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MUNDARIJA

EKOLOGIK BARQARORLIKNI TA'MINLASHGA QARATILGAN HAYOTIY TASHABBUSLAR.....	12
Muxiddin Kalonov	
O'ZBEKISTONDA NAQDSIZ TO'LOVLAR ULUSHINING OSHISHI VA PUL MASSASI NAZORATI SAMARADORLIGIGA TA'SIRI.....	28
Pardayev G'ayrat Jabbor o'g'li	
BUXGALTERIYA HISOBINING PAYDO BO'LISHI VA RIVOJLANISHI HISOB SIYOSATINING SHAKLLANISHIDA ASOS SIFATIDA.....	34
Abduvaxidov Farxod Tuychiyevich	
O'ZBEKISTON AUDITORLIK TASHKILOTLARIDA ICHKI SIFAT NAZORATI STANDARTLARINI RISKKA YO'NALTIRILGAN YONDASHUV ASOSIDA TAKOMILLASHTIRISH.....	41
Bobonarova Kamola	
SANOAT KORXONALARINING INVESTITSION-INNOVATSION FAOLIYATI SAMARADORLIGINI OSHIRISHNING NAZARIY-USLUBIY ASOSLARI.....	47
Azizova Habiba Arslonovna	
TADBIRKORLIK SUBYEKTLARIGA RAQAMLI DAVLAT XIZMATLARINI KO'RSATISHNING NAZARIY YONDASHUVLARI.....	56
Yusupova Dilbar Mirabidovna	
KARBOHOVYIE KREDITVYI V AGRAPHOМ SEKTOPE KAK INSTRUMENT RAZVITIYA ZELENOY EKONOMIKI UZBEKISTANA.....	61
Abdullaeva Zaynab Ruslanovna	
BUXORO ZINDONI VA BOLO HOVUZ ANSAMBLI MISOLIDA TARIXIY OBIDALARNING BARQAROR TURISTIK SIG'IMI TAHLILI.....	66
Shodiyeva Moxichehra Shokir qizi, Qilichov Muhridin Husniddin o'g'li	
SOLIQ TIZIMIDA SOLIQ RISKINI BAHOLASH USLUBIYOTI.....	73
Ravshanjon Azimovich	
O'ZBEKISTONDA UMUMIY O'RTA TA'LIM TIZIMI: RIVOJLANISH TENDENSIYALARI VA BUXORO VILOYATI TAHLILI.....	80
Davidxodjayev Oybek Obidovich	
O'ZBEKISTONDA INVESTITSION KREDITLASHLASHNING AMALDAGI HOLATI VA ISTIQBOLLARI.....	85
Abdurashidova Mohidil Qodir qizi, Karimova A.	
IQTISODIYOTNI TRANSFORMATSIYALASH SHAROITIDA DXSH ASOSIDA FAOLIYAT YURITAYOTGAN TADBIRKORLIK SUBYEKTLARINI MOLIYAVIY QO'LLAB-QUVVATLASHNI BAHOLASH USULLARINI TAKOMILLASHTIRISH MUAMMOLARI.....	91
Toxirov Jaxongir Maxmudjon o'g'li	
SURXONDARYO VILOYATIDA UY-JOY QURILISHI VA IPOTEKA KREDITLASHNING O'ZARO BOG'LIQLIGI.....	96
Turopova Nigora Xolmurod qizi, Safarova Dilrabo Baxriddin qizi	
ESG INTEGRATION AND GREEN FINANCIAL ANALYSIS: A NEW METHODOLOGICAL APPROACH TO CORPORATE FINANCIAL SUSTAINABILITY.....	100
Erkin Temirovich Shodiev	
THE CURRENT STATE OF DIGITALIZATION OF TOURISM IN UZBEKISTAN AND PROSPECTS FOR ITS DEVELOPMENT.....	105
Bekmurodov Bakhtiyor Farkhodovich	
TA'LIM MUASSASALARINI MOLIYALASHTIRISHDA OPTIMALLASHTIRISH ZARURATI VA YO'NALISHLARI.....	113
Umarov Avzaljon Yodgorali o'g'li	



АХОЛИ ИСТЕ’МОЛ МАДАНИЯТИ ВА МИЛЛИЙ IQTISODIY O’SHIGHA TA’SIRI	118
Rustamov Sheroz Oblokulovich	
ISHLAB CHIQRISH OMILLARINING IQTISODIY O’SHIGHA TA’SIRI: KOBБ–DOUGLAS MODELII ASOSIDA EKONOMETRIK TAHLIL	123
Maxmudov Sobir Xudoyberdiyevich	
BARQAROR SHAHARSOZLIK RIVOJLANISHIGA ERISHISHDA QATTIQ CHIQINDILARNI KOMPLEKS BOSHQARISH	129
Firas Halawani, Feruza Insavaliyeva	
СРАВНИТЕЛЬНЫЙ АНАЛИЗ РЕАЛИЗАЦИИ НА НАЦИОНАЛЬНОМ УРОВНЕ КЛЮЧЕВЫХ МЕЖДУНАРОДНЫХ ЭКОЛОГИЧЕСКИХ СОГЛАШЕНИЙ, СВЯЗАННЫХ С ТРАНСГРАНИЧНЫМ ЗАГРЯЗНЕНИЕМ, В УЗБЕКИСТАНЕ И СОСЕДНИХ СТРАНАХ.....	139
Шафикова Луиза, Ойбек Камилов	
ЦИФРОВАЯ ЭКОНОМИКА УЗБЕКИСТАНА: ОЦЕНКА ТЕКУЩЕГО УРОВНЯ И ПОТЕНЦИАЛА РОСТА	150
Омонтурдиева Диёра	
YER VA SUV RESURSLARINI INTEGRATSIYALASHGAN BOSHQARISHDA DRONLARDAN FOYDALANISH.....	155
Matkarimov Mansur	
YASHIL INVESTITSIYALAR BOZORI MEKANIZMINING DASTAKLARI	161
Ziyodullayeva Gulasal Akmal qizi	
СТРАТЕГИЯ ПРИВЛЕЧЕНИЯ И УДЕРЖАНИЯ ПЕРСОНАЛА ПОСРЕДСТВОМ HR-БРЕНДИНГА: ТЕОРЕТИЧЕСКИЕ ОСНОВЫ И ПРАКТИКА РЕАЛИЗАЦИИ В РЕСПУБЛИКЕ УЗБЕКИСТАН	167
Дониерова Фотимабону Алишер кизи	
KAMBAG’ALLIKNI MONETAR VA KO’P O’LCHOVLI VAHOLASH METODOLOGIYASI ASOSIDA IQTISODIY O’SHIG STRATEGIYALARINI KONSEPTUAL TAKOMILLASHTIRISH	173
Sotiboldiyev Asadbek Hasan o’g’li	
QURILISH SANOATIDA RESURS TEJAMKOR ISHLAB CHIQRISH TIZIMINI RIVOJLANTIRISHNING USTUVOR YO’NALISHLARI.....	179
Utbasarov Doniyorjon Baxtiyorovich	
KICHIK BIZNESDA XIZMATLAR SOHASINI RAQAMLI TEXNOLOGIYALAR ASOSIDA RIVOJLANTIRISHNING AHAMIYATI.....	188
Raximov Zafar Komilovich, Mamatazimov Jaloliddin Sherzod o’g’li	
MANAGING DIGITAL TRANSFORMATION IN PRIMARY HEALTHCARE: A SYSTEMATIC LITERATURE REVIEW	192
Ashurova Sitora Xusnitdin qizi	
МЕЖДУНАРОДНЫЕ ПРАВОВЫЕ ПРОБЕЛЫ В УПРАВЛЕНИИ ТРАНСГРАНИЧНЫМ ЗАГРЯЗНЕНИЕМ ВОД В ЦЕНТРАЛЬНОЙ АЗИИ	197
Тиллахуджаев Аббосхон, Дилфуза Шакирова, Мухамедалиева Сайёра, Ойбек Камилов	
JAHON ME’MORIY MEROSIDAN TURIZMDA FOYDALANISH: DOLZARB MUAMMOLAR, ZAMONAVIY YECHIMLAR VA ISTIQBOLLI TAKLIFLAR.....	208
Qilichov Muhriddin Husniddin o’g’li	
IMPROVING SALES PROMOTION STRATEGIES FOR UZBEK EXPORTERS IN DEVELOPING FOREIGN MARKETS.....	217
Aziz Kurbanovich Abdullaev, Rustamova Madina Baxrom qizi	
ENVIRONMENTAL DEGRADATION AND CARBON EMISSION: INTERCONNECTED LINKS WITH ECONOMIC GROWTH IN POST-SOVIET.....	222
Rajabova Malika Nuriddin qizi	
NATIJAGA YO’NALTIRILGAN BUDJETLASHTIRISHGA OID ILMIY QARASHLAR VA YONDASHUVLAR	230
Qosimova Gulyar Axmatovna	



ТРАНСГРАНИЧНЫЕ ФАКТОРЫ РАЗВИТИЯ РЕГИОНАЛЬНОГО ТУРИЗМА НА ПРИМЕРЕ РЕСПУБЛИКИ КАРАКАЛПАКСТАН.....	236
Наурызбаев Алиакбар Рустамович	
ВЗАИМОСВЯЗЬ УРОВНЯ ЖИЗНИ И ИНДЕКСА ЧЕЛОВЕЧЕСКОГО РАЗВИТИЯ В УСЛОВИЯХ СОЦИАЛЬНО-ЭКОНОМИЧЕСКОГО РАЗВИТИЯ	239
Усманова Зумрад Исламовна	
KIMYO SANOAT KORXONALARINING INNOVATSION FAOLIYATINI MOLIYALASHTIRISHNI YANADA TAKOMILLASHTIRISH CHORALARI	242
Muxammadiyeva Munira Zaynabuddinovna	
QISHLOQ UY-JOY QURILISHIDA DAVLAT-XUSUSIY SHERIKLIK MEXANIZMLARINING AHAMIYATI.....	248
Xannarov Komiljon Karimovich	
TIBBIYOT MUASSASALARI FAOLIYATINI MUVOFIQLASHTIRISH VA VAZIFALAR TAQSIMOTI TAMOYILLARI.....	253
Saidov Suhrob Shodmonovich	
HUDUDIY IQTISODIY INTEGRATSIYA RIVOJLANISHINING XORIJIY TAJRIBASI VA MARKAZIY OSIYO MAMLAKATLARI UCHUN AHAMIYATI.....	257
Akbarova Kamola Akmaljonovna	
MOLIYAVIY TAHLIL AXBOROT BAZASINING KORXONA RAQOBATBARDOSHLIGIGA TA'SIRI	263
Karimov Eminjon Gopardjonovich	
XIZMAT KO'RSATISH SOHASIDA INVESTITSİYALAR SAMARADORLIGINI OSHIRISHNING ZAMONAVIY MEXANIZMLARI	270
Shermatov Axror Abdixakimovich	
QAYTA TIKLANUVCHI ENERGIYA MANBALARIDAN SAMARALI FOYDALANISH VA ENERGIYA SAQLASH TIZIMLARINI RIVOJLANTIRISH ISTIQBOLLARI	275
Ergash Bobobekov	
RAQAMLI IQTISODIYOT SHAROITIDA TIJORAT BANKLARIDA ISLOM MOLIYASINI RIVOJLANTIRISH ISTIQBOLLARI	281
Yo'ldoshev Jamshid Nu'monovich	
XIZMAT KO'RSATISH KORXONALARINI SAMARALI RIVOJLANTIRISH MEXANIZMLARINI TAKOMILLASHTIRISH	285
Qurbonova Rahima Jamshedovna	
YASHIL IQTISODIYOT SHAROITIDA YANGI ISH O'RINLARINI SHAKLLANTIRISH ISTIQBOLLARI.....	290
Ibroximova Nafosat Abdusattor qizi	
YASHIL IQTISODIYOT SHAROITIDA QAYTA ISHLASHNING IQTISODIY O'SISHGA TA'SIRI: MUAMMOLAR VA ISTIQBOLLAR.....	297
Raximov Zikrullo Soyibjon o'g'li	
RAQAMLI MUHITDA REKREATSION XIZMATLAR MARKETINGINI RIVOJLANTIRISH YO'NALISHLARI	302
Usmanova Zumrad Islamovna	
WAYS TO IMPROVE THE QUALITY OF EDUCATIONAL SERVICES IN HIGHER EDUCATIONAL INSTITUTIONS	306
Iskhakova Sarvar Ayubovna, Amriyeva Shahzoda Shukhratovna	
BARQAROR TURIZMGA ERISHISHDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISHNING AHAMIYATI.....	312
Baxtiyorov Javlon Fazliddin o'g'li	
MEVA MAHSULOTLARINI QAYTA ISHLASH KORXONALARIDA IQTISODIY SAMARADORLIKNI OSHIRISHNING ZAMONAVIY TIZIMI.....	316
Yusufova Laylo G'ayrat qizi	



AHOLISI ZICH JOYLASHGAN HUDUDLARDA QISHLOQ JOYLARINING BARQAROR RIVOJLANISHI: NAZARIY-METODOLOGIK ASOSLAR.....	325
Yusufjonov Jahongir Ilxomjon o'g'li	
СТРАТЕГИЧЕСКОЕ МЫШЛЕНИЕ В ФИЛОСОФИИ СТОИЦИЗМА И СОВРЕМЕННОЙ ТЕОРИИ СТРАТЕГИИ: СРАВНИТЕЛЬНЫЙ АНАЛИЗ ВЗГЛЯДОВ МАРКА АВРЕЛИЯ И КОНЦЕПЦИИ СТРАТЕГИРОВАНИЯ ВЛАДИМИРА Л. КВИНТА.....	329
Норкулов Суннатбек Алишерович	
O'ZBEKISTONDA OLIY TA'LIM MUASSASALARINI MOLIYALASHTIRISHNI TAKOMILLASHTIRISH.....	335
Kurbanov Baxodir Negmatullayevich	
MAMLAKATIMIZDA INVESTITSIYALAR SAMARADORLIGINI OSHIRISHDA QULAY BIZNES MUHITINING TA'SIRI.....	341
Vahidova Gulhayyo Arzi qizi	
O'ZBEKISTONDA KICHIK VA O'RTA BIZNESNI BANK KREDITLARI BILAN TA'MINLASHNI TAKOMILLASHTIRISH YO'NALISHLARI.....	347
Raxmanova Ilmira Rustamovna	
SAVDO KORXONALARINING RAQOBATBARDOSHLIGINI OSHIRISHDA MA'LUMOTLAR TAHLILI VA MAQSADLI MARKETINGDAN FOYDALANISH YO'NALISHLARI.....	354
Toxirov Javlon Raximovich	
MAXSUS IQTISODIY ZONALARNI TARKIBIY QISMLARI BO'YICHA BAHOLASHNING MUHIM OMILLARI.....	361
Arslonov U. U.	
RESURSLAR TA'MINOTI TIZIMINING TASHKILY-IQTISODIY XUSUSIYATLARI.....	367
Arziqulova Oybarchin Eshquvat qizi	
JAHON SAVDO TASHKILOTI TAMOYILLARI ASOSIDA SOLIQ SIYOSATINI MUVOFIQLASHTIRISHNING KONSEPTUAL ASOSLARI.....	373
Saitqulov Suxrob Shavkatovich	
TIJORAT BANKLARIDA MIJOZLARNING KREDIT QOBILIYATINI BAHOLASH UCHUN SKORING MODELIDA SUN'Y INTELLEKTNI JORIY ETISHNING AHAMIYATI.....	380
Komiljon Karimov	
OLIY TA'LIM VA AMALIYOT TIZIMLARI INTEGRATSIYASI ASOSIDA KADRLAR TAYYORLASH MENEJMENTINI TAKOMILLASHTIRISHNING INNOVATSION MEXANIZMLARI.....	386
Karimova Xurshida Raximovna	
QO'RIQLASH DEPARTAMENTIDA SOLIQ YUKLAMASINING MOLIYAVIY BARQARORLIKKA TA'SIRI VA UNI ICHKI MOLIYAVIY NAZORAT HAMDA AUDIT NUQTAYI NAZARDAN TAKOMILLASHTIRISH MASALALARI.....	390
Salimbayev Mirsohibjon Mirsodiq o'g'li	
ПОВЫШЕНИЕ КОНКУРЕНТОСПОСОБНОСТИ АГРОПРОМЫШЛЕННОГО КОМПЛЕКСА И ОБЕСПЕЧЕНИЕ ПРОДОВОЛЬСТВЕННОЙ БЕЗОПАСНОСТИ РЕСПУБЛИКИ УЗБЕКИСТАН.....	396
Ли Марина Рудольфовна	
O'ZBEKISTONDA YER RESURSLARINING AGRAR IQTISODIYOTGA TA'SIRINI EKONOMETRIK BAHOLASH.....	402
Xoshimova Sevara Baxromovna	
FARMATSEVTIKA IMPORT KOMPANIYALARIDA REKLAMA SIYOSATINI TAKOMILLASHTIRISH: "SHINING IMPEX" AJ MISOLIDA EMPIRIK TADQIQOT.....	410
Alimxodjayeva Nargiza Elshodovna, Nurullayev Ilyosbek Xojiabdulla o'g'li	
HUDUDIY IQTISODIY O'SISHNI EKONOMETRIK MODELASHTIRISH USULLARINI TAKOMILLASHTIRISH.....	417
Turayev Baxtiyor Ergashevich	
QAYTA TIKLANUVCHI ENERGIYA SANOATINI RIVOJLANTIRISHNING IQTISODIY MEXANIZMLARI VA SAMARADORLIKNI OSHIRISH YO'NALISHLARI.....	421
Qalandarova Gulshoda Nazirjon qizi	



QISHLOQ XO'JALIGI KORXONALARIDA DAVLAT SUBSIDİYALARINING MOLIYAVIY NATIJALARGA TA'SIR KANALLARI VA ULARNI HISOBDA AKS ETTIRISH MASALALARI	427
Davronbek Matyakubovich Matkarimov, Qadamov Mirzobek Ulug'bek o'g'li	
O'ZGARUVCHILAR O'RTASIDAGI MUNOSABATLARNI REGRESSIYA MODELLARI ORQALI AMALIY TAHLILI	432
Sakiyeva Ozoda Batirovna, Xushvaqtova Dilfuza Ramazon qizi	
INSON KAPITALIGA YO'NALTIRILGAN INVESTITSİYALARNI MOLIYALASHTIRISH AMALIYOTINI TAKOMILLASHTIRISH	437
Zayniddinov Aloviddin Zayniddin o'g'li	
O'ZBEKISTON RESPUBLIKASIDA KRIPTO-AKTIVLAR AYLANMASINI RIVOJLANTIRISH HAMDA BOZOR MUNOSABATLARINI TAKOMILLASHTIRISH YO'LLARI	444
Khakimov Bekzod Ilhomjonovich	
O'ZBEKISTONDA MADANIYAT VA SAN'AT TA'LIMI MUASSASALARINI DAVLAT TOMONIDAN MOLIYALASHTIRISHNING HOZIRGI HOLATI VA MUAMMOLARI.....	453
Atabayeva Yulduz Baxtiyar qizi	
ЧЕЛОВЕЧЕСКИЙ КАПИТАЛ КАК ФАКТОР ПЕРЕХОДА К ЗЕЛЁНОЙ ЭКОНОМИКЕ В УЗБЕКИСТАНЕ	457
Ким Елена Радионовна	
O'ZBEKISTONDA YASHIL LOYIHALARNI MOLIYALASHTIRISHNI BOSHQARUV SAMARADORLIGI: HOLAT, MUAMMOLAR VA ISTIQBOLLAR.....	464
Abdurasulova Zarina Sayfiddin qizi	
STRATEGIC MARKETING CAPABILITIES AND ENTERPRISE COMPETITIVENESS IN DIGITAL PLATFORM ECOSYSTEMS: A CONCEPTUAL SMPC MODEL FOR EMERGING MARKETS	471
Bakhtiyor Ruziev Eshmuminovich	
ВЗАИМОСВЯЗЬ УРОВНЯ ЖИЗНИ И ИНДЕКСА ЧЕЛОВЕЧЕСКОГО РАЗВИТИЯ В УСЛОВИЯХ СОЦИАЛЬНО-ЭКОНОМИЧЕСКОГО РАЗВИТИЯ	477
Усманова Зумрад Исламовна	
UGLEROD CHIQINDILARINI KAMAÝTIRISHDA YASHIL INVESTITSİYALAR AHAMIYATINING NAZARIY ASOSLARI.....	480
Jumaniyozov Feruzbek Dilshod o'g'li, Niyozmetov Doniyor Rejabbayevich, Majidov Jamoladdin Komoliddinovich	
MEHMONXONA XO'JALIGI SUBEKTLARIDA INSON RESURSLARINI BOSHQARISHNING NAZARIY-USLUBIY ASOSLARI.....	485
Gulomqodirova Ma'muraxon Saydumarxon qizi	
QISHLOQ MANZILGOHLARINI BARQAROR RIVOJLANTIRISHNING MOHIYATI VA NAZARIY JIHATLARI	492
Xusanova Sevara Shavkat qizi	
QURILISH KORXONALARIDA INNOVATSION-INVESTITSION BOSHQARUV METODOLOGIYASINI TAKOMILLASHTIRISH.....	499
Raxmatillo Mirolimovich Egamov	
MOLIYAVIY HISOBOTNING KOMPILYATSIYASI BO'YICHA TOPSHIRIQLARNI BAJARISH TARTIBI.....	503
A.Z.Avlokulov	
ERKIN IQTISODIY ZONALARNING MOHIYATI, TASNIFLASH MEZONLARI VA SHAKLLARI	507
Ibragimov Aziz Turayevich	
IJTIMOY OMILLAR ASOSIDA BIZNES SUBYEKTLARI FAOLIYATINI TASHKIL ETISHNING AFZALLIKLARI.....	514
Isroilov Xurshidbek Rustambek o'g'li	
AVTOTRANSPORT XIZMATLARINI KO'RSATUVCHI KORXONALAR FAOLIYATI HAMDA ULARDA SAMARADORLIKNI BAHOLASHNING O'ZIGA XOS XUSUSIYATLARI.....	521
Raximov Azamat Hamroqulovich	



КО'П QAVATLI UY-JOY OBYEKTлари LOYIHASINI AMALGA OSHIRISHDA RAQAMLI PLATFORMALARDAN FOYDALANISH IMKONIYATLARI.....	525
Xikmatov Xakimxon Xamzaevich, Xalilov Nimatillo, Fattoyev Orzujon Xudoyqul o'g'li	
TIJORAT BANKLARINING TADBIRKORLIK SUBYEKTLARINI MOLIVAVIY QO'LLAB-QUVVATLASH MEKANIZMLARINI TAKOMILLASHTIRISH YO'NALISHLARI.....	530
Djumaniyazova Shaxnoza G'afurdjanovna	
MINTAQA SHAHARLARIDA SANOAT ISHLAB CHIQRISH DARAJASI TAHLILI.....	535
Ne'matov Ne'matulla Erkinboyevich	
СТРАТЕГИЧЕСКИЙ МАРКЕТИНГ В ЭПОХУ ЦИФРОВИЗАЦИИ: КАК СОЦИАЛЬНЫЕ СЕТИ ФОРМИРУЮТ ПОВЕДЕНИЕ ПОТРЕБИТЕЛЕЙ.....	539
Убайдуллоева Сабрина Кодыровна	
NAVOIY VILOYATIDA MEHNAT RESURSLARIDAN FOYDALANISH HOLATINING IQTISODIY TAHLILI.....	545
O'roqov Mamurali Odil o'g'li	
KICHIK BIZNES VA TADBIRKORLIK KAMBAG'ALLIKNI KAMAYTIRISH VOSITASI SIFATIDA.....	551
Ramazonov Zafar Ulug'bekovich	
O'ZBEKISTON VILOYATLARIDA TURISTIK XIZMATLAR EKSPORTINING BARQAROR DIVERSIFIKATSIYASI: HUDUDIY KONSENTRATSIYA VA BARQAROR RIVOJLANISH TENDENSIYALARI TAHLILI.....	555
Sayfullayeva Madina Sirojiddinovna	
RIVOJLANGAN MAMLAKATLARDA XIZMAT KO'RSATISH SOHASINI KREDITLASH MODELLARI VA ULARNI O'ZBEKISTON SHAROITIDA QO'LLASH IMKONIYATLARI.....	565
Nurmuxammedov Abdijabbar Yunusovich	
JAHON IQTISODIYOTI GLOBALLASHUVINING HARAKATLANTIRUVCHI OMILLARI, BELGILARI VA SHAKLLARI.....	575
Abdullayeva Zulfiya Izzatovna	
DAVLAT MOLIVAVIY BOSHQARUVIDA RAQAMLI TRANSFORMATSIYA: SUN'IY INTELLEKT VA BLOKCHEYN TEXNOLOGIYALARINING QO'LLANILISHI.....	579
Tilabov Nasrulla Tashmurotovich, Kustanbaeva Jansaya Marat qizi	
JAHON AMALIYOTIDA YASHIL XIZMATLAR KONSEPSIYASINING RIVOJLANISH BOSQICHLARI, YO'NALISHLARI VA LOKALLASHAYOTGAN INSTITUTSIONAL ASOSLARI.....	584
Y.M. Xalikov	
MILLIY IQTISODIYOTDA SAMARALI RAQOBAT.....	591
Karimova Iroda Abdusattarovna	
MEHMONXONALARDA SUV VA ENERGIYA RESURSLARINI BARQAROR BOSHQARISHNING TASHKILY-IQTISODIY JIHATLARI.....	598
Abbosova Sabina Hasan qizi	
KORXONALARDA DEBITORLIK VA KREDITORLIK QARZLARNI OPTIMALLASHTIRISHNING ZAMONAVIY METODOLOGIK YONDASHUVLARI.....	604
Mirzayev Ozod Furkatovich	
PAHTA SANOATINI CHUQUR QAYTA ISHLASH ASOSIDA KICHIK BIZNES VA XUSUSIY TADBIRKORLIKNI RIVOJLANTIRISH.....	611
Abdullayev Hamidulla Abdug'ani o'g'li	
РАЗВИТИЕ УРБАНИЗАЦИИ В ЦЕНТРАЛЬНОЙ АЗИИ: СРАВНИТЕЛЬНЫЙ АНАЛИЗ.....	615
Салимова Юлдуз Исаковна	
UY-JOY FONDI BOSHQARUVINING TASHKILY-IQTISODIY MEKANIZMLARINI TAKOMILLASHTIRISH.....	624
Aminova Naima Umar qizi	
STRATEGIC HUMAN RESOURCE MANAGEMENT IN HIGHER EDUCATION: CHALLENGES AND OPPORTUNITIES.....	628
Sultonboyeva Munira Bahodirovna, Sultanova Kamila Muktorali Kizi	



STRATEGIC HUMAN RESOURCE MANAGEMENT IN HIGHER EDUCATION: CHALLENGES AND OPPORTUNITIES

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Abstract. Strategic Human Resource Management (SHRM) in higher education institutions has become increasingly important in enhancing institutional performance, academic quality, and organizational competitiveness. This article explores the role of SHRM in universities, focusing on its challenges and opportunities in modern higher education systems. The study examines key HRM dimensions such as recruitment and selection, training and development, performance management, reward systems, leadership support, and employee participation. The findings indicate that effective SHRM practices significantly improve academic staff motivation, productivity, and institutional efficiency. However, universities face challenges such as limited financial resources, weak implementation of HR policies, and resistance to change. The study concludes that integrating strategic HRM practices into university governance structures is essential for sustainable academic development and global competitiveness.

Key words: Strategic Human Resource Management, Higher Education, Academic Staff, Work Efficiency, Leadership, Performance Management, University Development.

Annotatsiya. Strategik inson resurslarini boshqarish (SHRM) oliy ta'lim muassasalarida ta'lim sifati va samaradorlikni oshirishda muhim omil hisoblanadi. Ushbu maqolada SHRMning universitetlardagi roli, uning imkoniyatlari va muammolari tahlil qilinadi. Tadqiqotda kadrlarni tanlash, o'qitish va rivojlantirish, faoliyatni baholash, rag'batlantirish tizimi va yetakchilik masalalari ko'rib chiqiladi. Natijalar SHRM akademik xodimlar samaradorligini oshirishini ko'rsatadi. Biroq, resurs yetishmasligi va boshqaruv muammolari mavjud. Maqolada SHRMni universitet boshqaruv tizimiga integratsiya qilish zarurligi ta'kidlanadi.

Kalit so'zlar: strategik HRM, oliy ta'lim, akademik xodimlar, samaradorlik, universitet boshqaruvi.

Аннотация. Стратегическое управление человеческими ресурсами (SHRM) в высших учебных заведениях становится важным фактором повышения качества образования и эффективности деятельности университетов. В данной статье рассматривается роль SHRM в университетах, а также основные проблемы и возможности его применения. Анализируются такие направления, как подбор персонала, обучение и развитие, оценка деятельности, система мотивации, лидерство и участие сотрудников. Результаты показывают, что эффективное стратегическое управление человеческими ресурсами повышает мотивацию и продуктивность академического персонала. Однако существуют проблемы, связанные с недостатком ресурсов и слабой реализацией HR-стратегий. Сделан вывод о необходимости интеграции SHRM в систему управления университетами.

Ключевые слова: стратегическое управление персоналом, высшее образование, академический персонал, эффективность, управление, университет.

INTRODUCTION

Higher education institutions (HEIs) are currently experiencing significant transformations driven by globalization, digitalization, knowledge-based economic development, and increasing international competition. Universities are no longer considered only educational institutions; they are now viewed as strategic centers for



knowledge production, innovation, human capital development, and socio-economic progress. In this context, the role of Human Resource Management (HRM) has become increasingly important, as academic staff represent the core intellectual capital of universities.

In the modern higher education environment, universities are expected to deliver high-quality teaching, produce impactful research, contribute to innovation systems, and actively engage with society. These expectations place substantial pressure on academic staff, who must simultaneously fulfill multiple roles such as teaching, research publication, student supervision, curriculum development, administrative duties, and participation in institutional governance. As a result, the efficiency and performance of academic staff have become key determinants of institutional success and global competitiveness.

Strategic Human Resource Management (SHRM) is an advanced approach that links human resource practices with long-term organizational goals. Unlike traditional HRM, which focuses mainly on administrative functions, SHRM emphasizes alignment between human capital management and institutional strategy. In higher education institutions, SHRM plays a critical role in ensuring that universities recruit qualified staff, develop their competencies, evaluate their performance effectively, and motivate them to achieve institutional objectives. Therefore, SHRM is not only a management tool but also a strategic mechanism for improving academic excellence.

The importance of SHRM in universities has increased due to several global factors. First, technological advancements such as artificial intelligence, digital learning platforms, and data-driven education systems have changed the nature of academic work. Academic staff are now required to continuously update their digital and pedagogical skills. Second, globalization has intensified competition among universities for ranking positions, international students, and research funding. Third, accountability pressures from governments, accreditation agencies, and society have increased the demand for measurable academic performance and efficiency. These factors require universities to adopt more strategic and flexible HRM systems.

In addition, the COVID-19 pandemic further highlighted the importance of effective HRM in higher education. During this period, universities had to rapidly shift to online teaching and remote work environments. Academic staff were required to adapt quickly to digital platforms, redesign teaching materials, and maintain research productivity under uncertain conditions. Universities that had strong HRM systems—particularly in training, communication, leadership support, and employee well-being—were more successful in managing this transition. This demonstrated that HRM practices directly influence institutional resilience and staff performance.

Despite the growing importance of SHRM, many higher education institutions still face challenges in implementing effective HR systems. In some universities, HRM practices remain administrative rather than strategic. Recruitment processes may not always be fully merit-based, performance appraisal systems may lack transparency, and reward systems may not be linked to productivity. In addition, limited financial resources often restrict opportunities for staff development and training. These challenges reduce academic staff motivation and negatively affect work efficiency.

Academic staff work efficiency refers to the ability of university employees to achieve high-quality outcomes in teaching, research, and administrative responsibilities while effectively managing time and institutional resources. Efficient academic staff contribute to higher student satisfaction, improved research output, stronger institutional reputation, and better university rankings. Therefore, improving academic staff efficiency is a central goal of higher education management.

Human Resource Management practices directly influence academic staff behavior, motivation, and performance. Recruitment and selection determine the quality of incoming academic staff. Training and development enhance their competencies and adaptability. Performance appraisal systems provide feedback and direction for improvement. Compensation and reward systems influence motivation and job satisfaction. Leadership support creates a positive organizational environment, while employee participation increases engagement and responsibility. Career development opportunities ensure long-term commitment and professional growth.

Although these HRM components are widely studied individually, there is still a need for integrated analysis within the context of higher education. Many previous studies focus on corporate organizations, while universities have unique characteristics such as academic freedom, dual performance expectations (teaching and research), and complex governance structures. Therefore, SHRM in higher education requires a specialized analytical approach.

The object of this study is Strategic Human Resource Management in higher education institutions. The subject of the study is the challenges and opportunities associated with implementing SHRM to improve academic staff work efficiency. The main purpose of the study is to analyze how SHRM practices influence academic performance and institutional effectiveness in universities.



To achieve this purpose, the study addresses the following tasks:

- to examine the theoretical foundations of SHRM and academic performance
- to analyze key HRM practices in higher education institutions
- to identify challenges in implementing SHRM
- to explore opportunities for improving HRM systems in universities
- to develop practical recommendations for improving academic staff efficiency

The significance of this study lies in its contribution to both theory and practice. Theoretically, it expands understanding of SHRM in the context of higher education, where research is still developing. Practically, it provides insights for university administrators and policymakers on how to improve HR systems to enhance academic performance and institutional competitiveness.

In conclusion, the introduction highlights that Strategic Human Resource Management is a critical factor in modern higher education. Universities that effectively manage their human resources are more likely to achieve academic excellence, improve staff performance, and maintain global competitiveness. Therefore, understanding the role of SHRM in academic staff work efficiency is essential for sustainable university development.

LITERATURE REVIEW

Strategic Human Resource Management (SHRM) has become a central concept in modern management literature due to its emphasis on aligning human resource practices with long-term organizational objectives. In the context of higher education institutions, SHRM plays a particularly important role because universities depend heavily on academic staff as their primary source of intellectual capital, innovation, and institutional competitiveness. Over the past decades, a significant number of scholars have examined HRM practices and their relationship with employee performance, organizational effectiveness, and institutional success.

One of the foundational contributions to the HRM-performance relationship was made by Huselid (1995), who demonstrated that high-performance work systems, including structured recruitment, training, performance evaluation, and reward mechanisms, significantly improve organizational productivity and financial outcomes [1]. His research established the idea that human resource practices are not merely administrative functions but strategic tools that directly influence organizational success. This study became a cornerstone for later developments in SHRM theory.

Building on this foundation, Wright and McMahan (2011) emphasized the importance of human capital as a source of sustainable competitive advantage. They argued that employees' knowledge, skills, and abilities are strategic assets that cannot be easily replicated by competitors [2]. According to their perspective, organizations that invest in developing human capital through systematic HRM practices achieve higher performance levels. In higher education institutions, this perspective is especially relevant because academic staff are responsible for generating knowledge, conducting research, and ensuring educational quality.

Armstrong and Taylor (2023) further developed the conceptual understanding of HRM by defining it as a strategic and coherent approach to managing people within organizations [3]. They highlighted that HRM includes recruitment and selection, learning and development, performance management, reward systems, and employee relations. These practices collectively contribute to improved organizational performance when they are aligned with institutional strategy. Their work provides a comprehensive framework for understanding how HRM functions in both corporate and academic environments.

Training and development have been widely recognized as essential components of SHRM. Noe (2023) emphasized that continuous learning improves employee skills, adaptability, and confidence, leading to higher productivity and better performance outcomes [4]. In higher education institutions, academic staff must continuously update their knowledge due to rapid changes in technology, pedagogy, and research methodologies. Therefore, training and professional development are critical for maintaining academic quality and institutional relevance.

Performance management is another key area of HRM that has been extensively studied. Aguinis (2023) argues that effective performance appraisal systems align employee behavior with organizational goals by providing feedback, setting expectations, and linking performance outcomes to rewards [5]. In universities, performance management systems are used to evaluate teaching effectiveness, research output, and administrative contributions. However, the effectiveness of these systems depends on transparency, fairness, and consistency in implementation.

Employee well-being and organizational support have also been highlighted as important dimensions of HRM. Guest (2017) proposed that HRM systems should not only focus on productivity but also on employee satisfaction and well-being [6]. He argued that employees who experience supportive working conditions are



more engaged, committed, and productive. In higher education, academic staff often experience high workloads and pressure to publish research, making well-being a critical factor in sustaining long-term efficiency.

The specific nature of academic work has been addressed by Taylor (2008), who noted that universities require specialized HRM approaches due to academic freedom, professional autonomy, and dual responsibilities in teaching and research [7]. Unlike traditional organizations, universities operate under more complex governance systems, where performance is not always easy to measure. Therefore, HRM practices in higher education must balance control mechanisms with academic autonomy.

Whitchurch (2018) further expanded this understanding by discussing the changing identities of academic staff in modern universities [8]. She highlighted that academic roles have become more complex due to increasing administrative responsibilities, international collaboration, and performance expectations. This transformation requires more flexible and adaptive HRM systems that support staff development and institutional change.

Teichler (2017) examined academic career development and internationalization trends in higher education [9]. His findings suggest that opportunities for career advancement, international mobility, and professional recognition significantly influence academic motivation and productivity. This indicates that HRM practices must go beyond basic administrative functions and include long-term career planning and development strategies.

Leadership is another critical factor influencing HRM effectiveness. Bass and Avolio (1994) introduced the concept of transformational leadership, which emphasizes motivation, inspiration, and intellectual stimulation [10]. According to their theory, transformational leaders positively influence employee performance by creating a supportive and innovative organizational culture. In universities, such leadership styles enhance academic staff engagement and encourage research productivity.

International organizations have also contributed to the literature on SHRM in higher education. The OECD (2021) report highlights that effective human resource management systems are essential for improving educational quality, research output, and institutional competitiveness [11]. Similarly, the World Bank (2020) emphasizes that human capital development is a key driver of economic and educational progress globally [12]. These reports underline the importance of strategic HRM in strengthening higher education systems worldwide.

In the context of Uzbekistan, national education reforms have focused on improving higher education quality through modernization of university management systems and enhancement of academic staff competencies [13]. These reforms highlight the importance of introducing transparent performance evaluation systems, improving training opportunities, and strengthening motivation mechanisms for academic staff.

Despite the extensive body of literature on HRM and organizational performance, several gaps remain. First, many studies focus on corporate organizations rather than higher education institutions, which have unique structural and functional characteristics. Second, most research analyzes HRM practices individually rather than as integrated systems. Third, limited research has been conducted on SHRM implementation in developing countries, where institutional constraints and resource limitations significantly affect HRM effectiveness.

Therefore, this study contributes to the literature by integrating multiple HRM dimensions and analyzing their combined impact on academic staff efficiency in higher education institutions. It also provides a conceptual framework for understanding how SHRM practices interact to influence motivation, productivity, and institutional performance.

METHODOLOGY

This study adopts a qualitative, descriptive-analytical research methodology to examine Strategic Human Resource Management (SHRM) in higher education institutions, with a particular focus on its challenges and opportunities in improving academic staff work efficiency. The choice of a qualitative approach is justified by the conceptual and interpretative nature of the research problem, which aims to understand how HRM systems influence organizational outcomes rather than to test hypotheses through quantitative statistical modeling. The study relies on secondary data sources and employs systematic literature review techniques to develop a comprehensive analytical perspective.

The research design is primarily descriptive and interpretive. It is descriptive because it identifies and explains the main components of SHRM in higher education, including recruitment and selection, training and development, performance management, compensation systems, leadership practices, and employee participation. It is interpretive and analytical because it examines how these elements interact and collectively influence academic staff performance, motivation, and work efficiency. This dual approach allows the study to move beyond simple description and provide deeper conceptual insights into the functioning of SHRM in universities.

The data used in this study is entirely based on secondary sources. These include peer-reviewed journal articles, academic books, institutional reports, policy documents, and international publications related to



human resource management and higher education development. The literature was selected based on three main criteria: relevance to SHRM and higher education, academic credibility, and methodological rigor. Priority was given to internationally recognized publications from leading scholars in HRM and organizational studies, while regional and national sources were also included to provide contextual understanding of higher education systems in developing countries.

The data collection process followed a structured literature review strategy. First, relevant keywords such as “strategic human resource management,” “academic staff performance,” “higher education HRM,” “employee efficiency,” and “university management systems” were used to identify appropriate academic sources. Second, the collected literature was categorized according to key HRM dimensions and their reported impact on employee performance. Third, the selected studies were critically analyzed to identify patterns, similarities, contradictions, and research gaps. This systematic process ensured that the study is comprehensive, balanced, and academically reliable.

For data analysis, the study employs qualitative content analysis as the primary method. Content analysis involves identifying, classifying, and interpreting key themes from textual data. In this study, it was used to analyze how different HRM practices influence academic staff work efficiency. The analysis focused on recurring themes such as motivation, productivity, organizational commitment, leadership influence, and professional development. Through this process, the study identified that SHRM practices consistently influence academic performance through both direct and indirect mechanisms.

In addition to content analysis, comparative analysis was applied to examine differences between higher education systems in developed and developing countries. This method is particularly useful in understanding how contextual factors influence the implementation of SHRM. The comparative perspective shows that universities in developed systems tend to have more structured HRM frameworks, including transparent recruitment processes, performance-based evaluation systems, and well-developed professional development programs. In contrast, many universities in developing systems face limitations such as insufficient funding, weak HRM infrastructure, and limited autonomy in decision-making.

The study also uses conceptual synthesis as an analytical tool. This involves integrating findings from multiple studies into a unified conceptual framework that explains the relationship between SHRM practices and academic staff efficiency. Rather than treating HRM practices as isolated elements, the synthesis approach views them as interconnected components of a strategic system. Recruitment ensures the selection of qualified staff, training enhances their skills, performance management guides their behavior, reward systems motivate them, and leadership creates an enabling environment for productivity.

To ensure validity and reliability, the study applies triangulation at the literature level. Findings are included only when supported by multiple independent academic sources. In cases where contradictory evidence exists, contextual explanations such as institutional differences, economic conditions, and cultural factors are considered. This improves the credibility and academic rigor of the analysis.

Although the study is methodologically robust, it has certain limitations. Since it is based on secondary data, it does not include primary empirical evidence such as surveys or interviews with academic staff. Therefore, the findings are interpretive and conceptual rather than statistically tested. Additionally, differences across higher education systems may limit the generalizability of some conclusions. However, these limitations do not reduce the value of the study, as its main purpose is to develop a theoretical and analytical understanding of SHRM in higher education.

ANALYSIS AND RESULTS

The analysis of the literature indicates that Strategic Human Resource Management has a strong and multidimensional impact on academic staff work efficiency in higher education institutions. Across the reviewed studies, there is a consistent agreement that universities that adopt strategic and well-structured HRM systems achieve higher levels of academic performance, employee motivation, and institutional effectiveness.

One of the most important findings is that SHRM improves academic staff efficiency through the development of human capital. Universities that invest in recruitment, training, and career development are able to build a more skilled, motivated, and productive workforce. Recruitment and selection processes play a foundational role in ensuring that only qualified academic staff are hired. When these processes are merit-based and transparent, universities benefit from higher teaching quality and stronger research output. However, when recruitment is influenced by non-merit factors, staff quality declines, which negatively affects institutional performance.

Training and development emerged as a critical factor in improving academic staff efficiency. Continuous professional development enhances teaching methods, research capabilities, and digital competencies. In the modern higher education environment, where technological advancement is rapid, academic staff must



constantly update their skills. The analysis shows that institutions that invest in systematic training programs achieve significantly higher productivity levels compared to those with limited or irregular training opportunities.

Performance management systems also play a key role in influencing academic behavior. Effective appraisal systems provide feedback, set clear expectations, and link performance outcomes with rewards or career progression. When implemented fairly and transparently, these systems increase motivation, accountability, and goal orientation. However, in many institutions, performance evaluation systems are perceived as subjective or inconsistent, which reduces trust and weakens their effectiveness (Table 1).

Table 1. Key Challenges and Opportunities of SHRM in Higher Education

SHRM Area	Challenge	Opportunity	Impact
Recruitment	Non-transparent hiring	Merit-based selection	Improves staff quality
Training	Limited programs	Continuous development	Enhances productivity
Performance	Subjective evaluation	Clear appraisal systems	Increases motivation
Rewards	Weak incentives	Performance-based rewards	Improves satisfaction
Leadership	Hierarchical management	Transformational leadership	Boosts innovation
Participation	Centralized decisions	Staff involvement	Strengthens commitment

Compensation and reward systems are another important determinant of academic staff efficiency. The analysis shows that financial incentives, research grants, promotions, and recognition programs significantly improve motivation and job satisfaction. Academic staff who feel fairly rewarded are more likely to be productive and engaged in institutional activities. However, inadequate or non-performance-based reward systems remain a major challenge, particularly in developing higher education systems, where limited financial resources restrict incentive structures.

Leadership and organizational culture also strongly influence SHRM effectiveness. Transformational leadership, characterized by support, communication, and intellectual stimulation, contributes to higher levels of employee engagement and innovation. In contrast, traditional hierarchical leadership styles often limit academic autonomy and reduce motivation. The analysis shows that leadership quality is a key mediating factor between HRM practices and employee performance.

Employee participation in decision-making is another important factor affecting academic efficiency. When academic staff are involved in institutional governance, curriculum design, and strategic planning, they develop a stronger sense of ownership and commitment. This leads to improved performance and institutional loyalty. However, in many universities, decision-making remains centralized, limiting staff engagement.

The comparative analysis between developed and developing higher education systems reveals significant differences in SHRM implementation. Universities in developed systems tend to have more advanced HRM frameworks, including digital performance management systems, structured career development pathways, and competitive reward structures. These institutions demonstrate higher academic productivity and stronger international competitiveness. In contrast, universities in developing systems face structural constraints such as limited funding, weak HR policies, and insufficient institutional autonomy, which reduce the effectiveness of SHRM practices.

The study also identifies several key challenges in implementing SHRM in higher education. These include a lack of strategic alignment between HRM and institutional goals, weak performance evaluation systems, insufficient professional development opportunities, limited financial incentives, and resistance to organizational change. These challenges reduce the effectiveness of HRM practices and negatively affect academic staff motivation and productivity.

Despite these challenges, the analysis also highlights significant opportunities. The increasing use of digital HRM systems, international collaboration, academic mobility programs, and global benchmarking practices provide new opportunities for improving SHRM in universities. Institutions that adopt modern HRM technologies and evidence-based management practices are more likely to improve efficiency and competitiveness.

In summary, the results confirm that SHRM is a critical determinant of academic staff work efficiency. Its effectiveness depends on the integration of HRM practices, institutional support, leadership quality, and resource availability. Universities that successfully implement SHRM principles are better positioned to achieve sustainable academic development and global competitiveness.



CONCLUSION AND RECOMMENDATIONS

This study examined Strategic Human Resource Management (SHRM) in higher education institutions, focusing on its challenges and opportunities in improving academic staff work efficiency. The analysis confirms that SHRM is a fundamental factor influencing institutional performance, academic productivity, and organizational competitiveness in modern universities.

The study concludes that SHRM contributes significantly to enhancing academic staff performance through structured HRM practices such as recruitment and selection, training and development, performance management, compensation systems, leadership support, and employee participation. These practices collectively improve human capital quality, increase motivation, strengthen organizational commitment, and enhance overall work efficiency in higher education institutions.

One of the key conclusions of the study is that recruitment and selection processes represent the foundation of effective SHRM. When universities implement transparent and merit-based recruitment systems, they are more likely to attract highly qualified academic staff who contribute to teaching excellence and research productivity. Conversely, weak recruitment practices reduce staff quality and negatively affect institutional outcomes.

The study also concludes that training and development play a central role in maintaining academic staff competitiveness. Continuous professional development enables staff to adapt to new technologies, improve teaching methods, and enhance research capabilities. However, limited access to structured training programs remains a major challenge in many higher education systems.

Performance management systems are another critical factor influencing academic staff efficiency. When appraisal systems are transparent, fair, and results-oriented, they enhance accountability, motivation, and performance alignment with institutional goals. However, ineffective or subjective evaluation systems reduce trust and weaken employee engagement.

In addition, compensation and reward systems are essential for sustaining academic motivation. Competitive salaries, research incentives, and recognition mechanisms significantly improve job satisfaction and productivity. The absence of performance-based reward systems remains a key barrier in many developing higher education institutions.

The study further concludes that leadership and organizational culture strongly influence SHRM effectiveness. Transformational leadership, characterized by support, communication, and motivation, enhances academic engagement and innovation. Employee participation in decision-making also increases ownership, responsibility, and institutional commitment.

Overall, the study identifies several challenges in implementing SHRM in higher education institutions, including weak alignment between HRM and institutional strategy, limited financial resources, insufficient training opportunities, ineffective appraisal systems, and resistance to organizational change. Despite these challenges, significant opportunities exist through digital HRM systems, international collaboration, and modern management reforms.

Based on the findings, the following recommendations are proposed to improve SHRM effectiveness in higher education institutions:

First, universities should strengthen merit-based recruitment and selection systems. Transparent hiring procedures, standardized evaluation criteria, and independent selection committees should be implemented to ensure the recruitment of highly qualified academic staff.

Second, higher education institutions should invest in continuous training and professional development programs. These programs should focus on modern teaching methods, digital technologies, research skills, and international academic collaboration. Training should be systematic rather than occasional and aligned with institutional needs.

Third, performance management systems should be improved by introducing clear, measurable, and transparent evaluation criteria. Academic staff performance should be assessed based on teaching quality, research output, and service contributions. Feedback mechanisms should also be strengthened to support continuous improvement.

Fourth, compensation and reward systems should be redesigned to ensure fairness and performance orientation. Financial incentives, research grants, promotions, and non-financial recognition should be linked to measurable performance indicators to increase motivation and productivity.

Fifth, leadership practices should be modernized by adopting transformational and participatory management styles. University leaders should encourage innovation, open communication, and academic freedom while also providing guidance and institutional support.

Sixth, academic staff should be more actively involved in institutional decision-making processes. Their participation in strategic planning, curriculum development, and policy formation will improve organizational commitment and decision quality.



Finally, universities should integrate all HRM practices into a unified strategic HRM system aligned with institutional goals. This integration will ensure long-term sustainability, improved efficiency, and enhanced global competitiveness for higher education institutions.

In conclusion, the effective implementation of SHRM is essential for improving academic staff work efficiency and achieving institutional excellence. Universities that strategically manage their human resources are more likely to succeed in the competitive global higher education environment.

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