

HRM PRACTICES IMPACT ON JOB SATISFACTION OF EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS

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Abstract: *Research studies that go in-depth on organisational behaviours (OB) have viewed OB as a collection of beneficial actions that boost organisational productivity. These activities are those that people take when they are willing to go above and beyond the requirements of their roles to contribute to the achievement of strategic goals. Several studies have connected OB to measures of success for individuals, communities, and businesses. Researchers claim that OB is the least expensive and most economical strategy for fostering competence and achieving organisational success. OB has so far been one of the most effective indicators of corporate success. On the other hand, little research has been done on the causes of OB. In-depth research has been done in the literature on the connection between OB and creative human resource activities. It is not obvious if these behaviours have an impact on individual or organisational OB factors, even though this research have proven that both constructs are intriguing and helpful in the workplace. The purpose of this study is to describe precisely how innovative human resource practises and OB are related. The study examines the five OB dimensions as well as the two structures' various interpretations. 400 teaching faculty members in Bengaluru, India participated in the study, and responses were acquired utilising standardised secondary sources from different colleges. Creative human resource management techniques significantly influence corporate citizenship behaviours, according to multiple regression research. According to a thorough analysis, creative human resource management techniques have a considerable impact on the public ethics, gallantries, and humanity components of organisational behaviours.*

Key words: *Higher Education Institution, HRM Practices, Job Satisfaction.*

Introduction

India's educational system is as large as its nation itself. Universities both governmental and private make up India's higher education system. The statutory organisations responsible for coordinating and managing universities and technical institutions in India are UGC and AICTE. There are many teaching faculty members, administrative executives, and staff people due to the vast number of institutions. Higher education institutions are now struggling with a staffing deficit (academic and support staff). So, among academics, decision-makers, and other important stakeholders, enhancing the management of human resources is turning into a major challenge for universities and other higher education institutions. The most valuable resource for every organisation, including educational institutions, is its human capital. To be able to maintain the balance and reduce the expenses of re-recruitment, selection, orientation, training, and development on new personnel, it is crucial to maintain their level of job satisfaction in addition to retaining this educated, committed, and experienced staff. Also, if the institutions can keep their people, they will

benefit from stability, dedicated decision-making, and a well-coordinated flow of work. The HR procedures used by the academic administration of higher education institutions are crucial in this regard.

Yet, most educational institutions in India, especially those that are part of the public sector and offer higher education, have always been in a safe atmosphere. Despite the fact that privatisation has begun, these institutions continue to function in isolation for a variety of reasons. In the first place, private higher education is prohibitively expensive given the low purchasing power of the general public. Also, a handful of private colleges and institutions have not been around long enough to establish themselves. In stark contrast to our well-established, publicly financed universities and even some of the over-a-hundred-year-old affiliated institutions. These reputable institutions are well-known brands with robust alumni. Moreover, governmental regulatory agencies and their regulations frequently impede the expansion of private actors in the higher education sector. These circumstances are only temporary, though.

Government budget cuts and other reforms are already putting strain on state-funded universities, who are also under threat. The middle class citizens purchasing power has raised leading to the liberal study loans provided to students for higher education have reduced the cost of education. Private universities will also have existed long enough to build a reputation and a brand for themselves. Can these colleges continue and prosper in the face of competition from other private institutions without adequately managing their human resources?

Literature Review

Singh (2012) understanding several HRM dimensions does not equally satisfy all the employees. The majority of employees are not satisfied with their compensation package, which is followed by rewards and motivation, career advancement, training, management style, and job design and responsibilities. As their needs are met from these perspectives, they would like to have more power and decision-making authority.

According to Bishay (1996) and Khan et al. (2012), female professors are consistently less satisfied than their male counterparts. Compared to male faculty members, female faculty members were less happy with their pay.

In order to better understand the relationships between several aspects of job satisfaction among university academicians in Punjab Province, Pakistan, Khalid et al. (2012) performed a study on 108 faculty members. The study's findings suggested that there is a wage

difference between private and public universities in Pakistan. Comparatively speaking, academics in private sector universities expressed more satisfaction with their income, supervision, and possibilities for advancement. Academicians in public sector colleges, however, were discovered to be more content with their co-workers' behaviour and job security.

In their study, *Nayak and Nayak (2014)* came to the conclusion that HRM strategies like incentives, promotions, employee bonding activities, and workload changes will help to increase faculty members' job satisfaction in higher education institutions.

Researchers suggested integrating HRM techniques into the overall operations and strategies in a recent study (*Sahni & Jain, 2015*) to attain organisational success.

According to a study by *Hasani and Sheikesmeili (2016)*, human capital is more crucial than new technology, as well as financial and material resources, than it has ever been. Organizations will constantly struggle to find and keep a sufficient supply of skilled workers from the labour market due to the changing nature of work, particularly technical, organisational, and competitive advances.

Shah G (2018) showed that if educational institutions adhere to strong HRM practises, there is a noticeable difference in job satisfaction. The characteristics of human resources management in educational institutions faculty members have a significant positive link with job satisfaction. This study might draw the conclusion that, for a healthier and pleasant work environment, it is crucial to implement good HRM strategies in both private and public educational institutions.

Javed S. et al. (2019) indicated according to the study, not all HRM strategies used in the study area have a strong correlation with both teaching and non-teaching personnel. It was also shown that there are no appreciable disparities in performance rating procedures between government and private universities. The findings show that overall HRM strategies had a substantial impact on job satisfaction among teaching and non-teaching personnel at both public and private universities.

Ullah M et al. (2021) defined precisely how innovative human resource practises and corporate citizenship behaviours relate to one another. The study examines the five OCB dimensions as well as the two structures' various interpretations. Responses to standardised questionnaires were received from 400 professionals from 25 Pakistani ICT companies. Creative human resource management techniques significantly influence corporate citizenship behaviours, according to multiple regression research. According to a thorough

analysis, creative human resource management techniques have a considerable impact on the civic morality, courtesies, and altruism components of organisational citizenship behaviours (OCB).

Objectives

- To study the prevailing status of HRM practices in Higher Education Institutions- renowned colleges in Bengaluru City, India.
- To examine the impact of HRM practices on the employees' job satisfaction.

Hypothesis

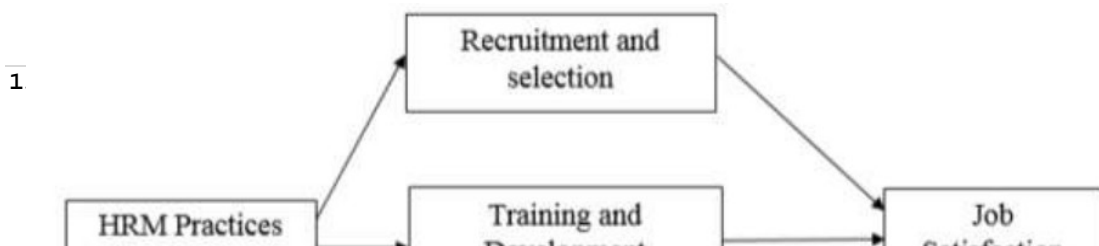
H₀₁: HRM activities in first and second private higher education institutions are likely to vary significantly.

H₀₂: HRM activities have a significant effect on job satisfaction among four private higher education institution's employees in the study field.

Statement of the Problem

One of an organization's most valuable resources has long been thought to be its human resources. Since the transition from material management to human resource management in both private and governmental enterprises, human resource management activities have attracted a lot of attention. Despite the abundance of information on HRM practises in industry and business, there is little data on higher education institutions that regularly work with human resources. Being the most crucial element of the higher education system, human resources management (HRM) operations must be closely monitored to strengthen it. All of the facilities, services, and cutting-edge infrastructural comforts would go unused if plans and policies for the expansion of human capital in the higher education sector are not successfully implemented. So, senior management in higher education institutions must develop staff members for them to achieve their goals successfully and efficiently. In this report, the private colleges in Bengaluru City have served as a model. The papers claim that improved HRM practises boost institutional/organizational effectiveness and job satisfaction. Given the significance of HRM practises and their impact on job satisfaction, the current study will be primarily concerned with assessing the HRM practises currently used in colleges.

Research Framework



Methodology

Any research's foundation is its methodology. This section discusses analytical analysis based on the aims and competing hypothesis. The data was gathered from secondary sources. For the purpose of writing this paper, a number of websites, including numerous college websites, journals, and previously published literatures, were consulted. The goal of the current study is to determine how HRM practises in Bengaluru's higher education institutions affect employee job satisfaction level. Only private colleges were taken into consideration for the study's analytical analysis. The sample respondents were chosen using a simple random sampling procedure. The educators of the colleges provided the sample data. The relevant statistical methods, including the t-test and Pearson's product moment coefficient of correlation, were used to analyse the data.

Data Analysis and Findings

Table 1: Displaying the frequency and percentage distribution of each employee's gender.

COLLEGE	GENDER	F	P (%)
I	Male	38	38
	Female	62	62
II	Male	32	32
	Female	68	68
III	Male	50	50
	Female	50	50
IV	Male	41	41
	Female	59	59
Total		400	400

The outcome of the statistics obtained demonstrates the unequal gender distribution of private colleges. Table 1 displays the proportion of men are less in College I, II & IV but College III are equal to women, i.e., College I 62% are Female & 38% are Male, College II

68% are Female & 32% are Male, College III 50% are Female & 50% are Male, College IV 59% are Female & 41% are Male.

Table 2: Displaying the frequency and percentage distribution of each employee's marital status.

COLLEGE	MARITAL STATUS	F	P (%)
I	Married	71	71
	Unmarried	29	29
II	Married	82	82
	Unmarried	18	18
III	Married	73	73
	Unmarried	27	27
IV	Married	62	62
	Unmarried	38	38
Total		400	400

The outcome of the statistics obtained demonstrates the unequal marital status distribution of private colleges. Table 2 displays the percentage of married employees & the aggregate finding demonstrates that in all 4 private colleges, there are more married employees than unmarried ones.

Table 3: Displaying the frequency and percentage distribution of each employee's years of experience.

COLLEGE	Experience (years)	F	P (%)
I	< 5	27	27
	5 – 10	24	24
	11 – 15	26	26
	>15	23	23
II	< 5	23	23
	5 – 10	24	24
	11– 15	20	20
	>15	33	33
III	< 5	42	42
	5 – 10	29	29
	11– 15	25	25
	>15	04	04
IV	< 5	32	32
	5 – 10	28	28
	11– 15	29	29
	>15	11	11
Total		400	400

This is a frequency and percentage breakdown of employees based on their years of experience (Table 3). According to the overall results, there are 42% more teaching employee members in the III college with less than five years' experience than the rest. 04%

of the III College's teaching staff members have more than 15 years of experience, which is a very small percentage when compared with colleges I, II & IV.

Table 4: compares HRM practises at 4 private colleges, showing mean score differences and t-test results.

	COLLEGES	M	SD	N	t-Value	p- Value
HRM practices	I	48.02	8.31	400	4.62	0.00
	II	52.28	10.10	400		
	III	15.66	3.93	400		
	IV	17.53	3.73	400		
Recruitment and Selection	I	15.67	4.17	400	4.88	0.00
	II	17.63	4.12	400		
	III	16.69	3.22	400		
	IV	17.13	8.31	400		
Training and Development	I	16.69	3.22	400	4.72	0.00
	II	15.66	3.73	400		
	III	48.02	10.10	400		
	IV	17.53	4.17	400		
Performance Appraisal	I	17.13	4.45	400	1.11	0.26
	II	16.69	8.31	400		
	III	15.67	4.12	400		
	IV	17.63	3.22	400		

The mean score variations for HRM practises across 4 private colleges are shown in Table 4. The t-test result showed that there is a significant variation in HRM practises among the four colleges (colleges I, II, III and IV) with respect to mean values (college I: M=48.02, SD= 8.31; college II: M=52.28, SD= 10.10; M=15.66, SD= 3.93; and college IV: M=17.53, SD= 3.73); Recruitment and Selection among the four colleges (colleges I, II, III and IV) with respect to mean values (college I: M=15.67, SD= 4.17; college II: M=17.63, SD= 4.12; M=16.69, SD= 3.22; and college IV: M=17.13, SD= 8.31); Training and Development among the four colleges (colleges I, II, III and IV) with respect to mean values (college I: M=16.69, SD= 3.22; college II: M=15.66, SD= 3.73; M=48.02, SD= 10.10; and college IV: M=17.53, SD= 4.17) and Performance Appraisal among the four colleges (colleges I, II, III and IV) with respect to mean values (college I: M=17.13, SD= 4.45; college II: M=16.69, SD= 8.31; M=15.67, SD= 4.12; and college IV: M=17.63, SD= 3.22).

The findings confirm hypothesis H_{01} , according to which there would be notable variations in HRM practises among the four private higher education institutions. In the performance evaluation of 4 private colleges, there was no discernible difference ($t(398)=1.11, p>0.05$).

Table 5: Showing the impact of HRM practices on job satisfaction employees among 4 private colleges.

COLLEGES	MEASURES	(1)	(2)	(3)	(4)	(5)
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I	(1)	1	0.748**	0.822**	0.643**	0.400**
	(2)		1	0.424**	0.167	0.097
	(3)			1	0.369**	0.362**
	(4)				1	0.468**
	(5)					1
II	(1)	1	0.661**	0.861**	0.667**	0.605**
	(2)		1	0.345**	0.079	0.443**
	(3)			1	0.487**	0.554**
	(4)				1	0.307**
	(5)					1
III	(1)	1	0.755**	0.855**	0.890**	0.759**
	(2)		1	0.462**	0.516**	0.555**
	(3)			1	0.658**	0.595**
	(4)				1	0.738**
	(5)					1
IV	(1)	1	0.788**	0.824**	0.775**	0.336**
	(2)		1	0.510**	0.379**	0.384**
	(3)			1	0.462**	0.162
	(4)				1	0.257**
	(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.

According to the correlational analysis's findings (Table 5), there is a sizable influence of general HRM practises on work satisfaction among I, II, III & IV private colleges. Between College I, College II, College III and College IV, there is a significant positive association between HRM practises and job satisfaction ($r=0.40$, $n=100$, $p<0.05$; $r=0.61$, $n=100$, $p<0.05$ of College I & II) & $r=0.76$, $n=100$, $p<0.05$ of College III & IV). This suggests that if HRM procedures among college I, II, III and IV employees improve, so too will the level of job satisfaction. As a result, the findings are consistent with *hypothesis H₀₂*, which states that *HRM methods have a considerable impact on employees at 4 private colleges' job satisfaction*.

The outcome also showed that there was no effect of the recruitment and selection process, training and development process on the job satisfaction of the teaching staff at the private colleges ($r=0.09$, $n=100$, $p>0.05$).

Limitations

This research study had several issues and constraints, just like any other study.

- The management of the educational institution under investigation is unwilling to provide information about its personnel.
- The procedure of gathering data only utilised secondary sources.
- Due to time constraints, it was essentially impossible to undertake a thorough investigation involving more educational institutions.

Conclusion

This study's primary objective was to determine how human resource management methods affected employees' work satisfaction in a higher education setting. According to the findings, most private institute employees' job satisfaction is not significantly connected with the recruitment and selection process, however job satisfaction among staff members at private colleges is not strongly correlated with the process of training and development. The survey also found that the 4 private sector colleges' HRM procedures differ significantly from one another. According to the study, there is a considerable link between HRM practises and employees' job satisfaction in private educational institutions. It was determined that independent variables and dependent variables are strongly related. In other words, specific HRM methods (recruitment and selection, training and development, and performance review) have a big effect on how happy people are with their jobs.

Future Scope

Due to time restrictions, only four educational institutions were studied; other colleges or institutions were not able to be taken into consideration. Researchers in the future might carry out the study in other Indian states. Yet, although being a significant component of higher education institutions, this study does not take apprentices into account. The proper application of these principles is a requirement for the efficacy of any HRM practise. Employees must no longer be reluctant to offer suggestions or voice disagreement, and constructive criticism that offers workable alternatives must be welcomed. It is obvious that efficient techniques for managing human resources would have a favourable impact on workers' output, performance, and fervour.

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