

“IMPACT OF HR PRACTICES ON PERCEIVED PERFORMANCE OF UNIVERSITY TEACHERS IN GUJARAT STATE”

**Mr. NIRAV R JOSHI, Mr. NIKITA M PATEL¹, Mr. YASHPAL JADEJA², Mr. ROMY SEBASIAN²
AND Mr. NUPUR SHARMA²**

Dept. of MBA, A.M. Patel Institute of Computer Science, Ganpat university, Kherva, Mehsana, Gujarat

¹ V.M.Patel Institute of Management Studies, Ganpat university, Kherva, Mehsana, Gujarat

²Centre for Management studies, Ganpat university, Kherva, Mehsana, Gujarat

Corresponding author: nrj01@ganpatuniversity.ac.in

ABSTRACT

Changing business environment in knowledge economy has made adoption of human resource management (HRM) imperative to gain competitive advantage. The impact of HRM practices on perceived performance of employees has been extensively studied in the recent past. These studies have found a positive association between HRM practices and firms' performance (Becker & Huselid, 1998; Chang & Kuo, 2004; Jarventaus, 2007; Rizov & Croucher, 2008; Sang, 2005). Most of these studies have been undertaken in the United States, and Europe (Boseli et al., 2001; Hoque, 1999) and Asia (Björkman, I. and Xiucheng, 2002; Kundu & Malhan, 2007; Ngo et al., 1998).

The basic objective of this study is to measure the impact of three HR practices which are compensation practices, promotion practices and performance evaluation practices on perceived employee performance among teachers of higher education fraternity.

The performance of employee possibly rely on their skills, knowledge and competencies but most important, on their level of motivation toward jobs. Employees having great skills and competencies and high level of motivation are likely to perform healthy (Carl F. Fey et al. 1999). Compensation is the fundamental of an effective management strategy which helps to enable uniform reward system associated to organization and individual performance to enhance employee motivation, & retention and to increase outcomes and productivity of the employees (Ahmad Jamal Tahir et al.,). Ruth Wageman and George Baker (1997) argued that reward and performance are interdependent and if compensation system not design well it can affect performance. Michael C. Jensen and Kevin J. Murphy (1989) focus on pay for performance so they argued that performance should be assess before as well after compensation expense. A research conducted by Simon Burgess et al. (2001) argues that monetary rewards proposed pay for performance have positive impact on employee's performance and also have impact in recruitment and retention of capable employee's. There is, says Dulewicz (1989), "... a basic human tendency to make judgments about those one is working with, as well as about oneself." Performance Evaluation, it seems, is both inevitable and universal. In the absence of a carefully structured system of evaluation, people will tend to judge the work performance of others, including subordinates, naturally, informally and arbitrarily.

The human inclination to judge can create serious motivational, ethical and legal problems in the workplace. Without a structured appraisal system, there is little chance of ensuring that the judgements made will be lawful, fair, defensible and accurate.

Performance Evaluation systems began as simple methods of income justification. That is, Performance Evaluation was used to decide whether or not the salary or wage of an individual employee was justified.

KEY WORDS: HR practices; employee performance; university teachers, compensation & Performance Evaluation.