

HUMAN RESOURCE MANAGEMENT PRACTICES AND ITS IMPACT ON JOB SATISFACTION AMONG EMPLOYEES IN HIGHER EDUCATION SECTOR

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ABSTRACT

The study assesses to human resource management practices that are recruitment and selection, training and development and performance appraisal on employee's job satisfaction. Using random sampling method, the sample data of 400 employees (teaching/non-teaching staff) was collected from Government and Private affiliated higher educational institutions of India using questionnaire method. Descriptive and inferential statistical techniques such as t-test and co relational analysis were applied to analyze the data. The study reveals that all the HRM practices implemented in the study area does not highly correlated to both the teaching and non teaching employees equally. However, it was also found that performance appraisal practices have no significant differences among government and private universities. This will be indicate some significant impact of overall HRM practices on job satisfaction among teaching and non-teaching staff of both the government and private institutions. Here, suggestions were made for the high-performance HR practices and employee's job satisfaction, limitations of the study are disclosed, and future research directions for the academics are mentioned.

Keywords: Higher education institution, Human resource management practices, Job satisfaction.

INTRODUCTION

Human resources have been recognized as the most important component growth and success, either of any public or private organization. Beer et al. (1984) defined Human Resource Management (HRM) as a planned approach for all management activities that influence the association between the organization and its employees. Globally, there is a need to implement good HRM practices in order to retain trained and professional workforce to achieve better performance in the organization. Indeed, the employees are one of the important resources considered as most precious asset and subtle factor of production in an organization.

The success of any organization relies primarily on the employee's performance concerning the goal attainment of the organization (Danish and Usman, 2010). Therefore, to develop a competitive advantage, the organizations must adopt good practices and follow a planned approach to improve HRM (Khan, 2010). Implementing the unique and modern HR practices in the era of globalization has been envisaged as viable tool for attainment of goals of the organization (Mohrman et al., 1995).

Most of the organizations focus on Total Quality Management (TQM) with the intention to keep ahead of the competition and thus ignore the significance of employees and overall performance of human resource in growth and success of the organizations (Khera, 1999). In efficient HRM practices reduces employee's satisfaction and eventually influences their obligation towards the organization. The key success of an organization depends upon the way responsibilities assigned to the employees have been completed, the feel-good factor and sense of worthiness. In this dynamic world, the intangible assets or intellectual capital must be kept operating for the organizations to be more fecund and approachable to the needs of their shareholders (Malik et al. 2010).

The higher educational institutions, meant for both research and teaching should concentrate, maintain and provide assistance in the development and advancement of their employees and gradually deals with the competitive advantages to attain their organizational goals. Thus, universities must employ well-trained and motivated workforce so as to execute research and training work more efficiently and successfully (Lew, 2009). Many studies have made known that adoption of better human resources management (HRM) practices allows university staffs

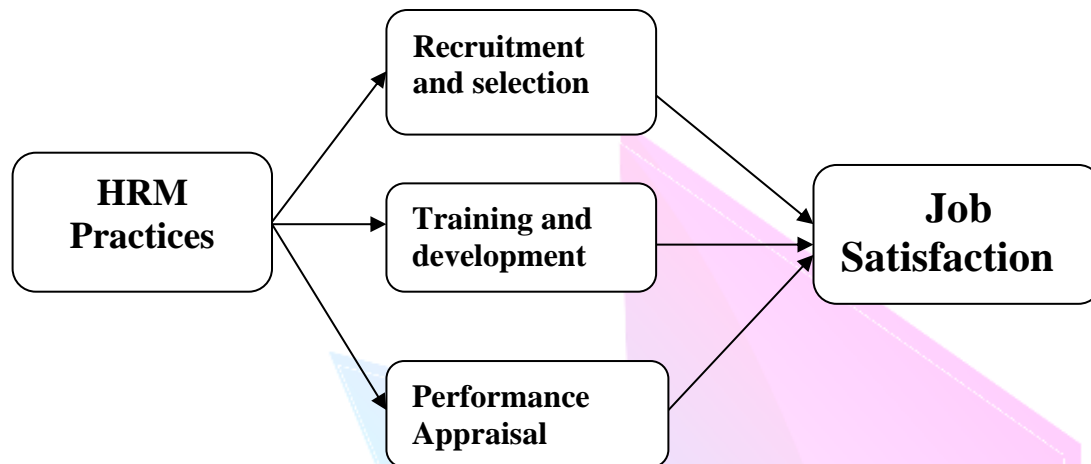
to be more enthusiastic in performing their jobs for the success of the universities (Chen et al., 2009; Shahzad et al., 2008).

Over the previous few decades, academic researchers paying more attention towards employee behavior which is more essential for the organizational success and to know the level of job satisfaction. Academically, improving employee and organizational performance has always been the main concern of an institution for several decades and thus, job satisfaction has also been studied as a best predictor of positive work-related outcome like increased performance. To increase the productivity and performance, the employees must be satisfied with their job, and subsequently, this will decrease the employee's turnover and absenteeism. In higher education institutions, when the teachers are highly satisfied with their jobs, they show greater interest in teaching and providing quality education to the students.

Manpower in a developing country is considered as the main analyst of its economic condition. It implies that if the folks are educated, it will inevitably contribute towards the growth and productivity of the nation. Gurbuz (2009) suggested five components of HRM practices viz., participation, empowerment, job rotation, self-directed work teams, and contingent compensation, which are directly and significantly associated with employee's job satisfaction. Iqbal et al. (2011) have reported a significant difference in HRM practices in public and private universities.

The HRM practices in the public universities are better implemented vis-à-vis- private universities. However, the performance appraisal practices are better in the private universities as compared to the public sector universities. On the contrary, Majumder (2012), based on nine HRM dimensions (recruitment and selection systems, compensation package, job security, career employees in higher education institutions in order to achieve their goals efficiently and effectively. With the intention to make system more successful, it is important to study the current HRM practices in government and private institutions. In this study, the private and government universities in the State of Tamil Nadu, have been taken as a model. The studies reveal the better HRM practices improve job satisfaction and organizational/institutions effectiveness. Additionally, recognizing the significance of HRM practices and its impact on job satisfaction, the present study shall emphasis on assessing the prevailing HRM practices in the Indian universities.

RESEARCH FRAMEWORKS



Methodology

Methodology is the backbone of any research. In this section, systematic and theoretical analysis based on the aforesaid objectives and alternative hypothesis is discussed.

Research Design

The present research is descriptive in nature and is based on primary data obtained through quantitative survey research design.

Procedure

Prior to the administration of the questionnaires, permission from various Head of the Department, individual faculty and staff of government and private universities was taken. The primary data was collected with the help of a well-structured and administered questionnaire as required by the study. For the purpose of collecting information from the respondents, questionnaires had been distributed to the respondents directly and through mail. The respondents were assured that their responses will be kept confidential and will only be used for the research purpose.

Study Area

The present study seeks to identify the impact of HRM practices on employee performance in the higher educational institutions of Uttar Pradesh. According to UGC report 2017-18, there

are 76-degree awarding universities/institutions in Uttar Pradesh amongst them 4 are Central Universities, 28 State Public Universities, 27 State Private Universities, 9 Deemed to be Universities, 7 Institute of National Importance and only 1 Institute established under State Legislature. For the purpose of the study, only one Government University and one private university was taken into consideration for comparative analysis.

Participants

The participants of the study comprise of teaching (N=200) and non-teaching staff (N=200) of government and private universities (Total N=400). The parameters on the basis of which performance was judged consist of gender, marital status and years of experience. The two universities taken into consideration for the present research are as follows: Aligarh Muslim University (AMU), Aligarh - It is a public central university, one of the oldest, most well-known residential universities of India. Sir Syed Ahmed Khan a great creative thinker of his time, established the Muhammadan Anglo Oriental College (MAO College) in 1875. Later, the MAO College developed into the Aligarh Muslim University in 1920. The Aligarh Muslim University has been awarded grade 'A' by the National Assessment and Accreditation Council (NAAC), and is the University with potential for excellence, as recognized by MHRD, Government of India. Integral University, Lucknow (IU) - Founded in 2004, Integral University is a private higher education institution located in the urban setting of the large city of Lucknow, Uttar Pradesh. Integral University is a coeducational higher education institution formally affiliated with the Islamic religion. It is officially accredited and/or recognized by the University Grants Commission, India.

Sampling Method

Simple Random Sampling technique was used for the selection of sample respondents. The sample data was collected from both teaching and non-teaching staff of the universities.

Statistical Analysis

The data was analyzed by using appropriate statistical techniques – t-test and Pearson's product moment coefficient of correlation.

DATA ANALYSIS AND FINDINGS

Table: 1

Showing frequencies and percentage distribution on employee's gender

Name of institution	Staff	Gender	F	P (in %)
GOVERNMENT UNIVERSITY	Teaching	Male	62	62
		Female	38	38
	Non-Teaching	Male	68	68
		Female	32	32
INTEGRAL UNIVERSITY (PVT.)	Teaching	Male	50	50
		Female	50	50
	Non-Teaching	Male	59	59
		Female	41	41
Total			400	400

The result of descriptive statistics obtained shows that gender distribution of both teaching and non-teaching staff of government and private institutions are unequal. Table 1. shows that the percentage of male non-teaching staff of government university is more, 68%, than female members of non-teaching staff, 32%, and members of the teaching staff. In case of private university, male non-teaching staff are more in percentage, 59%, than females of the same staff type, 41%.

Table: 2

Showing frequencies and percentage distribution on employee's marital status

Name of institution	Staff	Gender	F	P (in %)
GOVERNMENT UNIVERSITY	Teaching	Married	71	71
		Unmarried	29	29
	Non-Teaching	Married	82	82
		Unmarried	18	18

INTEGRAL UNIVERSITY (PVT.)	Teaching	Married	73	73
		Unmarried	27	27
	Non-Teaching	Married	62	62
		Unmarried	41	41
Total			400	400

The result of descriptive statistics obtained shows that distribution in terms of marital status of both teaching and non-teaching staff of government and private institutions are unequal.

Table 2. shows that the percentage of married employees of the non-teaching staff of government university is higher, 82%, than the rest. The overall result shows that the percentage of married employees are more than unmarried employees in both government and private universities.

Table: 3

Showing frequencies and percentage distribution on employee's years of experience

Name of institution	Staff	Experience (In years)	F	P (in %)
GOVERNMENT UNIVERSITY	Teaching	<5	27	27
		5-10	24	24
		10-15	26	26
		>15	23	23
	Non-Teaching	<5	23	23
		5-10	24	24
		10-15	20	20
		>15	33	33
INTEGRAL UNIVERSITY (PVT.)	Teaching	<5	42	42
		5-10	29	29
		10-15	25	25
		>15	04	04
	Non-Teaching	<5	32	32

		5-10	28	28
		10-15	29	29
		>15	11	11
Total			400	400

The frequency and percentage distribution of employees on the basis of their years of experience is shown above (Table 3). The result obtained indicate that the employees of teaching staff in the private university having less than 5 years of experience are more in percentage, 42%, than the rest. The number of teaching employees in the private university with more than 15 years of experience are very less, 04%. In government university, there are 33% of employees in the non-teaching staff with more than 15 years of experience. On the other hand, employees in the non-teaching staff with more than 15 years of experience in private university are very less, 11%.

Table: 4

Showing means score differences and t-test scores in HRM practices between government and private universities

	Institutions	M	SD	N	t-value	p-value
HRM practices	GOVT	48.02	8.31	200	4.62	0.00
	PVT	52.28	10.10	200		
Recruitment and Selection	GOVT	15.66	3.93	200	4.88	0.00
	PVT	17.53	3.73	200		
Training and Development	GOVT	15.67	4.17	200	4.72	0.00
	PVT	17.63	4.12	200		
Performance Appraisal	GOVT	16.69	3.22	200	1.11	0.26
	PVT	17.13	4.45	200		

Table 4. shows the mean score differences of HRM practices among government and private universities.

The result of the t-test indicated that there is a significant difference in HRM practices ($M=48.02$, $SD= 8.31$; $M=52.28$, $SD= 10.10$) among government (AMU) and private (Integral University) universities, $t(398)=4.62$, $p<0.05$. Also, there is a significant difference in recruitment and selection process, $t(398)=4.88$, $p<0.05$, and training and development process, $t(398)=4.72$, $p<0.05$, among both universities. Therefore, the results support hypothesis H1 that there would be significant differences in HRM practices between government and private higher education institution. No significant difference was found in performance appraisal among government and private universities, $t(398)=1.11$, $p>0.05$.

Table: 5

Showing the impact of HRM practices on job satisfaction among teaching and non-teaching staff of Government University

INSTITUTION	STAFF	Measures	(1)	(2)	(3)	(4)	(5)
GOVERNMENT	TEACHING	(1)	1	.748**	.822**	.643**	.400**
		(2)		1	.424**	.167	.097
		(3)			1	.369**	.362**
		(4)				1	.468**
		(5)					1
	NON-TEACHING	(1)	1	.661**	.861**	.667**	.605**
		(2)		1	.345**	.079	.443**
		(3)			1	.487**	.554**
		(4)				1	.307**
		(5)					1

** . Correlation is significant at the 0.01 level (2-tailed).

(1) HRM practices, (2) Recruitment and Selection, (3) Training and Development, (4) Performance Appraisal, (5) Job Satisfaction

The results of correlational analysis (Table 5.) indicate that the impact of overall HRM practices on job satisfaction among both teaching and non-teaching staff of government university (AMU) is significant. There is a positive correlation between HRM practices and job satisfaction among teaching staff, $r=0.40$, $n=100$, $p<0.05$, and non-teaching staff, $r=0.61$, $n=100$, $p<0.05$.

This infers that as HRM practices will improve among employees of both teaching and non-teaching staff, their job satisfaction would also increase. Hence, the result support hypothesis H2 that there would be significant impact of HRM practices on job satisfaction among teaching and non-teaching staff of Government University.

The result also indicated that there was no impact of recruitment and selection process on the job satisfaction of teaching staff, $r=0.09$, $n=100$, $p>0.05$, of the government university.

Table: 6

Showing the impact of HRM practices on job satisfaction among teaching and non-teaching staff of private university.

INSTITUTION	STAFF	Measures	(1)	(2)	(3)	(4)	(5)
GOVERNMENT	TEACHING	(1)	1	.755**	.855**	.890**	.759**
		(2)		1	.462**	.516**	.555**
		(3)			1	.658**	.595**
		(4)				1	.738**
		(5)					1
	NON-TEACHING	(1)	1	.788**	.824**	.775**	.336**
		(2)		1	.510**	.379**	.384**
		(3)			1	.462**	.162
		(4)				1	.257**
		(5)					1

** . Correlation is significant at the 0.01 level (2-tailed).

(1) HRM practices, (2) Recruitment and Selection, (3) Training and Development, (4) Performance Appraisal, (5) Job Satisfaction

The results of correlational analysis (Table 6.) indicate that the impact of overall HRM practices on job satisfaction among both teaching and non-teaching staff of private university (Integral University) is significant. There is a strong positive correlation between HRM practices and job satisfaction among teaching staff, $r=0.76$, $n=100$, $p<0.05$. A small yet significant positive correlation was found between HRM practices and job satisfaction among non-teaching staff, $r=0.34$, $n=100$, $p<0.05$. This infers that as HRM practices will improve among employees of both teaching and non-teaching staff, their job satisfaction would also

increase. Hence, the result support hypothesis H3 that there would be significant impact of HRM practices on job satisfaction among teaching and non-teaching staff of private university. The result also indicated that there was no impact of training and development process on the job satisfaction of non-teaching staff, $r=0.09$, $n=100$, $p>0.05$, of the private university.

RESULTS AND DISCUSSIONS

The main objective of this study was to test the impact of HRM practices on employee's job satisfaction in higher education institutions.

Specifically, we tested three alternative hypotheses:

- (a) if there would be any significant differences in HRM practices between government and private higher education institution;
- (b) if there would be any significant impact of HRM practices on job satisfaction among teaching staff and non-teaching staff of government university;
- (c) if would be any significant impact of HRM practices on job satisfaction among teaching and non-teaching staff of private university.

Though, HRM practices are significantly correlated with the job satisfaction has been expected (Ting, 1997). Over the years, several researchers and professionals believed that effective HRM practices increases the level of employee's job satisfaction which enhances organizational performance (Appelbaum, et al., 2000). Steijn (2004) revealed that there is a positive relationship between HRM and employee's job satisfaction of Dutch public sector while, demographic features such as age, gender, and educational qualification, had a slight and insignificant impact on job satisfaction. Thus, it is clearly known that the better HRM practices are implemented in an organization, job satisfaction among employees will increase and vice-versa.

Result generated after T-test indicated that, in Table 4, supports hypothesis H1 that there would be significant differences in HRM practices between government and private higher education institution. The comparison of HR practices in public and private organizations shows that there is a significant difference in HRM practices among government and private universities.

Iqbal and Arif (2011) revealed that there was a significant difference in HRM practices public and private universities according to the management of the government and private institutions. In this study, the reason could be mainly because central university that has a wider infrastructure and also the HRM practices differ in many regards than the private university where academic resources and infrastructure differs completely. It was also found that there is a difference between training practices due to better training programs which are sponsored by University Grant Commission to public universities.

However, there was no difference found in one of the dimensions of HRM practices viz. performance appraisal among both government and private universities as this dimension is almost similar in every university. Contradictory with many other researches in literature, this study reveals that there is a positive and significant impact of HRM practices on job satisfaction. The correlation analysis explains that the highest positive value of correlation between HRM practices and job satisfaction indicates a significant and positive relationship.

Table 5 and 6, show the results of correlation coefficient and suggested that all the relationships among the variables are positive and highly significant. The values of the correlation show that the hypothesis (H2, H3) can be accepted to affirm that the HRM practices are positively associated with the job satisfaction of the employees working in the public and private universities in the state of Uttar Pradesh in India. Results generated after correlation analysis indicated that, in Table 5, supports hypothesis H2 that there would be impact of HRM practices on job satisfaction among teaching and nonteaching staff of public university.

Training and development and performance appraisal are strongly associated with the job satisfaction. It means that if management focus on personal development of employees and make them understand that these trainings can assist them in their future career which will make employees satisfied and ultimately it would be the development of organization. Literature also proves that training and development has a significant positive impact on employee's job satisfaction (Garacia, 2005). However, recruitment and selection are relatively less associated but has positive correlation with job satisfaction, the value of the recruitment and selection is 0.97 and p-value is 0.00 which is less than 0.01. This tells the management if they put less focus on this variable and more on the others, the job satisfaction relatively high in the employees. Therefore, the 2nd hypothesis of the study is accepted and there is a strong relationship between HRM practices and job satisfaction.

In table 6, supports hypothesis H3 that there would be impact of HRM practices on job satisfaction among teaching and non-teaching staff of private university. Recruitment and selection and performance appraisal are highly positively correlated with the job satisfaction, which constitutes the point of view that the better and detailed man-power planning in the organization, the more demarcated are the duties and responsibilities of an employee. This well delineated role of an employee makes him satisfied as he is always aware of what is expected of him.

Therefore, Training and development has a small, yet positive significant correlation with the job satisfaction among the non-teaching employees, which reveals that training is not the only determinant of employee job satisfaction especially among administrators in an organization. This is also supported by a study conducted based on a sample of 750 administrators in higher learning institutions which revealed that there is no a statistically significant relationship between training and employee retention (Coetzee and Schreuder 2013). Hence, 3rd hypothesis is also accepted, that means there is a significant impact of HRM practices on job satisfaction in private sector university.

LIMITATIONS OF THE STUDY

As like any other study, this research study also confronted some problems and limitations.

- Disinclination of the management of the educational institute under study to equip information regarding employees.
- The process of data collection was a time-consuming process since repeated visits had to be made. Even, after constant reminders, many blank questionnaires were returned back.
- Likelihood of obtaining bias responses because of the hectic schedules of employees.
- Hesitation and lack of faith amongst the respondents to take part in a survey questionnaire was also observed by their spiteful deed, which further made a feeling of this study being insignificant.
- Difficulty in gathering enough number of employees at a time, which resulted in opting for individual survey. This further delayed the whole process of data collection.

- there was a lack of interest of employees to contribute or collaborate in the survey as they are of the opinion that it was irrelevant to them.
- Due to time bound, it was practically impossible to conduct an extensive research including a greater number of educational institutions.

FUTURE SCOPE

Due to time constraints, this research was focused to only two educational institution and other universities/organizations could not be considered. Future academics may conduct the study in other provinces of India. Yet, apprentices being an important part of the higher education institutes, does not considered in this study.

SUGGESTIONS

With the intention of achieving the organizational goals, improve performance and enhance job satisfaction, following suggestions have been provided:

- There should be a part of effective HRM practices to be implemented in the higher education institutions. Exploring new concepts, theories, models and novelty contributes much to foster higher education in the growth and advancement of human resources.
- Every organization has a set of standards and principles. Once appointed, through organized training and socialization, employees are required to be integrated into the organization's structure.
- A systematic and periodic process that assesses an employees' performance is needed to be followed in every institution.

The employees need to be reviewed about their career development traits and an atmosphere of trust needs to be developed. Stronger and effective performance appraisal systems would definitely improve employees' commitment and productivity and thus, the performance at the educational institution. The effectiveness of any HRM practice is dependent on the successful implementation of these practices. The hesitation among employees about suggestion and dissention needs to removed and positive critique with effective solutions need to be

encouraged to solve problems. It is clear that effective human resource management systems would positively improve employees' performance, productivity and the spirit of enthusiasm and fervour.

CONCLUSION

The main aim of this study was to test the effect of human resource management practices among employee's job satisfaction in the higher educational institution. On the basis of the results, it was found that most of the teaching employee's job satisfaction of the government institute does not significantly correlated with the recruitment and selection process, whereas, the job satisfaction of non-teaching staff of private university is not highly correlated with the training and development process. The study also discovered that there is a significant difference in HRM practices between the government and private sector universities. The study obtained a significant positive correlation between HRM practices and job satisfaction of both government and private educational institution's academic and non-academic staffs. It was concluded that independent variables are closely associated with dependent variable. In other words, particular selected practices of HRM (recruitment and selection, training and development and performance appraisal) have a significant impact on Job satisfaction of employees.

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