it shows which area of HRM practices are to be incorporated for an effective performance outcome of the teachers.

**Keywords:** HRM, Teachers' Performance, Higher Education, Quetta

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## 1. INTRODUCTION

The definition of Human resource management is stated as logical and strategic method to organize management of workers in a system while seeing them the most valued and integral part, who are responsible and contribute in overall organization on individual and collective levels (Armstrong, 1995). In an organization brain management is a formal design of systems that helps an organization to accomplish their organizational achievements by using human talents in a certain approach with is effective and resourceful. Attracting, developing and maintaining an efficient and effective work force for an organization comes under the department of human resource management defined by Griffin, (1997).

HRM is responsible to motivate educationists in an institution to provide their maximum output for the welfare of institute and students. This process is defined as utilizing human in institutes to perform their duties and functions adequately. Manufacturing the supplies and services in HRM practices are recognized as most important source. Fast growing socio-economic progress and service that is proficient are delivered because of human resource. It is not possible to develop an institution without well motivated and skilled team of workers working under a well-established HRM recognized administrated course. For execution of its program, every institution at every stage of development is heavily dependent on human resources. For effective implementation and realization of educational objectives and policies practically at the classroom

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level, teachers are stated as critical resource (Nwaka and Ofojebe, 2010). In an organization, if a manager underrates and underplays importance of human resource whether in a public or private sector, can never be effective or efficient (Oduma, 2012).

Institutional policies as designed to actualize educational goals by curriculum, is interpreted and implemented by teachers in an institute only. Only teachers can improve or maintain educational standards of an institution, being greatest aid to learning. Teachers therefore are the most crucial entity in the school. Poor management in an institution can reduce teacher's motivation and performance, resulting in poor efficacy delivering curriculum to students. Teachers are the building blocks of a nation's future, human resource management in education sectors helps organizing educative process and increasing effectiveness of the teachers who are responsible to facilitate learning among youth.

The performance and satisfaction of teachers is an essential component of the educational institute, as the teacher satisfaction and performance directly affects the organization in terms of student performance that affects organizational reputation. The direct impact of their performance on education and educational organization creates a strong image. However, on the other hand teacher performance or the factors leading to teacher's performance could be institutional based, such as environment of that organization, the policies and the institutional practices of the organization. There are many educational institutes where the professional practices such as HRM practices are not being implement, thus result into low teacher performance that has its effects on a broader level.

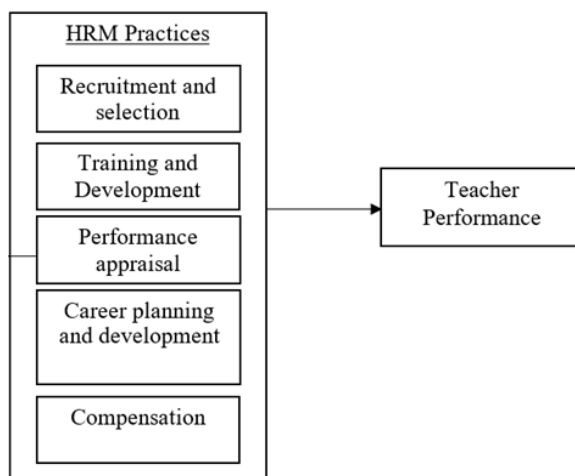
The research has been the aimed to dig down the effect of HR strategies in an educational setting on teachers performance, these strategies include; hiring, placement, professional development, feedback of work, future focus and plans, incentives, and recognition. The research objective is to find out the influence of HRM practices on teacher's performance.

## Hypotheses

H<sub>1</sub>: HRM practices and teacher performance are likely to have positive relationship

H<sub>2</sub>: HRM strategies are likely to predict teacher's performance

## Conceptual Framework



Based on the theoretical background discussed above, following conceptual model was proposed see Figure 1.

## 2. LITERATURE REVIEW

### Practices of Human Resource Management

The level of work performed by management of an organization is known as HRM, The main job of an organizational body is to manage the group of people utilizing their resources best in the benefits of the organization and the human development as well to eventually meet the success of the organization (Tiwari & Saxena, 2012).

Schuler and Jackson (1987) described HRM practices as which involves the process of employee motivation, attraction and training to make sure the organizational survival. The role human of capital is significantly important in terms of design and practices of HRM for goal achievement (Delery & Doty, 1996). Purcell (2003) describes practices of HRM as suitable if it influences the employee and employer dedication with

organization positively. There are certain practices if being done in HRM such as, development of employees and their training, incentives based on their performance that encourage them to towards better working will result into better organizational outcome. The policy of human resources management are very important in worldwide business community to implement success. The practices of HRM are revolutionary in terms of the trends and its challenges. Therefore, it is very important to incorporate such structure for work force to perform properly and effectively for attaining the objectives of the institution (Mathis & Jackson, 2008).

Similarly, it is described the applications of HRM denoted as practices are of value for any institute or organization to gauge practically the dedication and commitment of both the working individuals and the organization in terms of the flourishing. Further, by making the HRM practices practical in the organization provide attractive motivational outcomes, it keeps the employment level up which in result increases the performance of the organization (Pablos & Lytras, 2008). There has been increasing concerns that the value to human potential to work must be emphasized rather the taken as individual as working component of the organization just as cost or supporting factor (Delaney & Huselid, 1996; Wright et al., 2001). Furthermore, Personal development and performance to the organization are also achieved by successful HRMPs (Chang & Huang, 2005). How the individual capacity and the performance of organization correlate with the notion of HRMPs have been understudy by many researchers. Kehoe and Wright (2013) for example have studied how performance level in HR setup influenced the attitudes and behaviours of workers. The results of their study unveiled the phenomena that high-performance HR practice and the attitudes and behaviours of workers was positively correlated with each other which further had an influence on the organizational commitment and played a mediatory role between worker's retention and HR practices.

In recent years however, there has been a paradigm shift of assuming the workers of an organization as the most valuable part of the organization, but practical benefits have been experienced of this phenomenon by some of the groups. How the practices of HRM influence the performance of workers has gained some popularity by experimental research in recent years (Becker & Huselid, 2006; Bowen & Ostroff, 2004). Many of the HR practices individually can be seen influencing the outcomes of an organization as well as when they are combined with others. The results however have not been so much clear to interpret (Ahmad & Schroeder, 2003).

According to While and Ling, (2012), the practices being done in an organization can be classified into 6 categories which are the selection process known as recruitment, and selection, then providing the knowledge about the organization and other useful information is training, also development, after all that if comes to the motivation, to keep the employees up and maintaining it. In another way, Managers are also Human resource managers, when they get involved in in their assigned tasks such as recruiting, interviewing, selecting, and training but mostly organizations have separate human resource department headed by its own managers inclusive of top management (Dessler, 2013). An organization has so many HR practices to from. Human resource related practices are vital to the organization's main areas encompassing from hiring to evaluation and development of the employee need to be aligned, organized with strategic focus. This is how: organizations dedicate to retaining their work force on long-term basis (Choudhary & Lamba, 2013).

Numerous studies have focused on one thing that is these policies must be effective for the working of firm and behaviour of employees as well. This is how employees are affected in a positive manner as far as their job performance, satisfaction and motivation are concerned. These factors do improve both individual and collective productivity (Guest, 2011). There are also some other studies that are aligned with positive relation between HR and firm performance. Some studies do not full give credence to positive relationships (Guest, et al., 2003), but outcomes give credence to main idea that all such practices are completely related to the employee conduct and individual as well as collective performance. In nutshell, idea has been developed that Human resource practices, if combined together, have potential to positively impact firm's performance just by developing strong relations and enhancing the institutional performance. Studies took a closer look at SHRM practices in China to gauge how these practices influence performance and employee relation as well as climate. Positive effects were mostly on finance, operations, and employees' relation.

The results of various studies showed a strong correlation between these practices and employee performance. Previously, many studies have shed light on HRM practices using different names. With the passage of time researchers have also pointed to different combinations of practices being done under HRM called top performed practice practices or well above performance (Huselid, 1995) performed in a manner that is latest and trending. Golhar and Deshpande, (1997) said that if the work is up to the mark it is said to be the professional work and for this the most appropriate term used is HRM practices.

## **Recruitment and Selection**

Recruitment and selection are defined as a process of precise steps taken by organization to induct and

take decisions about hiring staff (teachers). Recruitment and selection's process main objective is to gather a highly qualified staff and according to the need of department in educational systems. One who meets the demands and requirement of human resource are recruited that enhances the efficiency of department therefore, better workforce is inducted to teach children in higher education institutes. On the other hand, when non-standardized criteria, biasedness and invalid terms are used in recruitment or selection it leads an institution to regress and failure to provide optimal education to students. The best way to produce a better workforce for an institution is to use HRM practices in induction and selection process.

### **Training and Development**

After recruitment and selection another important phase for is the development of the workforce. Development and competencies building is major goal for HRM department of any institute (Gritz, 1993). Institutions like universities have different departments each department consists of a dean, then a Head of Department and finally Teachers some of them are assistant professors, professors or visiting faculty. In order to perform effectively an institution requires training and development process from which all these employees go through for enrichment of their skills (Baldwin & Padgett, 1994). To acquire competitive advantages, training exercises are the most essential activity of the competition. In this era, where a large number of education higher institutes are present and competition among universities is quite high, HRM facilitates are being instituted by conducting training for the staff in order to attain the goals of organization which in return increases institutional productivity as well as output of the employees.

### **Performance Assessment**

It is another very important aspect cared by HR department of any institute because performance appraisal of employees as it has a psychological impact on the work performance as well. The most vital and criticized process in HRM is said to be performance appraisal (Compton, 2005). Using appraisal mechanism, any organization/institute can monitor the desired behaviour and attitude of employees in an efficient manner. While being an important component of HRM practices appraisal system can also help in changing principles for induction of workforce, training and development methods, by considering the attitude and behaviour of existing workforce.

Employees job-related behaviour, attitudes and outcomes are influenced, measured and evaluated using a formal system called performance appraisal. This system aims to understand and establish the productivity of an individual working in an organization by taking in view how productive one is, or how productivity can be enhanced or improved over time. The appraisal system also helps in managing workforce and meeting the desired goals of an institute by considering teachers as not only an employee but also the main assets of and education system. Performance appraisal according to the perspective of an employee / a teacher is responsible to inform them about requirements of their jobs. It is a guideline for them that shows how progressive they have been in achieving desired goals of an institute and facilitates them in improving their performance and gaining rewards by meeting the desired standards of performance appraisal.

Teachers' performance appraisal also known as teacher's assessment is a method to evaluate performance of staff. Therefore, appraisal system is also associated with career development and using this HRM evaluates performance of employees working in an institute (William & Keith). HRM managers are responsible for collecting data and evaluating about staff performance appraisal in any system. Ebrahim et al., (2005) stated that process used to measure and appraise performance in any organization is to be culture specific and constructed according to the culture principles because it indicates the behaviour of employees and behaviour is culture sensitive. According to the demand of performance can be measured through different techniques. Standards are set by every organization/institute according to which performance of employees is measured. In the process of evaluation subordinates, peers, leaders, students etc. should be involved for more authentic results. Due to mismanagement, sometime performance appraisal is not conducted appropriately. This is caused due to poor management in providing feedback of teachers by the authority figures, by ignoring the basic objectives of individuals or any subjective measures (Ebrahim et al., 2005).

### **Career Planning and Development**

A focused track from becoming aware of oneself, boundaries, chances, varieties, opportunities, significances, consequences, making career related goals and identifying them, education, work, development knowledge to deliver the direction, categorization of steps according to timing to obtain a achieve a particular goal is known as career planning (Hall et al., 1986). Development of one's career is a path in which one recognizes their interest in jobs, their value system, their weakness and their strength that helps them to enhance possibility

of achieving their desired career.

It is important for an organization firstly try to identify within the organization the potential for promoting and staffing; this happens only when an organization have a well-designed career development configurations that is responsible to match the skill, experiences and ambitions of the staff according to the need of organizational goals. Keeping the staff inspired, compensation and succession planning in order to attract workers, and making them more productive by engaging them; is also essential for an organization and therefore career planning and development (Kapel & Shepherd, 2004). For the human resource management department of any institution it is necessary to practice these arrangements of career planning and development in order to keep staff facilitated and encouraged it is not a one-time event; rather a continuous one. Intrinsic longevity is appreciated and understood by the individuals working in an organization for this complex process of career development; as it is a long-term process.

### **Compensation**

Compensation is defined as benefit or reward given to the workers in terms of money or recognition against their work or accomplishment. This helps to enhance effectiveness of an employee and makes them more motivated (Milkovich & Newman, 1996). While compensating an employee there are many factors to be taken in consideration such as, work performance, relationship with other co-workers, head/manager and personal needs. Compensation is a powerful tool that helps to keep competent employees/teachers, helps to boost/sustain their satisfaction, encourage their performance, helps in decreasing turnover rate and makes them more loyal to their work and an institution/organization. Compensation varies among the workers according to their job descriptions, their level of employment, qualifications, experiences and training. Most of the time impartial compensation plans are designed for the benefit of staff apart from their salary, which includes; medical funding, educational funding for their children, bonuses and advance salary etc. Whereas, some institutions like public sector universities also provide retirement plans for their employees.

### **Teacher Performance**

Teacher performance is described as how teachers convey their own knowledge to the students. It can also be described as how effectively the teacher comes to the level of the students and explain new concepts to the class. Performance of university teachers can also be assessed through students' achievements. As higher will be the teacher's performance, higher will be the student's performance. Teachers performance can also be seen through their competency; the degree to which the teachers has skills and information.

Gerhart and Milkovich, (1992), used the term HRM practices connected it systematically to employee performance when it was published afterwards researchers around the world carried out research on various division of HRM in different countries. Huselid (1995) said many of the researchers in their study revealed the significance of these processes on teachers' output. Teacher's performance has straight connection/link to the organizational performance. The organizational success has been considered through the HRM practices as a critical factor which has direct effect on performance of the. Boselie et al. (2005) conducted a mega research of 104 different studies, and found that HRM is a group of various management actions for workers. There have been identified seven HRM methods that are closely related to all organizations' performance. Pfeffer (1994) suggests that employees must be hired under skills and performance capable to perform and in the organizational environment and being success.

## **3. METHODOLOGY**

The research design was opted to be correlational (cross-sectional) for the current research, it is analytical analysis technique used in the method of quantitative research. A correlation research design is used to draw inference among two or more associated variables (Mitchell, 1985). A cross sectional research design is used where different level of population is used in a research and hypotheses are needed to be tested. Such research studies are carried out for a very short period of time at one point in time. In other words it provides a resulting outcome associated with it (Levin, 2006).

The study examines the impact of HR processes on the working of higher education teachers in Quetta. The population for this study was the HODs, teachers and students of four universities namely university of Baluchistan, Baluchistan University Of Information Technology Engineering and Management Science, Sardar Badur Khan Women University and Al Hamad Islamic university in Quetta. The sample of the study derived from education sectors and universities were selected as the source of data collection, 700 participants took part in the research study. The method of data collection was research questionnaire, a traditional paper and pencil data collection technique under which 3 different types of questionnaire were distributed to students,

teachers, and HODs. To draw the relevant responses for the study, three survey questionnaire were developed and distributed personally to the department Heads, instructors and students.

Participants were reached out for the current research study at their studying institutions. Before administering the questionnaire, each participant, was guided about the research and the research purpose along with the inform consent form to be signed. All the participants were reached at their connivance and also verbally as well as written information about their rights on research participation was provided which included all the participant related information and the detailed information about their research participation rights. They were also made sure that all the information they provide will be kept confidential and will not be used or share elsewhere other than the current research.

The data analysis was done using SPSS, a statistics application to run the required tests. Descriptive analysis was carried out first, then a t-test analysis to see the differences in both men and women in the sample, a correlation analysis was also carried out, and lastly a regression analysis was carried out to see the predictions between the IV and DV.

#### 4. RESULTS & FINDINGS

Table 1 shows the descriptive analysis of the demographic variables used in the study, the table shows the frequency and percentage of the each variable used.

**Table 1**

Description of Demographic Variables

| Age Range           |     |      |
|---------------------|-----|------|
| 30-40               | 108 | 73.0 |
| 41-50               | 20  | 13.5 |
| 51-60               | 12  | 8.1  |
| above 60            | 1   | 0.7  |
| Gender              |     |      |
| Male                | 65  | 43.9 |
| Female              | 83  | 56.1 |
| Academic            |     |      |
| 16 years            | 19  | 12.8 |
| 18 years            | 90  | 60.8 |
| Ph.D.               | 39  | 26.4 |
| Academic Experience |     |      |
| Less than one year  | 11  | 7.4  |
| 1-5 years           | 80  | 54.1 |
| 6-10 Years          | 29  | 19.6 |
| 11-15 Years         | 12  | 8.1  |
| 16-20 Years         | 6   | 4.1  |
| Above 20 Years      | 10  | 6.8  |

Pearson product moment correlation analysis was carried out to see the relationship between the HRM practices being done in Quetta Universities (See Table 2). The result of correlation analysis revealed that all the HRM practices were significantly correlated with each other, recruitment, training, performance, career, and compensation was found be significantly highly correlated at  $p < .001$ .

**Table 2**

Person product moment correlation analysis among HRM practices

| Variables                 | 1 | 2       | 3       | 4       | 5       |
|---------------------------|---|---------|---------|---------|---------|
| 1 HRM-Recruitment         | - | .53 *** | .56 *** | .65 *** | .45 *** |
| 2 HRM-Training            |   | -       | .74 *** | .62 *** | .55 *** |
| 3 HRM Teacher Performance |   |         | -       | .71 *** | .59 *** |
| 4 HRM-Career              |   |         |         | -       | .65 *** |
| 5 HRM-Compensation        |   |         |         |         | -       |

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

The result revealed that after controlling demographic variables (age, gender, education, academics, and academic experience, CGPA, of teachers, students, and HODs) in step 1. CGPA, Recruitment, Training, Teacher Performance, Career, and Compensation were entered in step 2 overall model experienced the 11.6 % of variances for teacher performance by HODs, and students with  $F(12, 135) = 1.48p < .01$ . CGPA and teacher performance by HODs were found to be significant positive predictor of teacher performance under HRM practices. For CGPA the model experienced 35.4% of variance with  $F(7, 27) = 2.11p < .05$ .

**Table 3**

Regression analysis among teacher performance

| Variables                | Student      |         | HOD          |         |
|--------------------------|--------------|---------|--------------|---------|
|                          | $\Delta R^2$ | $\beta$ | $\Delta R^2$ | $\beta$ |
| Step 1                   | .094*        |         | .099         |         |
| Control Variables*       |              |         |              |         |
| Step 2                   | .023         |         | .255         |         |
| CGPA                     |              | -.171*  |              |         |
| HRM-Recruitment          |              | -.001   |              | .371    |
| HRM-Training             |              | -.198   |              | -.133   |
| HRM- Teacher Performance |              | .181    |              | -.475*  |
| HRM- Career              |              | -.029   |              | .115    |
| HRM-Compensation         |              | -.050   |              | .032    |
| Total $R^2$              | .116         |         | .354         |         |

## Discussion

It was hypothesized that there is likely to be relationship between performance and HRM practices being performed in the academic organization. The result of the correlation analysis revealed that performance and all the HRM practices had significant positive correlation between each other. The graphical representation showed that Career and performance was highly rated by the 148 participating teachers. It can be inferred from the correlation analysis result that not just one practice makes the teacher performance enhance, it is all the practice combined can positively affect the teacher performance. A research conducted by López-Cabral, Real, and Valle (2011) stated that human resource management practices hold significant value in the organization of human capital. HRM practices are one of the most important part of an organizational grown and incorporating business strategies (Martell & Carroll, 1995). Similar research was conducted by Subramony (2009) though a meta-analysis it was investigated the relationship between different HRM practices and performance of the organization. HRM practices were found to have significant huge degree of impact on the practices of the individuals and HRM practices have significantly high association with organizational outcomes.

## 5. CONCLUSION

The current research study highlights the important relationship between (HRM) Human Resource Management practices that includes Compensation, Career, Training, Recruitment, and Teacher's performance. The study highlights that by providing the teachers the opportunity to involve themselves into different HRM based training programs along with performance enhancement practices, the teacher's performance can be enhanced. Through the training and making the employee involve in the positive activity could help increasing employee's job performance. A similar research conducted by Singh (2004) also suggests that the performance of the employee and HRM Practices have a positive association. Human resource management practices and activities have a significant relationship with employee performance. Through this research it could be concluded that human resource management practices incorporated in the education sector as well can improve the employee's performance level which eventually enhances the academic performance of the students. The HRM practices can bring positive influence on the way of employee's thinking and performance.

## Recommendations

As it can be seen from the research findings that the (HRM) Human Resource Management practices which includes Compensation, Career, Training, Recruitment, and Teacher's performance has a significant positive impact on increasing the teachers performance, so the other Educational organizations at school or college level should apply these beneficial practices to further attain the academic goals. The educational organizations should also incorporate other activities such as reward and recognition plans to shape and build behaviour and to encourage higher teacher performance. Different companies carryout through training program that are

necessary for the need of business to all of its employees. Job performance should be considered an important factor to determine the compensation of employee's performance. The organizational management bodies should give worth to the input provided by the teachers and their ideas shared to empower the teachers to make the most of their individual to make effective decision-making. (HRM) Human Resource Management practices; Compensation, Career, Training, Recruitment, and Teacher's performance has a significant role in increasing teacher performance, so the educational organizations must improve their policies by keeping in view the research conducted and suggestions made to enhance the performance and practices.

### Competing Interests

The authors have declared that no competing interests exist.

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