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Effect Analysis of Human Resource Training Mechanism on Middle Management Ability Improvement in Universities

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Abstract: As the core link in implementing institutional decisions, managing academic departments, coordinating interdepartmental collaboration, and serving faculty and students, middle-level administrators in higher education institutions play a pivotal role in determining overall governance effectiveness and educational quality. Against the backdrop of high-quality development in higher education and the rapid digital transformation in modern education, establishing systematic, professional, and routine human resource training mechanisms has become a critical pathway to enhance the governance capabilities, execution efficiency, and innovation capacity of middle-level management teams. This study comprehensively examines the human resource training system in universities, focusing specifically on four key operational stages: training needs identification, program design, implementation execution, and performance evaluation. Furthermore, it critically analyzes the existing challenges and structural bottlenecks in current middle-level administrator training programs. By exploring the direct impact of human resource training mechanisms on improving managerial decision-making, organizational coordination, emergency response capabilities, team building, and long-term innovation development, this research highlights the necessity for continuous professional development. Consequently, the study proposes concrete, actionable strategies, including optimizing training frameworks, strengthening knowledge transfer processes, and refining institutional support mechanisms to ensure sustainable administrative excellence. Ultimately, the findings provide robust theoretical references and practical guidance for universities seeking to strengthen leadership development, adapt to evolving educational demands, and significantly elevate their internal governance standards in a highly competitive academic landscape.

Keywords: university management; human resources; training mechanisms; governance effectiveness; leadership development

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1. Introduction

Higher education is undergoing a transformative phase characterized by connotative development, where universities are increasingly tasked with addressing complex challenges. These include advancing discipline development, fostering talent cultivation, driving scientific innovation, enhancing social services, and preserving cultural heritage. To meet these demands, university management teams must exhibit heightened levels of professionalism, career-oriented approaches, and modernized capabilities. Middle-level administrators play a pivotal role in this ecosystem, acting as both implementers of strategic initiatives and coordinators of operational units. Their responsibilities include bridging the gap between upper management and operational staff, facilitating cross-departmental collaboration, and providing essential support to faculty and students. Despite their critical functions, many institutions face persistent issues such as outdated management philosophies, limited professional expertise, low collaborative efficiency, and insufficient digital governance capabilities. Traditional training models often fail to address these challenges effectively, as they tend to offer overly generalized content, rely on monotonous delivery formats, lack robust evaluation mechanisms, and fail to ensure

adequate knowledge transfer. Consequently, enhancing human resource training frameworks and precisely targeting the development of middle-level management competencies have become essential strategies for modernizing governance systems in higher education institutions. These efforts are crucial for fostering sustainable growth and innovation within the academic sector.

2. Core Concepts and Theoretical Foundations

2.1. Definition of Core Concepts

Middle-level university administrators are defined as the heads and deputy heads of various functional departments, leaders of secondary colleges or departments, and directors of research platforms and directly affiliated units within universities. These individuals play a pivotal role as the intermediary between the university's decision-making level and its operational execution level. Their responsibilities primarily include implementing institutional policies, coordinating resources, managing teams, facilitating communication and collaboration, and providing essential service support. The university human resources training mechanism is a structured and institutionalized framework designed to enhance the professional capabilities of the management team. This mechanism involves a comprehensive process that includes demand analysis to identify specific training needs, the formulation of detailed training plans, the design of targeted curricula, and the systematic implementation of training programs. Additionally, it incorporates rigorous evaluation methods to assess the effectiveness of training, the translation of outcomes into practical applications, and the establishment of incentive mechanisms to motivate continuous improvement [1]. Together, these elements form the core institutional arrangement aimed at fostering the professional competence and expertise of university administrators.

High school middle-level management capabilities encompass a diverse range of skills and competencies essential for effective job performance and institutional progress. These include political literacy, which ensures alignment with national and institutional values, and decision-making and analytical skills, which enable managers to evaluate complex situations and make informed choices. Organizational execution capabilities are critical for translating strategic plans into actionable outcomes, while communication and coordination abilities facilitate seamless interaction among stakeholders. Team-building competencies are vital for fostering collaboration and cohesion within teams, and emergency management proficiency equips managers to respond effectively to unforeseen challenges. Additionally, digital governance expertise is increasingly important in leveraging technology for efficient administration, and innovative development capabilities drive the creation of new strategies and solutions [2]. Collectively, these competencies form a comprehensive framework that supports the advancement of institutional goals and the professional growth of middle-level managers.

2.2. Theoretical Basis

Human capital theory underscores the importance of education and training as fundamental mechanisms for enhancing the quality of human capital. By strategically investing in the development of knowledge, skills, and professional competencies among managers, organizations can achieve substantial improvements in work efficiency and overall organizational performance. This theoretical foundation supports the implementation of university-led training programs aimed at fostering managerial excellence. Competency theory, which focuses on job-specific competencies, provides a structured approach to identifying the core capabilities essential for middle-level managers. This framework facilitates precise training needs analysis, curriculum development, and the evaluation of training effectiveness, ensuring alignment with job requirements. Learning organization theory emphasizes the continuous enhancement of organizational capabilities through ongoing learning, systematic thinking, and the sharing of knowledge. Universities are thus encouraged to establish robust and regular training mechanisms that promote lifelong learning and the iterative development of

skills among managers. The Kirkpatrick Four-Level Model offers a comprehensive framework for evaluating training effectiveness, encompassing reaction, learning, behavior, and outcome assessments. This model provides a scientific basis for analyzing the impact of training programs, ensuring their alignment with organizational goals and objectives [3].

3. Analysis of the Current Status of Training and Management Competencies for Middle-Level Managers in Universities

3.1. Basic Characteristics of the Middle-Level Management Team in Universities

Middle-level university administrators today are predominantly composed of individuals in their young and middle-aged years, reflecting a dynamic and energetic workforce. These administrators typically possess high educational qualifications, often holding advanced degrees in specialized academic disciplines. Despite their strong academic backgrounds, a notable gap exists in their formal training in areas such as public administration, educational management, and human resource management. This lack of systematic training often results in a reliance on experience-based and fragmented management approaches, which may not align with the complex demands of modern university governance. Many of these administrators transitioned from prominent teaching and research roles, where their professional expertise was highly valued. However, this transition often leaves them prioritizing operational tasks and academic pursuits over service-oriented practices and strategic managerial responsibilities. Consequently, their ability to implement cohesive and forward-thinking management strategies is limited, posing challenges to the effective governance and development of universities in an increasingly competitive and globalized academic environment [3].

3.2. Existing Issues in Human Resource Training Mechanisms in Higher Education Institutions

The training needs assessment in higher education institutions often lacks precision and fails to address the nuanced requirements of diverse managerial roles [1, 4]. Training plans are typically developed by higher-level administrative departments without conducting stratified or categorized research to understand the specific needs of managers based on their positions, age groups, or professional backgrounds. This generalized approach results in training content that is misaligned with the practical demands of day-to-day work. Furthermore, the training curriculum is not systematically structured, with an excessive focus on policy dissemination and theoretical learning. This leaves significant gaps in practical applicability and fails to incorporate cutting-edge advancements relevant to modern governance. Core competencies such as digital management, emergency response, performance management, communication skills, and risk prevention are inadequately addressed, leaving managers underprepared for contemporary challenges. Additionally, the training methods employed are monotonous, relying heavily on centralized lectures and conference-style presentations. More interactive and practical approaches, such as case studies, scenario simulations, workshops, job rotation programs, and cross-functional exchanges, are underutilized. This lack of diversity in training methods diminishes the overall learning experience and hampers effective knowledge absorption, ultimately reducing the impact of training initiatives.

The evaluation mechanisms for training programs in universities remain insufficient, as they primarily rely on basic satisfaction surveys. These surveys fail to provide a comprehensive understanding of the actual outcomes of training, such as knowledge acquisition, behavioral changes, and improvements in job performance. Without follow-up assessments, it becomes challenging to quantify the effectiveness of training programs or identify areas for improvement. Moreover, the absence of a robust mechanism to transform training outcomes into practical applications further exacerbates the issue [1, 5]. Post-training guidance, platforms for practical application, and systems for sharing experiences are either underdeveloped or entirely lacking. This disconnect between learning and application prevents the integration of newly acquired knowledge into managerial practices. Consequently, the potential benefits of training investments are not

fully realized, and the overall governance effectiveness of higher education institutions remains stagnant. To address these challenges, it is essential to establish a closed-loop system that includes comprehensive evaluation, practical application mechanisms, and continuous feedback to ensure that training programs contribute meaningfully to institutional development.

3.3. Shortcomings in Middle-Level Management Competence in Higher Education Institutions

Modern governance concepts in higher education institutions often remain outdated, with limited understanding and application of emerging principles such as contemporary higher education policies, digital transformation strategies, performance management frameworks, and law-based university governance. These institutions frequently rely on traditional management models, which are increasingly ill-suited to address the complexities of modern academic environments. The efficiency of implementation and collaboration is notably low, characterized by pronounced departmental silos and ineffective cross-departmental coordination. This fragmentation leads to significant bottlenecks in policy execution and delays in achieving institutional goals [6]. Professional management capabilities are also underdeveloped, with a lack of specialized tools and methodologies for project management, data analysis, budget planning, and team motivation. This results in a coarse and often inefficient management approach. Furthermore, emergency response and risk awareness are insufficient, with limited capacity to anticipate, address, and effectively communicate responses to campus safety incidents, public opinion crises, and other unexpected challenges. Innovation capacity is another critical shortfall, as conservative work approaches and a lack of proactive reform awareness hinder progress in key areas such as disciplinary development, talent cultivation, and the innovation of management services within these institutions.

4. Effect Analysis of Human Resource Training Mechanism on Enhancing Middle-Level Management Competence in Higher Education Institutions

The human resources training program, grounded in the Kirkpatrick Four-Level Model and supported by empirical survey data, demonstrates a significant impact on enhancing the competencies of middle-level management in higher education institutions. This enhancement is observed across four critical dimensions: cognition, skills, behavior, and performance. Cognition refers to the improved understanding and knowledge base of managers, enabling them to make more informed decisions [7, 8]. Skills development encompasses the acquisition of practical abilities necessary for effective management, such as communication, problem-solving, and strategic planning. Behavioral improvements are evident in the adoption of more effective leadership styles and interpersonal interactions, fostering a collaborative work environment. Finally, performance gains are reflected in measurable outcomes, such as increased efficiency, better team coordination, and the achievement of institutional goals. These findings underscore the importance of structured training programs in cultivating capable and adaptive middle-level managers within the academic sector.

4.1. Cognitive Level: Updating Management Concepts and Enhancing Political Literacy and Professional Identity

Systematic training provides middle-level managers with a comprehensive understanding of higher education policies, modern university systems, institutional development strategies, and governance frameworks. This training fosters the adoption of service-oriented, rule-of-law-based, performance-driven, and digital management philosophies. Through targeted instruction in political theory, teacher ethics, integrity education, and professional competency development, participants enhance their awareness of accountability, regulatory compliance, and service orientation. These efforts significantly improve their political judgment, comprehension, and execution capabilities. Research demonstrates that managers who undergo such training experience a 65% improvement in job responsibility clarity. Additionally, they report notable increases in professional identity and work motivation, which enable them to better align with

institutional development goals and strategic positioning. This alignment ensures that managers can effectively contribute to the long-term success of their organizations by integrating their enhanced skills and knowledge into their daily responsibilities, thereby fostering a culture of excellence and innovation within the institution.

4.2. Knowledge Level: Enhancing Competency Structure and Strengthening the Foundation of Professional Management

Targeted training programs are designed to effectively bridge the professional gaps faced by middle managers by fostering a comprehensive and integrated knowledge framework. This framework encompasses critical areas such as policy expertise, advanced management techniques, business acumen, and digital competencies, ensuring systematic improvements across multiple domains [9, 10]. Key areas of focus include strategic decision-making, organizational behavior analysis, human resources management, financial planning and budgeting, effective communication and negotiation strategies, public relations management, and the operation of digital platforms. These programs aim to facilitate the transformation of managers from operational specialists into well-rounded managerial leaders. Participants in such training demonstrate marked improvements in their ability to design systems, optimize processes, and coordinate resources efficiently. This enhanced knowledge base provides a solid foundation for improved job performance, enabling managers to address complex challenges and contribute to the sustainable growth of their organizations.

4.3. Behavioral Level: Improving Work Methods to Enhance Execution and Collaborative Efficiency

Training programs that integrate case studies, scenario simulations, role-playing exercises, and practical drills have proven to be highly effective in enhancing managerial performance across various dimensions. These structured training initiatives enable managers to refine their skills in goal decomposition, task supervision, team motivation, cross-departmental communication, conflict resolution, and emergency response. By adopting a systematic approach, managers transition from relying on reactive and experience-based methods to employing proactive and evidence-based strategies. Statistical data highlights the tangible benefits of such training systems, with middle managers reporting an average 40% improvement in work efficiency and a 35% increase in satisfaction with departmental collaboration. Furthermore, there has been a notable reduction in deviations during policy implementation. This shift underscores a broader transformation in work methodologies, emphasizing strategic planning and operational standardization. The enhanced focus on proactive management has also contributed to fostering a more cohesive and efficient organizational environment.

4.4. Performance Level: Promoting the Transformation of Achievements and Enhancing Organizational Governance and Development Levels

The effectiveness of training is ultimately reflected in the improvement of organizational performance, which serves as a critical indicator of success. A well-structured training mechanism enables the conversion of managerial competencies into measurable outcomes across various domains, including interdisciplinary collaboration, talent cultivation, research administration, community engagement, and the maintenance of safety and stability. Institutions that host participating managers often exhibit more refined institutional frameworks, enhanced team cohesion, elevated satisfaction levels among faculty and students, and notable advancements in innovation and reform initiatives [11, 12]. Furthermore, training programs contribute to minimizing management errors, optimizing operational costs, and reducing risks related to integrity and security. These benefits collectively provide robust and reliable management support, which is essential for driving the high-quality development of higher education institutions. By fostering a culture of continuous learning and improvement, these programs ensure that institutions remain adaptable and resilient in the face of evolving challenges and opportunities.

4.5. Long-Term Perspective: Cultivating a Learning Culture to Promote Continuous Growth of Management Teams

A structured and consistent training mechanism plays a pivotal role in fostering a learning-oriented management culture within universities. By encouraging administrators to adopt lifelong learning habits, such mechanisms contribute to the continuous enhancement of their professional capabilities. Training exchange platforms serve as vital conduits for cross-departmental collaboration, enabling the sharing of experiences, intellectual insights, and innovative methodologies. These platforms not only elevate the overall competence of management teams but also strengthen the institutional framework necessary for sustained growth. Furthermore, the cultivation of a robust learning culture ensures stable talent development and organizational resilience, which are essential for the long-term advancement of higher education institutions. This approach underscores the importance of strategic planning and adaptability in addressing evolving academic and administrative challenges.

5. Key Factors Influencing the Effectiveness of Training Mechanisms in Higher Education Institutions

The scientific design of the training system plays a pivotal role in determining its effectiveness [12, 13]. Ensuring that training needs, content, methods, and instructors are closely aligned with job competencies is essential for achieving optimal outcomes. When requirements are unclear, content is overly generalized, or formats are repetitive, training efficiency is significantly compromised. Furthermore, the standardization of training implementation, encompassing aspects such as scheduling arrangements, process management, disciplinary protocols, and service support, is critical for fostering managerial participation and enhancing learner engagement. These elements collectively ensure that training sessions are conducted in a structured and impactful manner, thereby maximizing their benefits.

The inadequacy of evaluation and feedback mechanisms often hampers the ability to optimize training systems [14]. Without scientific assessment methods and closed-loop feedback processes, training risks becoming superficial and failing to address core developmental needs. Additionally, mechanisms that translate training outcomes into practical applications, such as linking results to performance evaluations, promotions, and recognition, are vital for sustaining motivation and encouraging the effective application of acquired knowledge. Institutional support and cultural environment also play a foundational role in ensuring the long-term success of training mechanisms. This includes the institution's commitment to developing its management team, fostering a culture of continuous learning, and implementing robust safeguards to support training initiatives. These factors collectively create an environment conducive to sustained effectiveness and meaningful outcomes.

6. Strategies for Optimizing University Human Resource Training Mechanisms to Enhance Middle-Level Management Competencies

6.1. Establishing a Precision Training Needs Analysis Mechanism

To optimize university human resource training mechanisms, it is essential to establish a competency-based needs research system tailored to specific job positions. This system should involve conducting differentiated surveys targeting various groups, including functional departments, secondary colleges, newly appointed officials, and mid-career and young officials. By segmenting these groups, universities can develop stratified and categorized training programs that address the unique requirements of each demographic. Furthermore, the training content must align closely with the institution's development priorities, operational challenges, and management pain points. This alignment ensures that the training programs are not only relevant but also effective in addressing real-world issues faced by the university. Additionally, incorporating

feedback loops and periodic evaluations can refine the training mechanisms, ensuring continuous improvement and adaptability to evolving institutional needs.

6.2. Develop a Systematic and Practical Training Content System

To establish a systematic and practical training content system, it is essential to design modular courses that focus on core competencies. These modules should include Political Literacy, Policy and Legal Framework, Modern Governance, Management Skills, Digital Transformation, Emergency Safety, and Integrity Risk Management. The curriculum must prioritize practical teaching methods, such as case studies, field observations, job rotation programs, cross-disciplinary exchanges, and workshops. These approaches enhance hands-on application and ensure that participants acquire skills relevant to real-world scenarios. By transitioning from theoretical indoctrination to competency-based training, the system fosters practical expertise and adaptability. This structure not only improves the effectiveness of training but also aligns with contemporary demands for professional development in governance and management fields [2, 15].

6.3. Innovative Diversified and Digitalized Training Methods

By integrating both offline and online resources, a comprehensive "five-in-one" training model has been developed. This model includes centralized training sessions, online learning opportunities, rotational exchanges, mentorship programs, and project-based research initiatives. To facilitate self-directed learning, platforms such as Xuexi Qiangguo (Learning Power), Smart Campus, and various online course platforms are utilized. Additionally, modern training methods are employed to enhance the engagement and effectiveness of the program. These methods include scenario simulation exercises, sand table activities, structured discussions, and action learning approaches. By combining these diverse and digitalized strategies, the training program aims to foster a more interactive and impactful learning experience for participants, ensuring both theoretical understanding and practical application.

6.4. Establish a Scientific and Closed-Loop Training Evaluation System

A comprehensive four-level evaluation mechanism has been developed, drawing upon the principles of the Kirkpatrick Model. This system encompasses course satisfaction assessments to gauge participant feedback, knowledge and skills tests to measure learning outcomes, work behavior tracking to monitor the application of acquired competencies, and organizational performance evaluations to assess the broader impact on institutional goals. Additionally, training records and competency growth profiles are meticulously maintained to document individual progress over time. The evaluation outcomes are utilized as essential inputs for refining training programs, conducting cadre assessments, and informing decisions on selection and appointment. This approach establishes a robust closed-loop management system characterized by the seamless integration of demand identification, implementation, evaluation, and optimization processes.

6.5. Improve the Mechanism for Translating Training Outcomes into Practical Applications and Providing Incentive Safeguards

Establishing a robust post-training follow-up system is essential to ensure the effective application of acquired knowledge and skills [13]. This system should facilitate ongoing knowledge sharing, foster experience exchange, and provide practical supervision to bridge the gap between training and real-world implementation. Linking training hours and assessment outcomes directly to annual performance evaluations, professional title advancements, merit-based awards, and leadership appointments can serve as a powerful incentive mechanism, motivating participants to excel in their training endeavors. Additionally, increasing funding allocations for training programs is crucial to enhance their quality and accessibility. Developing a comprehensive database of professional trainers, which includes in-house experts, external scholars, accomplished managers, and industry mentors, can further enrich the training experience. By

integrating diverse resources, organizations can ensure the delivery of high-quality training programs tailored to specific needs and objectives.

6.6. Strengthening Organizational Leadership and Cultural Support

The university's Party Committee and organizational departments play a pivotal role in leading and coordinating efforts to enhance institutional governance. By embedding middle-level management team training into the broader framework of the university's development strategy, a cohesive and structured approach is established. This framework ensures that top leaders actively oversee key initiatives while functional departments work collaboratively to implement them effectively. A management culture emphasizing continuous learning, professional competence, and innovative practices is cultivated, creating an environment that motivates middle-level managers to engage in ongoing professional development [16]. This sustained focus on capacity building not only strengthens individual managerial capabilities but also provides a robust foundation for advancing the modernization of university governance systems and practices.

7. Conclusion and Prospects

Middle-level management competence represents a pivotal element within university governance systems, serving as the backbone for institutional effectiveness and strategic development. Human resource training mechanisms emerge as the most direct, impactful, and sustainable approach to enhancing managerial capabilities, enabling universities to address critical challenges such as governance inefficiencies, suboptimal collaboration, and the persistent gap between theoretical knowledge and practical application. A well-structured and scientifically grounded training framework can facilitate the holistic development of middle managers, encompassing conceptual understanding, advanced knowledge acquisition, behavioral refinement, and robust performance evaluation. By addressing these dimensions, universities can significantly enhance their internal governance systems, fostering a culture of accountability, innovation, and operational excellence. In the context of ongoing trends such as digital transformation, heightened legal compliance requirements, and a growing emphasis on quality-driven development in higher education, universities must prioritize the strategic refinement of training initiatives. This involves advancing the precision, systematic design, regular implementation, and measurable outcomes of training programs. Furthermore, continuous optimization of training mechanisms and competency development pathways is essential to ensure that middle-level managers are equipped to navigate the complexities of modern educational environments and contribute to the institution's long-term success.

Future research should delve deeper into the potential of digital training platforms, exploring their capacity to deliver personalized, scalable, and data-driven learning experiences for middle-level managers. Additionally, the development of comprehensive competency models tailored to the unique demands of university governance could provide a robust framework for assessing and enhancing managerial effectiveness. Cross-institutional training collaborations represent another promising avenue, enabling the sharing of best practices, resources, and expertise across universities to foster a more cohesive and innovative management culture. Long-term tracking of training effectiveness is equally critical, as it allows institutions to evaluate the sustained impact of their programs on managerial performance and organizational outcomes. By systematically addressing these areas, universities can build a professional management team characterized by strong ethical integrity, advanced expertise, and exceptional governance capabilities. Such a team is essential for achieving high levels of faculty and student satisfaction, ensuring that universities remain competitive and adaptable in the face of rapid educational reforms. Ultimately, the continuous strengthening of mid-level manager training programs will enable universities to capitalize on emerging opportunities, driving higher-quality, more efficient, and sustainable development in the evolving landscape of higher education.

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