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**INFLUENCE OF HR PRACTICES IN HIGHER EDUCATION
INSTITUTIONS ON MENTORS QUALITY ENHANCEMENT IN
SELECTED BENGALURU HEIS –A STUDY ON THE
EFFECTIVENESS OF SELECTION PROCESS IN HEI IN
BENGALURU**

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ABSTRACT

Higher Education Institutions are becoming increasingly concerned with mentor retention. Top management policy makers at HEIs have recognized the importance of mentor retention for both institutional reputation and educational quality, therefore using Bayesian posterior distribution analysis for pairwise correlations, this study investigates the connections between mentor selection processes and important aspects of mentorship efficacy in Higher Education Institutions (HEIs). Mentor friendliness and encouragement, institutional promotion of mentorship opportunities, selection criteria alignment with mentorship aims, and mentor quality as established by selection methods are among the

factors taken into account. A unique pattern of relationships is demonstrated by the outcomes. There could possibly be a gap between formal selection processes and anticipated mentoring outcomes since mentor quality, as assessed by current selection techniques, exhibits moderately negative relationships with both mentor friendliness and institutional advancement. On the other hand, alignment between selection criteria and mentorship objectives shows favorable correlations with program visibility and mentor conduct, underscoring its significance in guaranteeing successful mentoring. Certain relationships have weaker correlations with credible intervals that cross zero, indicating some degree of uncertainty. Overall, the findings show that although organized selection processes are in place, they might not sufficiently enhance program awareness or capture interpersonal traits. The study comes to the conclusion that improving mentorship efficacy in HEIs requires matching selection criteria with mentorship objectives and integrating behavioral abilities into the selection process.

KEY WORDS: Higher Education Institutions (HEIs), Mentor Retention, Mentorship Effectiveness, Mentor Selection Process, Bayesian Posterior Distribution Analysis.

INTRODUCTION

In Higher Education Institutions (HEIs), mentoring has become an essential part of improving student growth and academic achievement. A successful mentorship program helps students improve both personally and professionally in addition to academically. The caliber of mentors, the method used to choose them, and the degree to which mentorship opportunities are disseminated within the organization all play a significant role in the success of such programs. It is anticipated that a well-organized mentor selection process will find people with both subject-matter expertise and interpersonal abilities, such as being personable, encouraging, and helpful. To guarantee that mentors are able to achieve the desired outcomes, it is also crucial to match the selection criteria with the particular aims of the mentorship program. Increasing student knowledge and participation is also greatly aided by institutional initiatives like aggressively promoting mentorship opportunities. There may be discrepancies between the desired results of mentorship programs and the real traits exhibited by chosen mentors, even though many HEIs have official selection procedures. This calls into question the efficacy of the current selection processes and their capacity to find mentors who satisfy both behavioral and technical requirements. In this regard, the current study seeks to examine the connections between institutional promotion of mentorship opportunities, mentor attributes, alignment with mentorship objectives, and mentor selection processes. The study aims to shed further light on how these variables interact and affect the general efficacy of mentorship programs in HEIs by using Bayesian posterior distribution analysis for pairwise correlations.

REVIEW OF THE LITERATURE

Jimmy Alemiga, Martha Kibukamusoke (27 Aug. 2019)-According to the study's findings, PUs typically include policies for hiring academic staff, promoting staff, developing staff, and terminating staff. However, it's possible that the execution of these regulations won't be sufficient to significantly alter the teaching and learning process. As the regulator of HEIs, the NCHE has merely depended on the institutional component at each individual university level and the regulatory component at the NCHE level. Although there is a structure for quality assurance policies, they are not strictly enforced. Additionally, no university has established explicit, publicly accessible policies and procedures for hiring, promoting, and dismissing academic staff's (degradation) in the whole system of higher education.

Mohammed Ali Ashraf (29th August 2024) : The findings show that faculty academic freedom and learning quality in the tested HEIs are significantly impacted negatively by the accrediting procedure. Academic freedom has a major mediating effect as well.

Anup Sharma¹ , Nilesh Sabale², Kajal Gill², Vedika Jaiswal² , Ayush Thakur² (April 2024) A mixed-method approach can be used to effectively study HRM issues that Indian Higher Education Institutions (HEIs) confront, such as employee motivation, work-life balance, and retirement planning. Employee satisfaction, productivity, and retention are increased by establishing robust engagement and incentive programs and ensuring work-life balance.

Odoch Hojops, Monica Mirembe Mukoza, Barbara N. Kayondo and Rehema Namono (6th September 2024) - Since employees are the foundation of any firm, private higher education institutions in Ethiopia should abandon traditional HR procedures in favor of fresh, creative approaches to hiring and retaining skilled personnel who will boost their competitiveness.

P. S. Aithal, It is suggested that faculty salaries be based on research performance in a variable pay model that is connected to annual API scores. It encourages teachers to actively participate in publications, research, and teamwork with students and peers. This helps HEIs develop become research-focused universities by increasing institutional research output and intellectual property.

Sonali Khurjekar and Ranpreet, According to his study that although faculty members' work is being evaluated by institutions, there are no tangible results in the shape of raises, promotions, or other benefits.

Ankaiah Batta and Shamshad Ahamed Shaik, The goal of this study was to comprehend how organisational structures and larger constellations of human, technological, emotional, and existential resources influence stress among university teachers, which is frequently presented as an individual burden. The results, which are based on data from Indian HEIs, show that HPHRPs function as entry points into a more intricate ecosystem that influences faculty members' ability to handle uncertainty, mobilize internal resources, and make sense of demands.

Pradip Kumar Das Higher - education hr is evolving to meet the changing demands and challenges of academies. It is essential for attracting talent, enforcing anti-discrimination laws, and maintaining passivity. For HRM in higher education to remain competent and enthusiastic about the demands of academia, it is essential to leverage technology and adapt to innovation. These developments reflect a broader movement away from creating a strong, expansive, and encouraging environment for scholars, enabling Indian higher education to more effectively compete on the global stage.

Sahil Verma This study looks at faculty retention in indian higher education institutions and demonstrates how organizational commitment and trust in the hr climate greatly enhance retention. In order to improve faculty engagement and retention, it identifies a research gap and suggests formal hr procedures and additional study. Faculty Retention Dynamics: Investigating the Role of HR Climate, Trust, and Organizational Commitment in Higher Education Context

Jagdish Kumar Mishra, Anil M Bisen, and Girish Kumar Painoli's career planning has a significant impact on faculty performance, supporting the notion that well-defined professional advancement possibilities support long-term staff engagement and retention. It has been demonstrated that career advancement frameworks that provide internal promotions, leadership training, and mentorship programs improve job satisfaction and institutional loyalty (Singh et al., 2023). Faculty motivation and professional development can be preserved by institutions that fund career planning efforts.

RESEARCH METHODOLOGY

- ❖ **Primary Data:** The Primary data is collected from Structured questionnaire through google form.

- ❖ Secondary Data: The Secondary data was collected from Journals and Published articles. Respondents: The teaching fraternity who are playing the role of mentors in HEI were selected as target respondents and the data was collected from 104 respondents,
- ❖ Statistical tools selected Bayesian posterior distribution analysis for pairwise correlations
- ❖ Questionnaire design: All the questions were measured on a 5-point rating scale.

LIMITATIONS OF THE STUDY

- ❖ The study is restricted to assessing only the aspects of the selection procedure of Mentors in HEI
- ❖ The study focus on the Mentors quality in HEI in Bengaluru only.

OBJECTIVES

- ❖ To evaluate how mentor quality is determined by the HEI's selection process.
- ❖ To determine whether the selection criteria for mentors are in line with the program's particular goals.
- ❖ To assess how well the selection procedure finds mentors who are amiable, encouraging, and supporting.
- ❖ To evaluate how the organization advertises and promotes mentorship opportunities.

HYPOTHESIS

The study formulated the following Hypothesis

H0: There is **no significant relationship** between mentor selection procedures, mentor qualities, alignment with objectives, and advertisement of mentorship opportunities in HEIs.

H1: There is a **significant relationship** between mentor selection procedures, mentor qualities, alignment with objectives, and advertisement of mentorship opportunities in HEIs.

ANALYSIS AND INTERPRETATION

Posterior Distribution Characterization for Pairwise Correlations						
			The mentor's quality is determined by the selection procedure adopted in HEI.	The criteria used to choose mentors correspond with the particular objectives of the mentorship	The selection procedure finds mentors who are seen as friendly and encouraging.	The organization prominently advertises mentorship opportunities.
The mentor's competency is successfully determined by the selection procedure.	Posterior	Mode		-.075	-.516	-.355
		Mean		-.073	-.505	-.346
		Variance		.009	.005	.007
	95% Credible Interval	Lower Bound		-.259	-.642	-.510
		Upper Bound		.115	-.362	-.178
	N			105	105	105
The criteria used to choose mentors	Posterior	Mode	-.075		.145	.359
		Mean	-.073		.141	.350
		Variance	.009		.009	.007

correspond with the particular objectives of the mentorship	95% Credible Interval	Lower Bound	-.259		-.045	.182
		Upper Bound	.115		.324	.512
	N		105	105	105	105
The selection procedure finds mentors who are thought to be friendly and encouraging	Posterior	Mode	-.516	.145		.186
		Mean	-.505	.141		.181
		Variance	.005	.009		.009
	95% Credible Interval	Lower Bound	-.642	-.045		-.002
		Upper Bound	-.362	.324		.362
	N		105	105	105	105
The organization prominently advertises mentorship opportunities.	Posterior	Mode	-.355	.359	.186	
		Mean	-.346	.350	.181	
		Variance	.007	.007	.009	
	95% Credible Interval	Lower Bound	-.510	.182	-.002	
		Upper Bound	-.178	.512	.362	
	N		105	105	105	105
a. The analyses assume reference priors ($c = 0$).						

The findings of the Bayesian pairwise correlation analysis display uncertainty through the 95% credible intervals, as well as the direction (positive or negative) and intensity of connections between important mentorship variables.

Mentor Quality and Selection Process in Relation to Other Elements

- ❖ Mentor quality (as assessed by the selection process) and the other characteristics have negative correlations:
- ❖ When criteria and objectives align (Mean \approx -0.073), there is a very weak negative association.
- ❖ Mentors who are amiable and supportive (Mean \approx -0.505) \rightarrow somewhat negative relationship
- ❖ Opportunity advertising (Mean \approx -0.346) \rightarrow moderately negative relationship

Criteria and Objective Alignment

- ❖ demonstrates a favorable rapport with amiable mentors (Mean = 0.141) \rightarrow weak positive
- ❖ demonstrates a somewhat favorable correlation with advertising (Mean \approx 0.350).
- ❖ The majority of credible intervals, particularly for advertisements, are positive, indicating a significant positive correlation.

Friendly and Motivating Mentors

- ❖ Advertisement-related (Mean \approx 0.181) \rightarrow weak to moderate
- ❖ There is a relationship, but it is less clear because the interval barely passes zero.
- ❖ Stable posterior estimates are indicated by all variances being low (0.005–0.009).
- ❖ Variance Analysis
- ❖ The final two relationships have totally negative credible intervals, which show statistically significant negative correlations.

Interpretation of the above table

There may be an disparity between formal selection processes and desired mentoring characteristics or visibility since the selection process (as viewed for assessing mentor quality) exhibits negative connections with interpersonal qualities (friendliness) and institutional promotion.

On the other hand, mentor behavior (friendliness) and institutional advancement are positively correlated with congruence between selection criteria and mentorship objectives, underscoring it as a crucial component of a successful mentorship system.

The findings imply that while institutions may have structured selection procedures, these may not always translate into supportive mentor behavior or effective program visibility.

Overall, improving alignment of selection criteria with mentorship goals and incorporating interpersonal qualities into mentor selection could strengthen the effectiveness of mentorship programs in HEIs.

FINDINGS

- ❖ Competency-based selection may ignore interpersonal traits, as seen by the mentor selection process's strong negative correlation with mentors' friendliness and encouragement.
- ❖ The promotion of mentorship opportunities and mentor skill are moderately negatively correlated, indicating a disconnect between internal selection procedures and outward visibility.
- ❖ There is inconsistent definition and application of competency, as evidenced by the poor and non-statistically significant association between mentor competency and alignment of selection criteria with mentorship objectives.
- ❖ There is a substantial positive correlation between the advertising of mentorship opportunities and the alignment of criteria, suggesting that greater program promotion results from clearly specified objectives.
- ❖ There is no evidence that objective-based selection guarantees supportive mentor conduct, despite the positive but small correlation between friendly mentors and criterion alignment.
- ❖ Additionally, there is a weak and marginal correlation between the promotion of mentorship opportunities and friendly mentors, suggesting that program awareness is not much impacted by having approachable mentors.

SUGGESTIONS

Academic and technical proficiency should not be the sole factors considered by HEIs. Since the results indicate a deficit in this area, interpersonal qualities like communication, empathy, and approachability must be equally taken into account during the selection process.

CONCLUSION

The analysis indicates that there are significant correlations between institutional promotion, alignment with objectives, mentor qualities, and mentor selection methods. The associations, however, are both positive and negative, suggesting that although certain factors (such as alignment with aims) enhance the effectiveness of mentoring, others (such as the existing selection processes) might not necessarily result in the desired mentoring outcomes. Overall, the alternative hypothesis (H_1) is supported, indicating that effective mentorship programs in HEIs require better selection criteria that are in line with mentorship objectives.

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