

Human Resource Management Practices and Their Impact on the Performance of Private Universities with Moderating Effect on Faculty Performance

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ABSTRACT

Human resources in universities are vital for achieving educational, academic, and administrative goals. They are also affected by economic, social, and political factors, thus reinforcing the trends in using different practices and methods for effective human resource management in the University. These practices are pivotal for the survival and sustainability of any university and facilitate improving employees' and universities' performance.

For this study, the state of Tamil Nadu was selected. A random sampling method was employed to choose faculty members working in private universities. The structured questionnaire method was utilized to gather data from faculty members. The questionnaire was shared with 950 faculty members working in private universities in Tamil Nadu, and after critical examination, responses from 320 usable questionnaires were chosen. Hence, the sample size for this research is 320. The findings explain that teamwork, performance appraisal, compensation, recruitment and selection, and training and development have positive and significant impacts on the performance of private universities.

Further, compensation, performance appraisal, training and development, teamwork, and recruitment and selection directly and positively influence faculty performance in private universities, while faculty performance directly and positively influences performance in private universities. Therefore, it is inferred that faculty performance has positive, moderate, and significant effects on human resource management practices and the performance of private universities. Thus, all hypotheses were proved from the findings.

This research provides essential ideas for the management of private universities to adopt effective human resource management practices for faculty members to increase their performance. The outcomes of this study are also beneficial for faculty members to find suitability and use human resource management practices efficiently to increase their performance. In turn, it will increase the performance of private universities.

Keywords: Faculty Performance, Human Resource Management Practices, Private Universities, University Performance

1 Introduction

Nowadays, there is an urgent need to enhance the quality of teaching and research activities of universities across the globe, particularly in developing nations, to meet challenges, fulfil the requirements of student communities and achieve their pre-defined educational goals (Beytekin, 2021). Human resources in universities are significant and play a central role in attaining their educational goals (Altbach, 2015). Management of those human resources of universities is essential for them to achieve their teaching and research objectives (Malik et al. 2010). Simultaneously, universities are affected by economic, social and political factors (Eti, 2016), namely diversification,

democratization, decentralization and financial constraints, and these aspects reinforce the trends in universities to use different technologies, management practices and methods for effective management of human resources (Smeenck et al. 2006).

Besides, universities act as agents and objects of globalization, and successful universities are dedicated to discovering modern and efficient means to keep up with technological changes. Moreover, they also realize the significance of human resources in transforming university activities to achieve their academic and research goals (Mengi and Schreglmann, 2013). Universities are considered research and training institutions; therefore, they require talented, skillful employees who are highly involved in their designated jobs of teaching, researching and publishing research papers for the benefit of society (Lew, 2009).

Human resource management practices are the actions that aim for effective human capital management. They achieve the organization's goals (Prieto and Santana, 2012). They positively impact management and generate linkage with their performance in universities or higher educational institutes (Guest, 2017). They are highly complicated and unpredictable in terms of human resources (Budhwar and Debrah, 2001). They are crucial for the survival and sustainability of any university or higher educational institute, and they significantly improve employees' performance. The efficient implementation of human resource management practices makes faculty members committed to their jobs in universities and perform well to meet their personal goals and objectives in universities (Chen et al. 2009). The successful execution of proper human resource management practices for university employees directly influences the university's performance, and faculty members play a strategic role in the performance and rating of universities.

In recent years, the higher education sector, especially private universities, has become an enterprise with a business orientation, experiencing heavy and intensive competition from peer institutions. This forces private universities to search for and appoint the right and talented persons in different positions, which is a continuously challenging task. Private universities have undergone radical transformations recently and are moving towards delivering quality education to students. To successfully do this task, they have no way other than to implement efficient and attractive human resource management practices for their faculty members to increase their performance considerably, thereby influencing the performance of private universities.

In the current university education settings in India, the performance of private universities mainly relies on different human resource management practices they adopt, and they also impact the performance of faculty members working in private universities. However, no study has been done relating to human resource management practices and their impact on the performance of private universities with a moderating effect on faculty performance in India, particularly in Tamil Nadu. Thus, this research is carried out in Tamil Nadu, India, among faculty members working in private universities to fill a research gap.

2 Theoretical backgrounds

2.1 Human resource management practices and university performance

Human resources are highly valued and distinctive resources of all kinds of organizations, impacting their performance and competitiveness. Efficient management of human resources is an exciting, composite and challenging activity in present-day circumstances, and it is solely dependent on the adoption of different practices and involvement of management in the effective management of human resources. Organizations use Human resource management practices to manage and improve human resources to efficiently reach organizational goals (Wright and Boswell, 2002). They can impact the organization's performance (Wagar and Rondeau, 2006). They also attract, motivate, develop and retain employees within their organization, and they vary from recruitment and selection to appraisal of the performance of employees.

Human resource management practices are positively and significantly impacting the performance of higher educational institutions (Sarip and Royo, 2014; Hossain and Rahman, 2019; Pragnashree et al., 2020;) and universities (Shahzad et al., 2008; Chen et al., 2009; Ayanda and Sanni, 2011; Kilika et al. 2016; Ghosh and Khare, 2022; Iqbal et al. 2023). They are essential for universities to perform well and attain their educational goals, and they positively and significantly impact academics (Ilesanmi et al., 2015; Raed, 2016; Charles, 2016; Kumar et al., 2017; Dauda and Singh, 2017; Das and Saha, 2018; Saud, 2024), research, publication and collaborative (Ojokuku and Akanbi, 2015;) performance of universities.

Recruitment and selection are two hiring steps that involve attracting and discovering the best human resource suitable for a particular job. Recruitment is actively looking for advertising to potential people and getting

their interest in the position. Selection is deciding the best person from the bulk of applicants. Recruitment is the process by organizations to find and attract people to fill vacancies, and it is also the practice done by organizations to discover and attract suitable employees (Osman et al. 2011). Recruitment and selection are the major activities of human resource management. They assist organizations in selecting and recruiting the best people for the jobs, improving organizational performance (Rehman, 2012). Besides, efficient recruitment and selection improve organizations' performance, competitiveness, profitability, and success (Zheng et al. 2006). Recruitment and selection (Amin et al., 2013; Mutahi and Busienei, 2015; Naitore and Wanyoike, 2019; Akhtar et al., 2022; Mishra and Painoli, 2023) are significantly and positively impacting the performance of universities.

Compensation is the payment given to individual people in terms of money for their work or service (Frye, 2004), and compensation is the earnings that employees earn. It comprises salary, wages and any perks or incentives related to their positions (Adeel et al. 2011). Compensation is the remuneration given to employees for their services or contributions to business, including financial and non-financial compensation (Swallow et al. 2009). Compensation helps employees allocate effort and time to their jobs and attain the organisation's objectives (Qazi and Jeet, 2017). Compensation is beneficial in attracting talented and high-performance employees and motivating them to contribute to the performance of organizations. It has also improved the retention and loyalty of employees within their organizations. Compensation significantly and positively impacts the performance of universities (Iqbal and Arif, 2011; Iqbal et al., 2011; Amin et al., 2013; Mutahi and Busienei, 2015; Dauda and Singh, 2017; Mishra and Painoli, 2023).

Training and development are a group of tasks or planned activities that facilitate employees enhancing their abilities and knowledge to perform better in their designated jobs and prepare or face their jobs in the future with confidence (Herold and Fedor, 2003). It is the process of organization intended to increase competencies, knowledge, and capacities, and it improves job-specific skills and the overall growth of employees (Lee et al. 2012). It also improves the performance of organizations and the work behaviour of employees and groups (Paul, 2009). Training and development are increasing the performance of organizations significantly (Millar and Stevens, 2012), and it is also improving organizations' work culture and performance considerably (Khan, 2010). Training and development are significantly and positively impacting the performance of universities (Malik et al., 2010; Iqbal and Arif, 2011; Iqbal et al., 2011; Amin et al., 2013; Mutahi and Busienei, 2015; Dauda and Singh, 2017; Akhtar et al. 2022; Mishra and Painoli, 2023).

Teamwork is the joint effort of a group to attain a general objective or to complete a job efficiently and effectively (Lee et al., 2010). Teamwork is a group of interdependent individuals working together for a common goal. Teamwork occurs when groups of individuals work together to complete work successfully (Abdullah et al., 2009). It is related to the cohesion of members in a team and their capabilities to create favourable working conditions. They also recognize the skills and strengths of team members. Teamwork is essential for solving problems better, innovation, personal growth, happiness, creating opportunities and increasing the performance and success of organizations. Teamwork positively and significantly impacts university performance (Iqbal and Arif, 2011; Iqbal et al., 2011; Mishra and Painoli, 2023).

Performance appraisal is a well-organized process organizations use to assess employee performance. It is a periodical assessment of the performance of employees concerning their jobs against already established criteria (Brown and Heywood, 2005), and it includes identification of strengths, areas for improvement, value of employees, and planning for growth and development. It is also the process of deciding and informing employees to what extent they perform well or not in their jobs (John and Steven, 2000). Performance appraisal has a significant relation with the performance of organizations and productivity (Qureshi et al. 2010). Performance appraisal has a significant and positive impact on the performance of universities (Iqbal et al., 2011; Iqbal et al., 2011; Amin et al., 2013; Dauda and Singh, 2017; Naitore and Wanyoike, 2019; Mishra and Painoli, 2023).

2.2 Human resource management practices and faculty performance

The performance of faculty members is the quantum or quality of work they carry out or attain their goals in research, teaching, and administrative services in educational institutions, and it is related to human resource management practices adopted by those educational institutions. Human resources management practices are essential for improving the productivity and performance of employees in all types of organisations (Khan and Jiang, 2023). From the perspective of academic institutions, specifically universities, human resources management practices are influencing the performance of teaching faculties significantly (Jackson and Schuler, 2023), and they are also making robust linkages with the performance of faculty members in higher educational institutions or

universities. Human resource management practices significantly and positively influence faculty members' performance (Jasmine, 2018; Nagesh, 2018; Mashaqbah, 2019; Aravindakumar, 2020; Keltu, 2024).

Recruitment and selection (Gordon and Whitchurch, 2007; Allui and Sahni, 2016; Muralidhar and Gopal, 2016; Ariss et al., 2018; Albrecht and Rehman, 2020; Kudaibergenov et al. 2021; García-Carbonell and Nguyen, 2022; Hassan and Siddique, 2023) is having significant and positive influence on faculty performance in universities or higher educational institutions. Besides, Compensation (Shahzad et al., 2008; Shahzad et al., 2008; Ahmad and Shahzad, 2011; Iqbal et al., 2011; Ashraf et al. 2014; Rafiei and Davari, 2015; Mutahi and Busienei, 2015; Shobha, 2015; Muralidhar and Gopal, 2016; Hashim et al. 2017; Ariss et al. 2018; Obwogi, 2019; Albrecht and Rehman, 2020; Tanjung, 2020; Khudhair et al. 2020; Chen and Wong, 2021; Shiferaw, 2022; Hassan and Siddique, 2023; Khan and Jiang, 2023; Qawasmeh et al. 2024) is positively and significantly influencing performance of faculty members working in universities or higher educational institutions.

Meanwhile, training and development (Shahzad et al., 2008; Iqbal et al. 2011; Ashraf et al. 2014; Mutahi and Busienei, 2015; Rafiei and Davari, 2015; Mutahi and Busienei, 2015; Muralidhar and Gopal, 2016; Ariss et al. 2018; Tikhonov, 2020; Tanjung, 2020; Albrecht and Rehman, 2020; Kudaibergenov et al. 2021; Saleem and Hassan, 2021; Sharif et al. 2022; García-Carbonell and Nguyen, 2022; Hassan and Siddique, 2023; Khan and Jiang, 2023; Shiferaw, 2022; Faiq and Rasheed, 2023; Qawasmeh et al. 2024) are positively and significantly influencing faculty performance in universities or higher educational institutions.

In addition, teamwork (Iqbal et al., 2011; Ashraf et al., 2014; Shobha, 2015; Muralidhar and Gopal, 2016; Ariss et al., 2018; Tanjung, 2020; Shiferaw, 2022; Faiq and Rasheed, 2023; Karki, 2024) is significantly and positively influencing the performance of faculty members working in universities or higher educational institutions. Moreover, performance appraisal (Shahzad et al. 2008; Iqbal et al. 2011; Ahmad and Shahzad, 2011; Gyensare and Asare, 2012; Ojokuku, 2013; Ashraf et al. 2014; Mutahi and Busienei, 2015; Suhasini and Koneru, 2016; Allui and Sahni, 2016; Muralidhar and Gopal, 2016; Hashim et al. 2017; Ariss et al. 2018; Obwogi, 2019; Albrecht and Rehman, 2020; Saleem and Hassan, 2021; Shiferaw, 2022; Hassan and Siddique, 2023; Khan and Jiang, 2023) are positively and significantly influencing faculty performance in universities or higher educational institutions.

2.3 Faculty performance and university performance

Faculty performance is essential for universities or higher educational institutions because it significantly influences the performance of students in universities in research, teaching, and learning (Kezar and Eckel, 2002). It is also influencing the overall performance of universities. It is also highly essential for the success and sustainability of universities, and it also plays a vital role in attaining the educational objectives of universities and their performance. The core components of faculty performance are teaching effectiveness, guidance and counselling, mentoring and research activities. These significantly influence the performance of universities in terms of the quality of teaching and research, the learning outcomes of students and the reputation of higher educational institutions (Adams and Brown, 2012). Faculty performance positively and significantly influences the performance of universities (Lechuga and Lechuga, 2012; Bogt and Scapens, 2012; Miller and Seldin, 2014; Ahmed et al., 2014; Allui and Sahni, 2016; Cadez et al., 2017; Miller, 2019; Rasool et al. 2019; Bueno, 2023; Dogan and Arslan, 2024).

3 Hypotheses of the study

H₁: Recruitment and selection positively impacting university performance.

H₂: Compensation positively impacting university performance.

H₃: Training and development positively impacting university performance.

H₄: Teamwork positively impacting university performance.

H₅: Performance appraisal positively impacting university performance.

H₆: Recruitment and selection positively and directly influence university performance with a moderate effect on faculty performance.

H₇: Compensation positively and directly influences university performance with a moderating effect on faculty performance.

- H₈: Training and development positively and directly influence university performance with moderating effects on faculty performance.
- H₉: Teamwork positively and directly influences university performance with a moderating effect on faculty performance.
- H₁₀: Performance appraisal positively and directly influencing university performance with the moderating effect of faculty performance.

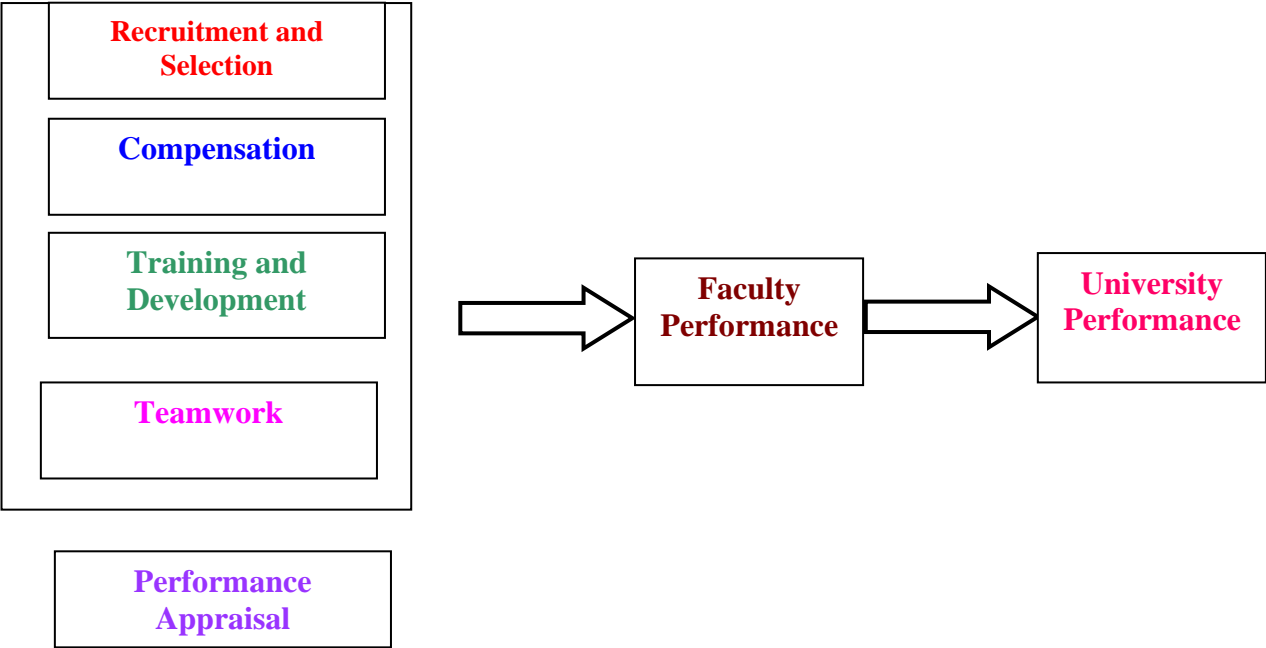
4 Methodology

The state of Tamil Nadu in India was selected for this study. A random sampling method was employed to choose faculty members working in private universities. The questionnaire method was used to gather data from them. The structured questionnaire was sent to 950 faculty members working in private universities in Tamil Nadu, and after critical examination, 320 usable questionnaires were chosen. Thus, the sample size is 320 and data gathered from them was used in the analysis. Descriptive statistics, regression and correlation analysis, and the Structural Equation Model (SEM) are employed to analyze the data.

5 Measurement of scale

This study uses constructs developed and standardized by the authors (2024). It applies a scale to evaluate the variables in constructs, ranging from “strongly agree” to “strongly disagree.” Figure 1 illustrates the research model for this study.

Figure – 1: Research model



6 Results

6.1 Profile of Faculty Members

Among a sample of 320 faculty members, it is seen that 175 of them (54.69%) are males, whereas 145 of them (45.31%) are females. Age is concerned; 130 of them (40.62%) are 41 to 50 years of age, while 24 of them (7.50%) are in up to 30 years of age. Regarding education, it is evident that 169 (52.81%) are doctorates, whilst 21 (6.56%) are post-doctorates. Regarding designation, 177 (55.31%) are assistant professors, whereas 53 (16.56%) are post-professors. Concerning total working experience, 129 (40.31%) have a total working experience of 6 to 10 years, while 22 (6.88%) have a total working experience of less than 5 years.

Table 1 Profile of faculty members

Profile	Frequency	%
<i>Gender</i>		
Male	175	54.69
Female	145	45.31
<i>Age</i>		
Up to 30 Years	24	7.50
31 to 40 Years	103	32.19
41 to 50 Years	130	40.62
50 to 65 Years	63	19.69
<i>Education</i>		
Under Graduation	28	8.75
Post Graduation	102	31.88
Doctorate	169	52.81
Post Doctorate	21	6.56
<i>Designation</i>		
Assistant Professor	177	55.31
Associate Professor	90	28.13
Professor	53	16.56
<i>Total Working Experience</i>		
Less than 5 Years	22	6.88
6 to 10 Years	129	40.31
11 to 15 Years	117	36.56
More than 15 Years	52	16.25

6.2 Descriptive statistics of constructs

A positive and significant relation is found among the constructs at the 1% level. There exists a positive and robust correlation ($r=0.65$) between faculty performance and university performance. The correlation coefficients for all constructs are smaller than 0.80, revealing the absence of multicollinearity among the constructors (Table 2).

Table 2 Mean, SD and coefficients of correlation

Constructs	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7
1. Recruitment and Selection	3.70	0.46	1						
2. Compensation	3.84	0.42	0.34**	1					
3. Training and Development	3.76	0.36	0.36**	0.35**	1				
4. Teamwork	3.56	0.43	0.43**	0.37**	0.37**	1			
5. Performance Appraisal	3.87	0.38	0.39**	0.41**	0.34**	0.33**	1		
6. Faculty Performance	3.93	0.36	0.48**	0.51**	0.41**	0.52**	0.48**	1	
7. University Performance	3.84	0.43	0.52**	0.54**	0.50**	0.58**	0.62**	0.65**	1

** Significant in 1 % level

6.3 Reliability and validity

The reliability and validity of constructs are shown in Table 3.

Table 3 Reliability and validity

<i>Constructs</i>	<i>CR</i>	<i>AVE</i>	<i>DV</i>
Recruitment and Selection	0.72	0.66	0.64
Compensation	0.75	0.68	0.66
Training and Development	0.73	0.63	0.61
Teamwork	0.74	0.62	0.63
Performance Appraisal	0.78	0.70	0.69
Faculty Performance	0.80	0.72	0.70
University Performance	0.81	0.73	0.71

From the above table, the Composite Reliability (CR) values are higher than 0.70. The Average Variance Extracted (AVE) values are higher than 0.50, and the Discriminant Validity (DV) values are more significant than 0.60. These findings demonstrate that all the constructs included in this study disclose excellent convergent validity.

6.4 *Impact of human resource management practices on the performance of private universities*

Regression analysis is employed to assess the impact of human resource management practices on the performance of private universities, and the result is presented in Table 4. R Squared and adjusted R Squared are 0.47 and 0.45 in sequence, elucidating that this model fits well. It is also significant, as the F-value of 54.614 is significant at the 1% level.

Table 4 Outcomes of regression analysis

<i>Human resource management practices</i>	<i>Regression coefficient (Unstandardized)</i>	<i>t-Value</i>	<i>Sig.</i>
Constant	17.910	18.976	.000
Recruitment and Selection (X_1)	.481	5.326	.000
Compensation (X_2)	.812	9.980	.000
Training and Development (X_3)	.325	4.258	.000
Teamwork (X_4)	1.178	13.137	.000
Performance Appraisal (X_5)	.988	10.451	.000
R Squared	0.47	-	-
Adjusted R Squared	0.45	-	-
F	54.614	-	.000

The regression analysis reveals that teamwork ($\beta=1.178$), performance appraisal ($\beta=0.988$), compensation ($\beta=0.812$), recruitment and selection ($\beta=0.488$) and training and development ($\beta=0.325$) have positive and significant impacts on the performance of private universities in 1% level. Keeping other human resource management practices constant, there is a 1% increase in teamwork, a 1.18% increase in performance, 1% increase in performance appraisal, there will be 0.99% increase in performance, 1% increase in compensation, there will be 0.81% increase in performance, 1% increase in recruitment and selection, there will be 0.49% increase in performance and 1% increase in training and development, there will be 0.33% increase in performance of private universities.

6.5 *Human resource management practices and their impact on the performance of private universities with the moderating effect of faculty performance*

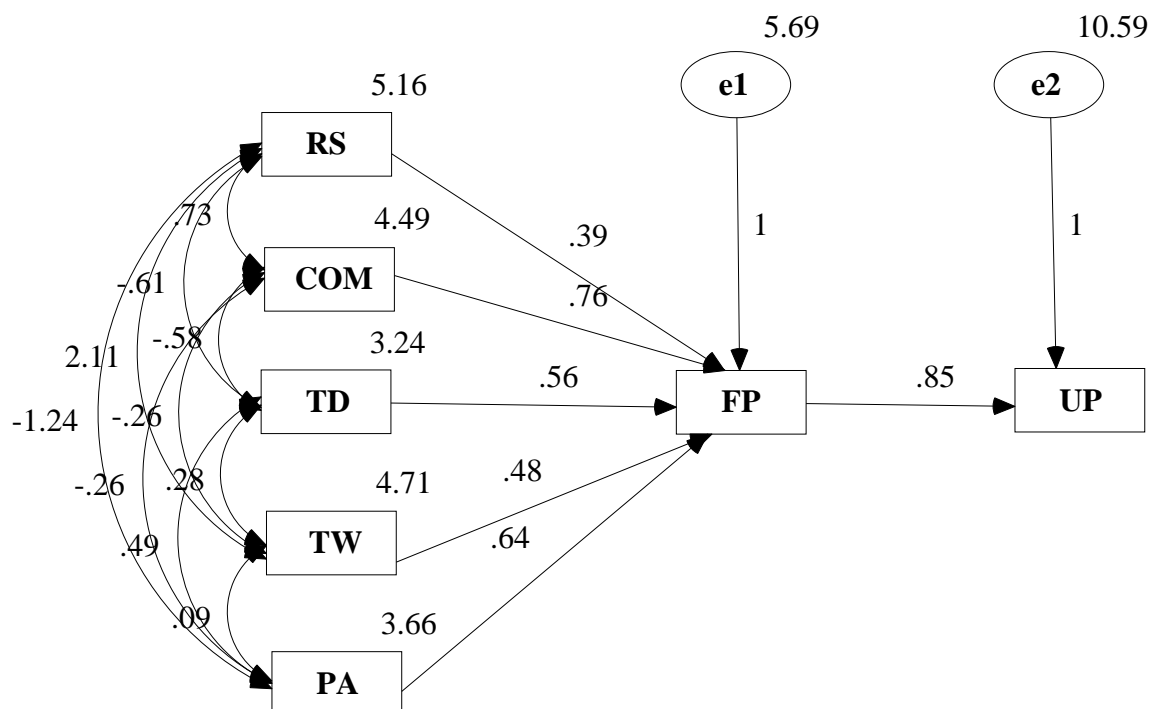
The Structural Equation Model (SEM) is built to examine human resource management practices and their impact on the performance of private universities, with a moderating effect on faculty performance. The outcome is shown in Table 5.

Table 5 Path and standardized coefficients

<i>Path</i>	<i>Coefficients</i>	<i>CR</i>	<i>P-Value</i>
FP ← TD	.562	7.768	***
FP ← TW	.484	6.733	***
FP ← COM	.758	10.886	***
FP ← RS	.391	5.264	***
FP ← PA	.639	8.920	***
UP ← FP	.850	13.952	***

The SEM shows that the standardized coefficient for Faculty Performance (FP) against Training and Development (TD) is 0.562, the standardized coefficient for Faculty Performance (FP) against Teamwork (TW) is 0.484, the standardized coefficient for Faculty Performance (FP) against Compensation (COM) is 0.758, the standardized coefficient for Faculty Performance (FP) against Recruitment and Selection (RS) is 0.391 and the standardized coefficient for Faculty Performance (FP) against Performance Appraisal (PA) is 0.639 and these are significant I % level. Thus, compensation, performance appraisal, training and development, teamwork and recruitment and selection directly and positively influence faculty performance in private universities.

Besides, the standardized coefficient for University Performance (UP) against Faculty Performance (FP) is 0.850, which is significant at a 1% level. Hence, faculty performance directly and positively influences private universities' performance. Therefore, it is inferred that faculty performance has positive, moderate and significant effects on human resource management practices and the performance of private universities. The path diagram for the performance of private universities is shown in Figure 2. The model is a good fit (Chi Square Value=2.657; GFI=0.96; CFI = 0.94; RMSEA= 0.05; RMR= 0.08).

Figure 2 Path diagram for the performance of private universities

7 Discussion

The finding elucidates that recruitment and selection positively and significantly impact the performance of private universities, and this is confirmed by the findings of Amin et al. (2013), Mutahi and Busienei (2015), Naitore and Wanyoike (2019), Akhtar et al. (2022) and Mishra and Painoli, (2023). Besides, compensation is significantly

and positively impacting the performance of private universities, and this result is on par with the findings of Iqbal and Arif (2011), Iqbal et al. (2011), Amin et al. (2013), Mutahi and Busienei (2015), Dauda and Singh, (2017) and Mishra and Painoli, (2023).

Further, training and development are positively and significantly impacting the performance of private universities, and this outcome is supported by the findings of Malik et al. (2010), Iqbal and Arif (2011), Iqbal et al. (2011), Amin et al. (2013), Mutahi and Busienei, (2015), Dauda and Singh, (2017), Akhtar et al. (2022) and Mishra and Painoli, 2023). In addition, teamwork also has a positive and significant impact on the performance of private universities, and this finding is confirmed by the findings of Iqbal and Arif (2011), Iqbal et al. (2011) and Mishra and Painoli (2023). Furthermore, performance appraisal significantly and positively impacts the performance of private universities, and this is supported by the studies of Iqbal et al. (2011), Amin et al. (2013), Dauda and Singh (2017), Naitore and Wanyoike (2019) and Mishra and Painoli, (2023).

Furthermore, all these human resource management practices are impacting the performance of private universities significantly, and these are supported by the research studies carried out by Shahzad et al. (2008), Chen et al. (2009), Ayanda and Sanni (2011), Kilika et al. (2016), Ghosh and Khare, (2022) and Iqbal et al. (2023). Moreover, compensation, performance appraisal, training and development, teamwork and recruitment and selection are directly and positively influencing faculty performance in private universities, while faculty performance is directly and positively influencing performance in private universities. It is concluded that faculty performance has positive, moderate and significant effects on human resource management practices and the performance of private universities. no previous studies have been carried out in these aspects, and it is also unique in these aspects.

8 Contributions and implications

These findings add additional knowledge to the prevailing literature by assessing the impact of human resource management practices on the performance of private universities and examining human resource management practices and their impact on the performance of private universities with a moderating effect on faculty performance.

This research provides essential ideas for the management of private universities for adopting effective human resource management practices for faculty members to increase their performance. The outcomes of this study are also highly useful for faculty members to find suitability and use human resource management practices efficiently to increase their performance. In turn it will increase the performance of private universities.

9 Conclusion, delimitations and theme for research in future

This study concludes that teamwork, performance appraisal, compensation, recruitment and selection and training and development have a positive and significant impact on the performance of private universities. Further, compensation, performance appraisal, training and development, teamwork and recruitment and selection are directly and positively influencing faculty performance in private universities, while faculty performance is directly and positively influencing performance in private universities. Therefore, it is concluded that faculty performance has positive, moderate and significant effects on human resource management practices and the performance of private universities. The present study focuses only on human resource management practices and their impact on the performance of private universities with a moderating effect on faculty performance in Tamil Nadu. This study is restricted to faculty members working in private universities in Tamil Nadu, and the sample size is also limited to 320. Future research may be taken as engagement as a mediator among human resource management practices and teaching efficacy of faculty members in private universities in Tamil Nadu and other regions of India and the nation. Besides, mixed methods will be employed to get data from faculty members.

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