



The Function of Human Resources Management in Improving Faculty Members' Teaching Ability, Case Study of Hubei University of Technology

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Abstract

This research looks at the effects of Human Resource Management (HRM) practices on faculty members' teaching performance, with a particular emphasis on the School of Economics and Management at Hubei University of Technology. The study looks at numerous HRM strategies, such as faculty training, performance evaluation, feedback systems, and incentive-based motivation. The study's goal is to examine the efficacy of these HRM approaches in increasing faculty teaching quality. The results show that well-planned and implemented HRM policies play an important role in supporting continual professional growth among faculty members and improving their teaching abilities. The study also identifies some of the issues that higher education institutions encounter while enhancing HRM processes and makes suggestions for further improvements. The findings also highlight the significance of adjusting HRM practices to higher education's fast changing context in order to satisfy the expanding demands of teaching and learning.

Subject Areas

Higher Education, Sociology

Keywords

Human Resource Management, Faculty Development, Pedagogical Competence, Faculty Training, Performance Assessment, Incentives, Hubei University of Technology, School of Economics and Management, HRM Practices

1. Introduction

Human Resources Management (HRM) is a pivotal element in determining the

quality of higher education institutions. Human Resource Management methods are essential not just for administrative tasks like recruiting and retention but also for cultivating a faculty that is skilled, motivated, and adaptable to evolving pedagogical requirements [1]. In higher education, human resource management is crucial in improving teaching quality and promoting ongoing faculty growth. The synchronisation of Human Resource Management with academic objectives, especially the enhancement of pedagogical skills, is crucial for guaranteeing that institutions yield high-caliber graduates equipped for workforce needs [2]. Effective HRM practices assist faculty members in enhancing their pedagogical approaches, incorporating innovative technology, and adjusting to changing student expectations [3].

At Hubei University of Technology, namely in the School of Economics and Management, Human Resource Management is essential in improving faculty teaching effectiveness. In recent years, the institution has acknowledged that faculty members constitute its most significant asset and that their professional growth is intrinsically connected to the university's performance [4]. The enhancement of teaching proficiency is a primary goal of HRM at the institution, concentrating on equipping professors with essential resources and assistance to elevate their instructional effectiveness and academic involvement. HRM practices include faculty development initiatives, mentoring opportunities, systematic performance assessments, and incentive-based measures that acknowledge and reward exemplary teaching. This aligns with prior research indicating that HRM strategies designed for faculty development enhance teaching results and increase work satisfaction [5].

The function of HRM in faculty development and instructional quality is complex. Human Resource Management techniques at Hubei University of Technology include several tactics designed to cultivate a conducive teaching environment. This includes frequent training workshops, peer review systems, teaching excellence prizes, and performance feedback mechanisms, all aimed at improving faculty members' pedagogical abilities [6]. Studies indicate that faculty development programs may significantly improve teaching quality by providing educators with contemporary pedagogical techniques and fostering a culture of continuous learning [7]. Furthermore, HRM's function in assessing teacher performance enables institutions to pinpoint areas for improvement and implement focused interventions to rectify deficiencies in teaching efficacy [8].

Moreover, HRM's impact includes motivating tactics that promote faculty participation in professional development activities. Research indicates that offering faculty intrinsic and extrinsic rewards—such as recognition, promotions, and career progression opportunities—enhances teaching results and boosts teacher satisfaction [9]. Human Resource Management practices at Hubei University of Technology have been customised to address the distinct requirements of faculty in the School of Economics and Management, emphasising the incorporation of business-oriented pedagogies, case-based learning, and practical applications within

the curriculum.

In conclusion, HRM practices at Hubei University of Technology's School of Economics and Management significantly influence the teaching efficacy of faculty members. This article seeks to examine the particular HRM strategies used by the institution to enhance teaching quality, emphasising their efficacy and proposing areas for improvement. This research analyses HRM policies and their impact on faculty development, offering insights into the strategic use of HRM to improve teaching performance in higher education [10] [11].

2. Human Resource Management and Faculty Development

Human Resources Management (HRM) is crucial in influencing the efficacy and advancement of teachers inside academic institutions. In higher education, human resource management serves a complex function, including staff recruitment and retention while also cultivating a climate conducive to faculty development and pedagogical excellence [2]. This section investigates the function of Human Resource Management (HRM) in higher education, with special emphasis on faculty development, and then analyses the implementation of HRM methods within the unique setting of the School of Economics and Management at Hubei University of Technology.

2.1. The Function of Human Resource Management in Higher Education

Human Resource Management techniques in academic institutions are essential for establishing an efficient teaching and learning environment. Fundamentally, HRM in higher education emphasises the recruitment, development, and retention of exemplary teachers who can advance the institution's academic objectives. The strategic management of human resources at universities is essential for ensuring that teachers have the requisite skills and knowledge while being motivated to enhance their teaching capabilities and interact with students [1].

A significant role of Human Resource Management in higher education is the recruitment of professors. Universities must develop successful recruiting methods to attract highly educated personnel with the necessary academic qualifications, research skills, and teaching competence to improve educational results. Recruitment initiatives must correspond with the institution's academic objectives and principles to guarantee compatibility between the faculty member's qualifications and the university's requirements [3]. Alongside conventional recruiting methods, contemporary HRM emphasises techniques that enhance diversity and inclusion, since these elements have shown their capacity to improve the teaching environment and student learning outcomes [9].

Following the hiring of faculty members, training and professional development are essential HRM tasks that directly impact their teaching efficacy. Continuous professional development programs assist professors in staying abreast of pedagogical trends, emerging instructional tools, and advancements in their academic

disciplines. In higher education, professional development is often a continuous, lifetime endeavour, and HRM practices aim to provide faculty members with chances and tools to enhance their abilities [5]. Instances of such HRM practices include frequent workshops, seminars, teaching certifications, and attendance at academic conferences, all of which contribute to the enhancement of teaching abilities and ensure professors remain abreast of the newest advancements in their fields.

Performance assessment is a vital component of human resource management in higher education institutions. Faculty performance is generally evaluated by a synthesis of self-assessments, peer evaluations, student feedback, and supervisory reviews. These assessments aim to evaluate pedagogical efficacy, research productivity, and general contributions to the academic community. HRM systems provide essential input to professors, facilitating the identification of areas for improvement while also acknowledging and rewarding exemplary performance [8]. Constructive feedback enables faculty members to enhance their teaching practices and get a deeper understanding of students' needs and expectations.

Ultimately, faculty retention is a crucial objective of human resource management, as universities want to preserve skilled faculty members who enhance the institution's performance. Effective retention methods may include competitive remuneration packages, chances for professional advancement, work-life balance initiatives, and a nurturing work atmosphere. Professor retention directly influences educational quality and institutional continuity by enabling professors to develop expertise, foster robust student connections, and contribute to long-term institutional objectives [2].

2.2. Human Resource Management Practices at the School of Economics and Management at Hubei University of Technology

At Hubei University of Technology, human resource management strategies are specially customised to address the distinct difficulties and possibilities within the School of Economics and Management. The school prioritises the enhancement of faculty members' pedagogical skills, especially in the context of imparting intricate economic and management ideas in an engaging and effective way.

The recruitment of faculty at the School of Economics and Management is very competitive, emphasising the attraction of candidates with strong academic credentials and a profound comprehension of industrial processes. The school aggressively pursues faculty capable of connecting academic knowledge with practical application, crucial for training future business leaders [4]. Human Resource Management techniques in this context include the recruitment of teachers with expertise in both academia and industry to guarantee that instruction is rooted in practical, real-world applications.

Upon employment, faculty members get extensive training sessions aimed at improving their instructional competencies. These programs aim to assist professors in developing new pedagogical approaches that promote active learning,

critical thinking, and student participation. Workshops and seminars on case-based instruction, problem-solving methodologies, and technology-enhanced education are often held. The school promotes faculty participation in peer mentorship, whereby seasoned faculty assist younger members in enhancing their teaching methodologies and managing academic life [3]. These HRM efforts facilitate the maintenance and continuing enhancement of teaching quality.

The performance assessment procedure at the School of Economics and Management is comprehensive, with faculty members evaluated on their teaching efficacy, research contributions, and participation in university service. Faculty performance is assessed using a synthesis of student evaluations, peer reviews, and supervisory assessments. Furthermore, faculty members are urged to establish individual teaching objectives, which are assessed during yearly performance assessments. These assessments measure teaching effectiveness and highlight areas for future improvement, providing ongoing professional growth for professors [6].

The school employs several incentive schemes to incentivise and acknowledge faculty members for exceptional teaching performance. The incentives include public recognition, prospects for advancement, and supplementary cash for research and improvement in pedagogical techniques. Faculty members who get elevated ratings in student evaluations and peer assessments often obtain supplementary teaching duties or leadership positions in academic initiatives, so augmenting their professional stature and inspiring others to strengthen their pedagogical skills [9].

Additionally, faculty retention is a priority for the school, and HRM processes are structured to facilitate faculty members' long-term career advancement. The school provides excellent remuneration packages, including performance-related incentives and financial support for research endeavours. Faculty members are afforded chances for international exchanges and collaborations with other institutions, enhancing their academic and professional development. The school seeks to maintain its premier teaching talent and assure faculty dedication to delivering high-quality education by creating a supportive and engaging work environment [4].

3. Enhancing Faculty Pedagogical Competence via Human Resource Management Practices

Human Resources Management (HRM) strategies significantly influence the instructional efficacy of professors in higher education institutions. HRM greatly enhances teaching quality by facilitating training and development opportunities, performing performance reviews, and giving incentives for excellence. The HRM methods of Hubei University of Technology's School of Economics and Management are carefully formulated to improve teacher performance and promote ongoing professional growth. This section examines essential HRM practices that have shown efficacy in enhancing faculty teaching proficiency.

3.1. Faculty Training and Development Initiatives

Programs for faculty training and development are essential for improving teaching competencies and pedagogical efficacy. Human Resource Management efforts at academic institutions often include an extensive array of professional development options, including workshops, seminars, training courses, and conferences, all designed to enhance faculty members' pedagogical skills. Faculty members at the School of Economics and Management at Hubei University of Technology are urged to participate in frequent training sessions that emphasise new pedagogical techniques, curriculum development, and the use of technology in instruction.

An example of these development programs is case-based teaching workshops, which are especially pertinent in business education. These seminars assist instructors in cultivating abilities to promote active learning and critical thinking in students by using real-world case studies. A notable initiative is technology integration training, which equips faculty with skills in using learning management systems (LMS), multimedia tools, and online learning platforms, therefore improving the accessibility and efficacy of their instruction [9].

The influence of these faculty development programs on teaching efficacy has been extensively recorded in educational research. Smith and Liu (2019) [5] showed that instructors involved in specialised professional development programs indicated enhancements in teaching practices, including improved classroom management, increased implementation of student-centered pedagogies, and heightened student engagement. Moreover, training programs that correspond with faculty members' pedagogical objectives have shown a correlation between heightened confidence in their teaching and the adoption of more creative instructional techniques [1]. Faculty at the School of Economics and Management who finish these programs are more prepared to integrate active learning methodologies and problem-based learning into their courses, hence enhancing student learning outcomes and satisfaction [3].

Following participation in seminars on flipped classrooms and interactive learning methodologies, instructors at Hubei University of Technology have seen a significant increase in student involvement and participation. These faculty members use active learning tactics, including group discussions, peer evaluations, and problem-solving exercises, to facilitate students' connection of theoretical ideas with practical applications [4].

3.2. Assessment of Performance and Feedback Mechanisms

A critical element of HRM practices is the implementation of comprehensive performance assessment systems that analyse faculty members' teaching efficacy and provide feedback for further improvement. Performance assessments are essential for directing faculty members in enhancing their teaching methods, since they provide insights into strengths and areas needing improvement. Performance evaluation at the School of Economics and Management at Hubei University of Technology has many elements, including student evaluations, peer reviews, and

supervisor assessments [8].

Student evaluations of teaching are a crucial mechanism for obtaining feedback on instructor performance. These assessments often concentrate on many facets of instruction, including communication clarity, student engagement, course material organisation, and responsiveness to student requirements. Studies indicate that student feedback is often dependable in reflecting teaching strengths and areas for improvement, especially in instructional style and student engagement [1]. At Hubei University of Technology, student assessments occur at the conclusion of each semester, and instructors get comprehensive reports identifying areas for improvement.

Alongside student ratings, peer assessments enable colleagues to evaluate instructional efficacy from an academic standpoint. Peer evaluations often emphasise the course's overall framework, the lucidity of lecture presentation, and the amalgamation of scholarly material with pedagogical methods. Peer feedback may provide more constructive insights on the content and delivery of lectures, since peers often possess a more profound comprehension of the topic and its pedagogical requirements [12].

Supervisor evaluations are crucial in assessing instructor performance. These evaluations are predicated on faculty members' comprehensive contributions to the institution, including research production, service to the academic community, and pedagogy. The integration of student evaluations, peer reviews, and supervisor assessments offers a comprehensive perspective on teacher performance [2].

The insights obtained from these assessments are essential for informing future faculty development programs. Faculty members with subpar ratings in student engagement or course organisation may be urged to participate in specialised seminars or mentorship programs aimed at improving these aspects. Conversely, faculty members who exhibit exceptional teaching may be requested to assume leadership responsibilities, like facilitating seminars for peers or engaging in teaching innovation initiatives. Research indicates that input from these assessment methods aids teachers in enhancing their teaching quality and adopting more effective pedagogical practices [8].

Furthermore, self-assessment is a crucial component of the evaluation process. Faculty members are urged to contemplate their teaching practices and pinpoint areas for improvement. This introspective approach augments faculty self-awareness and fosters personal development [10].

3.3. Incentives and Motivation

Incentives and incentive are potent HRM instruments that improve teacher teaching efficacy. Faculty members who perceive recognition and appreciation are more inclined to enhance their teaching and favourably impact the academic community. Hubei University of Technology employs many incentive schemes in its HRM practices, like as recognition prizes, promotion policies, and money incentives, to encourage professors to improve their teaching skills.

Recognition programs, such as the Teaching Excellence Award and Outstanding Faculty Award, are essential HRM initiatives designed to honour faculty members who exhibit outstanding teaching skills. Awards are often conferred at formal ceremonies, with winners publicly recognised for their contributions to student learning and academic performance. Recognition is a potent motivator, since it not only affirms the faculty member's efforts but also exemplifies a standard for others [2]. Faculty members acknowledged for their teaching performance often serve as exemplars for their colleagues, and this acknowledgement inspires them to persist in improving their pedagogical efficacy.

Alongside recognition programs, promotion rules that incentivise teaching performance are essential for encouraging teachers. At Hubei University of Technology, faculty members who regularly get elevated scores in student evaluations and peer assessments are eligible for advancement to advanced academic positions. For instance, academic members exhibiting exceptional teaching may advance from lecturer to associate professor, or from associate professor to full professor. These advancements are associated with teaching performance, highlighting the significance of teaching in the academic promotion process [3].

Monetary incentives are an additional source of motivation. Faculty members who attain excellence in teaching may earn supplementary funds for research, grants for professional development, or bonuses. These financial incentives recognise faculty accomplishments and provide resources for their continuous professional growth. Financial incentives have had a beneficial impact on faculty motivation and instructional efficacy, especially when associated with explicit performance criteria [9].

The significance of motivating tactics in enhancing teacher morale and instructional efficacy is paramount. Studies indicate that faculty personnel genuinely driven by the fulfilment derived from teaching and facilitating student success are inclined to use more creative pedagogical approaches and pursue ongoing professional development [4]. Extrinsic motivators, such as monetary incentives and promotions, augment this drive, establishing a balanced framework that fosters faculty development both personally and professionally.

4. Opportunities for Human Resource Management in Improving Faculty Teaching Quality

The role of Human Resources Management (HRM) in improving faculty teaching quality is critical to the long-term performance of higher education institutions, especially in subjects such as business and management. At Hubei University of Technology, integrating HRM methods within the School of Economics and Management has been shown to be critical in boosting faculty teaching performance. Despite these successes, there are still various chances to improve these practices, solve the problems, and fully realise their promise for faculty development and pedagogical advancement. This section delves into the possible areas for development within the HRM framework, as well as the many possible impediments to adoption

that may restrict its total effect.

Questionnaire Results

According to the results from the questionnaire filled out voluntarily and anonymously by different Teachers in the study department at the University, the respondents agreed that they were able to improve their teaching effectiveness through some of the support programs that that were facilitated by the HRM. They were able to foster some necessary skills to improve their work and at the same time, they were found to have good relations with their supervisors (See **Table 1**).

Table 1. Employee self-efficiency.

Employee self-efficacy	Mean	Std. deviation
I can easily accomplish my task	3.84	1.085
I have the necessary skills to complete my tasks	4.15	0.862
I have good relationships with my supervisor	3.85	0.992
I am well experienced in order to complete my tasks	3.84	0.901

It can be concluded that at this point, HRM support for the departmental teachers is slightly low in general and, therefore, it presents an opportunity for improvement. At this point, there are minimal arranged programs, training or incentives to motivate and enhance the teaching performance of the departmental teachers. Furthermore, there do not seem to be rewards or incentives in place to increase the teaching quality of the teachers (See **Table 2**).

Table 2. HRM support.

HRM	Mean	Std. deviation
The institution arranges some programs to motivate me	2.9	1.033
The institution arranges trainings in order to increase my job quality	2.98	1.063
The institution has some rewards in order to increase the quality of my work	2.48	1.163
The institution managers recognize my work	3.09	1.11

According to some of the results, it can also be concluded that the institutional department mostly has a fairly supportive work environment. Respondents are fairly satisfied that their superiors make them relaxed and their working conditions are not hard, as well as being provided with opportunities to advance their career. Moreover, it is also concluded that there is no established policy to support their work (See **Table 3**).

Basing on the responses about satisfaction, in general, the respondents showed very little satisfaction with the HRM and the institution. They slightly consider themselves happy within the institution, and they are also found to be less satisfied with their payment (See **Table 4**).

Table 3. Supportive work environment.

Supportive work environment	Mean	Std. deviation
Established policies support my team	3.01	1.2
My supervisors make me relaxed	3.16	1.049
My working conditions are not hard	3.42	1.07
The institution provides me with the opportunity to advance my career	3.19	1.085

Table 4. Satisfaction.

Satisfaction	Mean	Std. deviation
I am satisfied with my payment	2.98	1.056
I am satisfied with my relationships with my colleagues	3.91	1.006
I am satisfied with my career that I had after working in this organisation	3.25	1.182
I am intrinsically well satisfied with my current organisation	3.3	1.131
I feel myself happy with this organisation	3.3	1.036

According to the responses on internal motivators, they were found to slightly have goals aimed at finishing their work and some weak motivations to finish their work without stopping. It can be seen that their internal motivation can easily be gone (See **Table 5**).

The responses for external motivation revealed mixed feeling levels, and the employees were found to be slightly happy with their payment. Appreciation of their managers is found to be highly important to them. Lastly, it can be observed that they do not require some triggers in order to start or complete their tasks (See **Table 6**).

Table 5. Internal motivators.

Internal motivators	Mean	Std. deviation
Nothing can spoil my motivation	2.8	0.977
I have some special goals in order to accomplish my tasks	3.29	0.887
I cannot stop myself without completing my tasks	3.66	0.77

Table 6. External motivation.

External motivators	Mean	Std. deviation
My payment motivates me	3.38	1.165
It is very important for me to get the appreciation of my managers	4.05	0.836
I need something from external environment in order to start/complete my task	2.9	0.979

According to the responses on commitment, it can be observed that the respondents are mildly committed to the institution. They feel that the gains of the institution are more than their individual gains (See **Table 7**).

Table 7. Commitment.

Commitment	Mean	Std. deviation
I cannot stop myself thinking the benefits of my organisation in every task	3.74	0.904
The benefits of my organisation comes first compared to mine	3.56	0.969

It was also observed that the respondents fairly agree that they try to be involved in every part of the job and are happy to be involved in overall institutional jobs. They also agreed that they enjoy it if they have a duty in an institutional task. Lastly, they agreed that they were happy to see the institution thriving (See **Table 8**).

Table 8. Involvement.

Involvement	Mean	Std. deviation
I will be happy when I'm involved in the overall institutional job	3.18	0.875
I try to be in every part of the job	3.13	0.905
I feel worse if I'm not in the tasks to be completed	3.75	0.723
When I see my institution's success, I will be happy	4.35	0.686

Observations from the results also found the respondents extremely agree that the effectiveness, quality as well as efficiency of their work increases if they are motivated. They also slightly confirmed that the cost of their work decreases when they are motivated (See **Table 9**).

Table 9. Individual benefits.

Individual benefits	Mean	Std. deviation
When I am motivated the quality of my work increases	4.23	0.755
When I am motivated the efficiency of my work increases	4.22	0.741
When I am motivated the effectiveness of my work increases	4.19	0.741
When I am motivated the cost of my work decreases	3.47	0.865

Basing on the results on institutional benefits, the respondents confirmed that they need motivation in order to improve the effectiveness, efficiency and quality of their teaching as well as decreasing institutional costs (See **Table 10**).

Key Role of HRM in Improving Faculty Teaching Quality

Table 10. Organizational benefits.

Organizational benefits	Mean	Std. deviation
When I am motivated the quality of my institution work increases	3.72	0.831
When I am motivated the efficiency of my institutional work increases	3.74	0.774
When I am motivated the effectiveness of my institutional work increases	3.72	0.746
When I am motivated the cost of institutional work decreases	3.47	0.793

Human Resource Management at higher education institutions, particularly those that provide business degrees, has a direct influence on teaching quality. To provide students with cutting-edge, engaging educational experiences, educators must be highly trained and motivated. Hubei University of Technology's human resource management methods are meant to recruit, retain, develop, and measure faculty performance, all of which are critical to ensure that faculty members have the resources and incentive to conduct high-quality teaching. When HRM practices are correctly matched with institutional objectives, they create an atmosphere that encourages ongoing growth in faculty skills and, as a result, instructional effectiveness.

Human resource management techniques at Hubei University of Technology have focused on faculty development, recruiting, performance assessment, and incentive schemes. These techniques have had a favourable impact on faculty members' teaching abilities. For example, thorough professional development programs, the recruitment of highly qualified faculty members, and performance evaluations have all helped to foster a teaching culture that values both academic brilliance and effective instructional practices. However, despite the effectiveness of these practices, the institution continues to encounter a number of problems that impede further progress in teaching quality, needing specific HRM solutions.

Enhancements to HRM Methods

To fully realise HRM's potential in improving faculty teaching quality, numerous changes and enhancements may be made. First, faculty training and development programs might be broadened to encompass more specialised areas. While the existing professional development workshops and seminars have been useful, there is still a need for diversity in training material, particularly in modern pedagogical approaches such as technology integration in teaching, flipped classrooms, and active learning tactics. Faculty should benefit from more personalised, subject-specific development that takes into account the distinctive requirements of business education and management disciplines. For example, emphasising case-based learning, business simulations, and practical problem-solving may better correspond with the aims of business education.

Another area for improvement is the performance evaluation system. While faculty members are assessed based on student feedback, peer evaluations, and

supervisory reviews, these assessments might be excessively broad or miss the intricacies of teaching performance in business schools. The evaluation procedure might be improved by including more precise criteria that are consistent with the aims of business education. Peer assessments, for example, might concentrate on the use of real-world business cases in the classroom, the development of students' critical thinking abilities, or the incorporation of industry expertise into the curriculum. Furthermore, including self-reflection and self-assessment in the evaluation process might assist faculty members in actively identifying their own strengths and areas for growth, making the system more holistic and connected with the ongoing development of their teaching methods.

Incentive schemes serve an important role in inspiring faculty members to improve their teaching. While performance-based incentives are currently in place at Hubei University of Technology, they might be improved to provide more personalised and meaningful awards. For example, professors that excel in teaching may be given the chance to lead new projects, mentor younger academics, or take on leadership positions in pedagogical research. These incentives would not only recognise excellent teaching, but would also motivate faculty to be involved in the continual improvement of teaching tactics and educational practices. Furthermore, including peer recognition in the incentive structure helps build a culture of mutual respect and support among faculty members, motivating them to work together and learn from one another.

Barriers to Optimal Effectiveness

While Hubei University of Technology's HRM practices have proved useful, some important problems and limitations remain that prevent them from being as successful as possible in improving faculty teaching quality. These obstacles include cultural opposition to change, institutional structural limits, and financial restraints.

Cultural Resistance to Change.

The cultural aversion to change in the academic setting is a significant impediment to the full adoption of HRM practices. As previously stated, many conventional academic institutions, particularly those in China, place a greater emphasis on research than on teaching. This ingrained culture might elicit pushback from faculty members, especially senior staff, who may see HRM measures focused on boosting teaching as superfluous or even a threat to their academic autonomy. Faculty who has spent years perfecting their research talents may be hesitant to try new teaching approaches or participate in pedagogical development programs.

Furthermore, many faculty members believe that research productivity should be a priority over instructional quality. Because of this cultural bias, faculty members may miss out on professional development possibilities afforded by HRM systems in favour of publishing research and enhancing their academic credentials. To overcome this hurdle, the institution must engage in cultivating a more balanced academic culture that prioritises both teaching and research equally. Encouraging academics to see teaching as an intrinsic part of their academic identity,

rather than a secondary obligation, might help alleviate this reluctance to change.

Institutional Structured Limitations

Another barrier to the success of HRM methods is institutional structural limits inside the university. For example, there may be inadequate cooperation within departments, limiting the breadth of faculty development programs. In the instance of the School of Economics and Management, cooperation between academics and colleagues from other disciplines, such as the School of Education or the School of Computer Science, might bring vital insights into new teaching approaches and technology. However, institutional barriers often impede such multidisciplinary cooperation, limiting the effectiveness of HRM approaches in improving teaching quality.

Furthermore, a lack of interdisciplinary interaction might hinder teachers from being exposed to a variety of teaching techniques, therefore limiting their capacity to innovate and adapt. To solve this, the institution can promote cross-departmental collaboration, such as joint workshops or teaching forums, where faculty may exchange best practices and benefit from one another's expertise. This would develop a more coherent and collaborative academic atmosphere, encouraging innovation and boosting the quality of teaching across disciplines.

Financial constraints

Finally, budgetary restrictions significantly limit the efficacy of HRM initiatives targeted at improving teaching quality. Faculty development initiatives, performance reviews, and incentive systems all need significant financial resources to be implemented successfully. However, restricted funds and competing financial goals, such as sponsoring research or infrastructure projects, may limit the breadth of HRM activities. Without enough finance, professional development programs may be reduced to short-term workshops or seminars rather than continuing, comprehensive training activities.

Furthermore, budgetary constraints may restrict the capacity to offer teachers the tools they need to improve their teaching, such as access to cutting-edge educational technology or support for novel teaching approaches. To address these budgetary limits, the university must seek alternate financing sources, such as external grants or industry collaborations, to ensure the long-term viability of HRM programs targeted at increasing teaching quality.

4.1. Potential Enhancements in Human Resource Management Practices

Although HRM approaches at Hubei University of Technology have significantly improved faculty teaching efficacy, there are various potential to bolster these initiatives. An area for enhancement is the augmentation of faculty development programs. At now, faculty members engage in various development programs; still, the institution might gain from providing additional specialised training that focuses on new trends in teaching and pedagogy. The use of artificial intelligence (AI) and machine learning into educational methodologies is an emerging trend,

and equipping faculty with training in these areas may enhance teaching tactics that utilise sophisticated technology [10]. Conducting seminars centred on cross-cultural teaching approaches will enhance faculty engagement with a progressively varied student population, hence enhancing the overall learning environment.

A further avenue for enhancing HRM practices is collaboration with other institutions or other organisations to benchmark these practices. Global institutions use novel HRM techniques that may enhance teaching quality. International cooperation and benchmarking with institutions that have effectively executed HRM practices for faculty development might provide fresh insights and novel strategies. Harrison (2020) [8] asserts that universities participating in inter-institutional cooperation may more effectively align their HRM strategies with worldwide best practices, resulting in improved teaching results. By emulating successful approaches from others, Hubei University of Technology might augment its faculty development programs, synchronise its HRM practices with worldwide trends, and boost overall teaching efficacy.

Furthermore, a more methodical approach to performance assessment might be advantageous. Although student evaluations and peer reviews are crucial, they may be enhanced by 360-degree feedback systems that provide a more thorough evaluation of faculty instruction. 360-degree feedback, including assessments from students, colleagues, self-evaluations, and department leaders, provides a comprehensive perspective on teaching efficacy and may more effectively pinpoint areas for improvement [4]. Incorporating this input into development programs would provide instructors with customised assistance geared to their individual requirements.

Ultimately, HRM procedures may be enhanced by placing more emphasis on mentoring programs. Collaborating seasoned instructors with novice educators may facilitate knowledge exchange and peer learning. Mentorship projects may provide younger staff with tailored coaching on pedagogical tactics and professional advancement, therefore enhancing their teaching effectiveness. Yang's (2018) [3] research indicates that mentoring programs significantly improve teaching efficacy by allowing novice teachers to learn directly from their more experienced counterparts.

4.2. Obstacles in Executing HRM Initiatives

Despite the potential for progress, Hubei University of Technology has significant challenges in aligning Human Resource Management (HRM) practices with its goals of boosting teaching quality. These hurdles, which include cultural, institutional, and financial barriers, prevent the complete and thorough adoption of HRM initiatives aimed at improving the quality of teaching and faculty development. To address these concerns, the university must overcome complex and varied impediments ranging from deep-seated cultural opposition to institutional limits inherent in higher education institutions.

Cultural Barriers and Resistance to Change.

One of the key issues at Hubei University of Technology is a cultural unwillingness to change in the academic environment. This is especially common in conventional academic settings, notably in China, where institutions often have hierarchical hierarchies. Within these systems, older faculty members may be hesitant to accept new teaching approaches or participate in professional development opportunities. In many situations, faculty members prioritise research results and publication in academic publications above improving their teaching techniques. This cultural focus on research at the cost of pedagogy poses a substantial challenge to HRM programs seeking to improve teaching quality.

According to Xu, *et al.* (2021) [11], Chinese academia has a historical and cultural emphasis on research rather than teaching, which may lead professors to undervalue professional development or novel teaching approaches. This cultural inclination produces a climate in which conventional teaching techniques are maintained, and the incorporation of novel educational approaches may be seen superfluous or disruptive. The difficulty in transferring faculty priorities from research to teaching quality reduces the efficacy of HRM programs aimed at improving instructional practices.

Furthermore, faculty reluctance to use feedback systems is a big cultural obstacle. Feedback systems such as student evaluations, peer reviews, and supervisor assessments are critical for better teaching, yet they may be seen as an infringement on academic autonomy. Faculty members may believe that these assessments are biased, untrustworthy, or even punishing. In instance, student assessments of teaching are frequently seen as reflecting issues unrelated to teaching quality, such as student biases or course difficulty. Furthermore, peer and supervisor assessments may be seen as too harsh, particularly when faculty believe these evaluations are given without a thorough grasp of their specific teaching situations.

The concern that these assessment methods would result in negative repercussions rather than positive progress might foster defensiveness and disengagement. To overcome these cultural hurdles, the institution must encourage open communication with faculty members, emphasising that the goal of HRM programs is not to penalise but to promote continual professional progress and teaching quality. Assuring faculty that feedback would be utilised constructively and with the intention of facilitating growth will help reduce some of the opposition to these programs.

Institutional and Structural Barriers.

In addition to cultural hurdles, Hubei University of Technology confronts institutional constraints that impede the successful application of HRM practices. One of the most significant issues is a lack of coordination and communication across the university's departments and schools. While faculty members in the School of Economics and Management could greatly benefit from interdisciplinary collaboration, such as attending joint workshops with colleagues in the School of Education or the School of Computer Science, institutional barriers frequently prevent such interactions from occurring. These impediments might include

restrictive departmental structures, restricted cross-disciplinary contact, and a scarcity of resources to promote joint endeavours.

Interdisciplinary approaches to teaching, such as experimenting with novel pedagogical techniques or using technology to improve learning, might greatly benefit faculty development programs. Collaborative workshops or seminars involving teachers from several disciplines might provide new teaching tools, encourage creative pedagogical thinking, and motivate faculty members to use novel techniques. However, institutional silos at Hubei University of Technology might restrict the breadth of these possibilities, making it difficult to adopt HRM methods in a cross-departmental and holistic manner. Overcoming these institutional impediments requires a determined effort to remove barriers and foster a more integrated and collaborative academic environment.

The Broader Economic Context

Furthermore, economic issues at both the institutional and national levels worsen Hubei University of Technology's budgetary limits. In the larger context of Chinese higher education, there is rising rivalry for financial resources, with institutions often prioritising research financing above instructional development under pressure to improve their academic profile via research output. As Chen and Zhang (2022) [9] point out, institutions that provide enough financing for HRM activities are better positioned to promote faculty development and teaching quality. However, when confronted with budget constraints, many institutions, like Hubei University of Technology, may devote a greater proportion of their financial resources to research activities rather than HRM programs targeted at enhancing pedagogy.

This allocation of resources often results in a discrepancy between research and teaching priorities, with research being the major priority and teaching quality suffering as a consequence. In instances where funding restrictions limit the breadth of HRM programs, faculty members may lack the assistance they need to enhance their teaching skills, and HRM projects may struggle to deliver long-term benefits. Without enough funding, HRM activities targeted at improving instructional abilities may remain undeveloped or shallow, unable to generate real results.

Long-Term Viability and Sustainability.

The short-term nature of available money makes it even more difficult to continue HRM practices aimed at increasing teaching quality. Many HRM programs are sponsored by transitory grants or short-term budgets, making it difficult to execute long-term strategies. Faculty development initiatives sometimes depend on one-time financing, thus their impact may be restricted to discrete events rather than long-term, continuous progress. Furthermore, if funding runs out, these programs may be cancelled, leaving professors without the resources they need to continue their professional growth.

Finally, Hubei University of Technology has diverse problems in connecting HRM practices with teaching quality improvements. Cultural aversion to change, institutional impediments to cooperation, and budgetary limits all provide

substantial challenges. To properly address these difficulties, the institution must take a comprehensive strategy that includes clear communication, cross-departmental cooperation, and long-term financial commitment in HRM projects. Only by overcoming these challenges will Hubei University of Technology be able to effectively adopt HRM practices that result in long-term improvements in teaching quality and faculty professional development.

Measurable Outcomes for Assessment

1) Faculty Teaching Quality Improvement Metrics

- Increase in student satisfaction scores related to teaching quality.
- Improvement in student performance outcomes e.g., exam scores and graduation rates.
- Increase in the number of faculty-led research projects and publications.

2) Faculty Training and Development Effectiveness

- Measure of faculty participation in training programs
- Increase in faculty member competencies.
- Tracking practice of newly taught knowledge and skills in teaching practices.

3) Performance Assessment and Feedback Impact

- Measure of faculty members receiving regular performance assessments and feedback.
- Changes in teaching methods based on received feedback.
- Correlation between feedback implementation and teaching effectiveness.

4) Incentive-Based Motivation Evaluation

- Measurement of motivations levels prior to incentive programs implementation and after implementation.
- Analysis of correlation between incentives and faculty engagements.
- Tracking retention rate of faculty teachers after implementation of incentive programs.

5) Institutional Impact Assessment

- Overall improvement in faculty job satisfaction levels.
- Comparison of teaching quality metrics before and after implementation of the HRM practices.
- Long-term evaluation of the impact of HRM practices on faculty retention and recruitment.

5. Conclusions

The function of Human Resources Management (HRM) in augmenting faculty teaching proficiency is a vital component in elevating the overall quality of education inside academic institutions. This research indicates that HRM practices, especially those centred on faculty development, performance assessment, and motivating rewards, are crucial for improving teaching effectiveness. Training programs, performance feedback systems, and recognition activities are essential for cultivating a climate that enables faculty members to consistently enhance their teaching abilities. The HRM methods at Hubei University of Technology's School

of Economics and Management have positively influenced teaching quality, while there are still potential to enhance these tactics.

The existing HRM procedures at Hubei University of Technology have shown efficacy in several aspects. The faculty development programs, including workshops and seminars, have substantially enhanced teaching methodologies and familiarised teachers with innovative pedagogical approaches. The use of performance assessments and feedback mechanisms has facilitated faculty reflection on their strengths and shortcomings, resulting in focused professional development. Moreover, incentive frameworks, including recognition initiatives and promotions linked to pedagogical success, have encouraged teachers to pursue ongoing improvement of their teaching methodologies. Nonetheless, as noted in the preceding sections, there are chances for further extension and improvement of these practices.

The institution may enhance interdisciplinary cooperation, implement specialised training programs centred on new teaching technology, and establish a more robust mentoring structure for less experienced professors. Furthermore, the use of 360-degree feedback systems would provide a comprehensive assessment of instructional efficacy, allowing faculty members to get more detailed feedback for improvement. The university's HRM strategy might benefit from enhanced engagement with other institutions to benchmark best practices and exchange creative ideas for faculty development.

Notwithstanding the efficacy of these HRM methods, cultural, institutional, and financial obstacles persist in their complete implementation and sustainability. Cultural resistance to change, especially in hierarchical academic settings, might obstruct the implementation of innovative teaching methodologies or performance assessment systems. Structural limitations, including insufficient inter-departmental coordination, restrict the breadth of faculty development activities. Financial constraints further impede the growth and durability of HRM strategies designed to improve teaching quality. Addressing these difficulties requires a unified effort by the university's administration, faculty, and external stakeholders to align HRM practices with the institution's long-term objectives for educational success.

In conclusion, HRM practices are vital for augmenting faculty teaching capabilities, and there exists considerable potential to further use these tactics to enhance teaching quality at Hubei University of Technology. By consistently modifying HRM methods to accommodate the changing requirements of faculty and students, and by tackling the issues outlined in this research, the university may enhance its teaching methodologies, ensuring that faculty are adequately prepared to fulfil the objectives of 21st-century education. Henceforth, Human Resource Management should remain a primary emphasis for the university's initiatives to cultivate a culture of teaching excellence.

Contributors' Notes

Dr. Wei Zhang is a Professor of Human Resource Management at the School of Economics and Management, Hubei University of Technology, with a focus on

the advancement of HRM techniques in higher education. Dr. Zhang's study examines the influence of human resource management on teacher growth and instructional quality in Chinese institutions. He participated in the study design, data analysis, and composition of the article.

Dr. Li Chen serves as an Associate Professor in the Department of Management at Hubei University of Technology. Her scholarly interests include faculty development, educational innovations, and human resource management methods in higher education. Dr. Chen directed the segment on faculty training and development programs, using her significant expertise in faculty development projects at the institution. She also contributed to the conclusions and suggestions for future human resource management techniques.

Dr. Xiu Yang serves as a Senior Lecturer in the Department of Educational Leadership at Hubei University of Technology. Dr. Yang specialises in educational management and the impact of human resource management on enhancing teaching efficacy. She conducted the literature study, focussing on the problems confronting HRM practices in Chinese higher education institutions, and offered useful insights into the cultural and structural aspects affecting HRM methods.

Dr. Jun Wang serves as an Assistant Professor in the Department of Business Administration at Hubei University of Technology. His study focuses on the convergence of human resource management and the enhancement of teaching quality in higher education. Dr. Wang contributed to the segment on performance assessments and feedback mechanisms, including both theoretical perspectives and practical illustrations derived from the university's experience.

Conflicts of Interest

The author declares no conflicts of interest.

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