Atithya: A Journal of Hospitality
4 (2) 2018, 10-17
http://publishingindia.com/atithya/

Need of Human Resource Management Practices to be Undertaken in Educational Institutions for Employee Satisfaction

Gauri Shah*

Abstract

Growth of the developing countries is positively associated with the human capital of the Nation. The educational institutions play an important role to build capable and educated societies. In this current modernization where technology is a challenge for technology itself, education needs to undergo a process of change of satisfying the faculty and students needs with the help of Technology. It is important to satisfy the needs of employee to enhance organizational performance. HRM practices is the approach, by which Institutions can enhance the job satisfaction among the employees. Present study is an attempt to understand HRM practices undertaken by the educational institutions and how these practices can improve the individual job satisfaction of the faculty members. This paper examines the impact on employee's satisfaction from the job, particularly on teachers. A sample of 25 teacher employees from the 3 private institutions from Pune, India was used for this analysis. Job stress was measured by workload (no. of hours of lecturing, practices, tutorials and other activities such as class size, various exam evaluations etc.) and workplace environment (such as freedom, timings, career development opportunities etc). Prior studies in different firms indicate that the more stressed workload coupled with stressed workplace environment would severe negatively affect the employee's job satisfaction. This exploratory research focuses on private institutions and employed faculty members and results that overall employee's job satisfaction is directly linked with good HRM practices undertaken in educational institution. Teachers are recognized as key to educational quality and success in any society's education system. The orientation, nature, type and effect of HRM activities and practices are discussed with their relationship to the job satisfaction of the educational institution employees Understanding the importance of human resource policies and practices in the process of teaching, training, professionally educating students supporting and providing the proper working environment for sufficient numbers of teachers that meet the needs and expectations of quality education for all.

Keywords: HRM and Job Satisfaction, HRM Concept, Practices, Staff, Education, Employee

INTRODUCTION

The study undertaken is to build an understanding regarding the impact of employee's c job satisfaction, job involvement, job stress due to good or bad HRM policies and practices undertaken by the educational institutions. The educational institutes play a key role in economic and social development of any nation, and the teachers (The employee's) contribute in educating the talented youth of the nation who are real asset of the country. Job satisfaction is a topic of wide interest to both people who work in organizations and people who study them (Omer, 2010). The aim of this article is to highlight the different HRM practices need to be followed for betterment of faculties in the educational institutions. Almost all educational institutions are striving hard to achieve quality in their students and faculty development. Since, the concept of professional HRM is found far away from implementation in these institutions. There are three major resources to be managed if the organization wants to achieve its objectives and goals. These resources are Humans, quality education, Work pressure. And out of these three, human resource is the most important and difficult to manage. The reason being that every human being is born unique and therefore, is bound to have different characteristics. Secondly, human beings control

* Email: gauristars@gmail.com

and coordinate the other resources. They constitute the workforce of an organization and are referred to as personnel. Since human nature plays a very major part in the overall success of an organization, it is therefore important to have an effective working relationship between the employee and the administrator as this is essential for the success of the organization. HRM, which involves the efficient and effective management within an organization, is one of the vital functions of Educational Administrators. Developing the proper management of human resources is therefore becoming a key challenge. Job satisfaction "as summation of employees feelings in four important areas namely, job, management, personal adjustment and social relations"

Following are the few ways to create better human resource management in the educational institutions

1. Training and Development is the act of increasing the knowledge and skills of an employee for doing a particular job". Training involves enhancing and imparting the basic skills that are usually important to perform a specific job in the organization. The basic purpose of training is make employees more productive.
2. Teamwork is a group of people working together towards a common goal. The goals which need to achieve by the faculty members as a team is with the help of sharing knowledge, intention to execute the plan, sharing their capabilities and to monitor their own progress towards the team goal.
3. Performance Appraisal is the systematic, periodic and an impartial rating of an employee's excellence in matters pertaining to his present job and his potential for a better job." Performance Appraisal includes, evaluating the employee's performance in their jobs and comparing it with the standards, and further communicating the feedback to the employees.
4. Employee compensation is another major HRM practice to improve job satisfaction among the employees of an organization. Compensations policies which can be in the form of incentives, bonus additional leaves, and extra working hours can be compensated by additional leaves offered. Similarly, under employee motivation policies some motivational talks can be arranged, sometimes management games can be organized under development of employee bonding. These are the indicators of the organization attitude and concern for employees.
5. Employee participation with the help of work councils, management support can be achieved in work and decision making, to provide equal opportunities for employees to present views on development initiatives and other major issues. Employee participation improves the understanding of the objective of the organization.

OBJECTIVES OF THE STUDY

- To analyze the need of Human resource management in the educational institutions.
- To identify the various factors needs to be dealt by HRM for employee satisfaction.
- To analyze the working environment in educational institutions for employee satisfaction.
- To identify remedial measures for employee satisfaction.

SCOPE OF THE STUDY

This study covered twenty five faculty/ teachers members employed in three colleges in pune city. The researchers have selected these employees from professional private colleges offering practical oriented courses. For case study Hotel management institutions. The data is collected from 3 management college in Pune were the employee strength is around 75 Faculty members The researchers have not included teachers in government and government-aided colleges as the working environment in these educational institutions is comparatively less stressful as compared to self-financing colleges and private colleges.

SIGNIFICANCE OF THE STUDY

Increasing demands in the institutional sectors in comparison to the commercial sector has built a pressure on teaching staff making faculty members routine life stressful. Faculties are the lifeline of any educational organization. A well-performing teaching staff will be able to deliver a better output as expected only under comfortable environment with minimum pressure of management. It is next to impossible to imagine the functioning of any educational organization without

teaching staff. Stress, the most discussed factor is the biggest hurdle to development, where Human resource Management plays a vital role. It is very difficult to completely eliminate stress but at least efforts could be taken to reduce the level of stress among faculties and increase the job satisfaction level that will benefit in the progress. As per this study the researcher has tried to study the impact of better HRM practices to increase job and employee satisfaction working in a professional educational institutions. The research will also try to find the level of stress in the educational institutes affecting their commercial growth. This study will try to bring out the relationship between two variables of HRM Practices and employee satisfaction. Major analysis has been done to study need of Human resource practices in educational institutions and its impact on employee satisfaction. The research will also prove helpful to the future researchers as this research will serve as a base for their further research. Ultimately, the research can facilitate to explore better working environment for the faculties to achieve better performance.

LITERATURE REVIEW

Majumder (2012) in respect to understand various HRM dimensions does not satisfy all the employees equally. Most of the employees are dissatisfied with compensation package followed by reward and motivation, career growth, training and development, management style, and job design and responsibilities as their requirement is fulfilled these perspectives they would want more authoritative powers and decision making powers with them.

Grace and Khalsa (2003) recommends that compensation is a strong factor for achieving better job satisfaction among the faculty members of higher education institution.

Bishay (1996) and Khan et al. (2012) says that the satisfaction level in female faculties is always less than male faculty members. Female faculty member were less satisfied with compensation as compare to the male faculty member.

Nayak and Nayak (2014) concluded in his research that HRM practices like incentives, promotions, employee bonding sessions and workload adjustments would help to improve job satisfaction among the faculty members in the higher educational institutes.

Khalid et. al. (2012) conducted a study on 108 faculty members to investigate the relationship between various facets of job satisfaction among university academicians in Punjab Province, Pakistan. Results of the study indicated that a pay differential does exist between private and public universities in Pakistan. Academicians in private sector universities were more satisfied with their pay, supervision, and promotional opportunities than the academicians of public university. On the other hand, academicians in public sector universities were found more satisfied with co-worker's behavior and job security Adeel et. al.

The study conducted by Chng et al, (2010) shows that management support, salary and promotion opportunities are significant criteria's in maintaining Job Satisfaction level of College Teachers.

Santhapparaj and Alam (2005) studied the relationships between the factors like pay, promotion, fringe benefits, working condition and job satisfaction on the performance of the faculty members. The results indicated that pay, promotion, working condition have positive and significant effect on job satisfaction.

Chen et al., (2006) measured the job satisfaction of the 248 teachers in private university in China on the satisfaction determinants, namely organization vision, respect, result feedback and motivation, management system, pay and benefits, and work environment. The analytical results showed that higher education employees focus on high salaries and fair promotion systems. Investigations of the job satisfaction of college teachers in Europe and America have produced similar results.

Seganga & Garrett (2005) measured the job satisfaction of academicians among the universities of Uganda by using nine general element of their work comprising research, teaching, remuneration, governance, opportunities for promotion, supervision, working environment co worker's behavior and the job in general.

DELIMITATIONS OF THE STUDY

There are delimitations found in every research. No investigator can claim that his investigation is complete in all aspects. Thus, the boundaries of the study are called as delimitations.

The study covers only 3 higher educational institutes located in Pune region.

This study is limited to only teaching employees of the educational institutions.

Higher Educational Institutes in the study were only limited to institutes offering Practical oriented management courses.

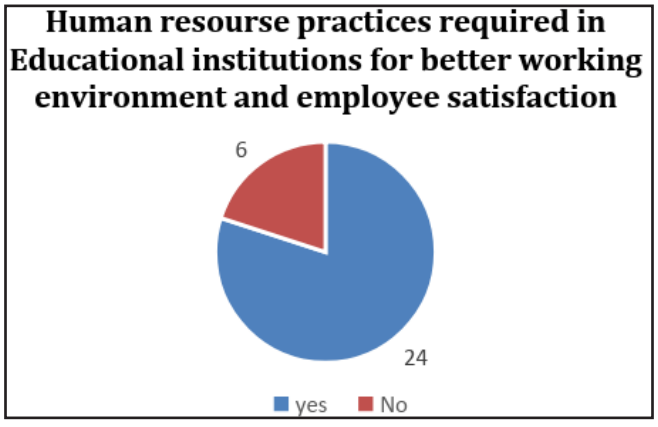
SAMPLE SIZE

For the purpose of data collection, the total sample of approximately 30 employees from 3 higher educational institutions offering hotel and management courses was selected.

PROCEDURE FOR DATA COLLECTION

The investigator circulated a questionnaire online to the teaching employees in the selected colleges personally. Questionnaires were distributed among the faculties and they were requested to give the responses by filling the questionnaire. Information about colleges was also incorporated through the college prospectus of different college respectively. This was the most crucial stage of research as the researcher faced a lot of difficulty during this stage.

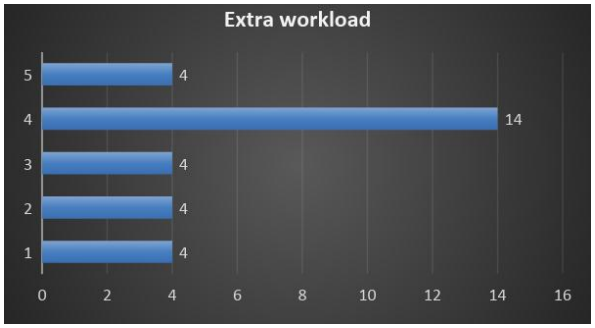
DATA ANALYSIS AND OBSERVATIONS



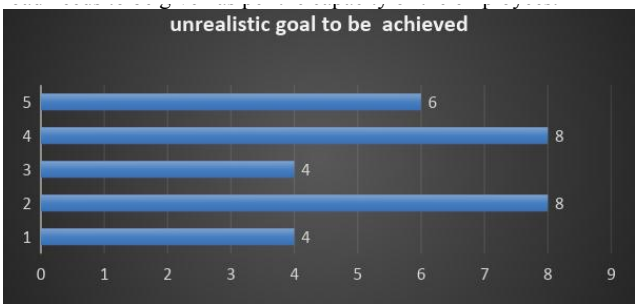
OBSERVATIONS

Out of 30 employees of Hotel and management Institutions 24 feels that now a day's human resource management is necessary even in educational institutions for employee satisfaction. Education is a vocation and considered less stressful than the corporate or commercial sectors but demanding business needs of this profession have converted the teaching job equally stressful specially for employees hence need of human resource management and its impact on employee satisfaction needs to be studied.

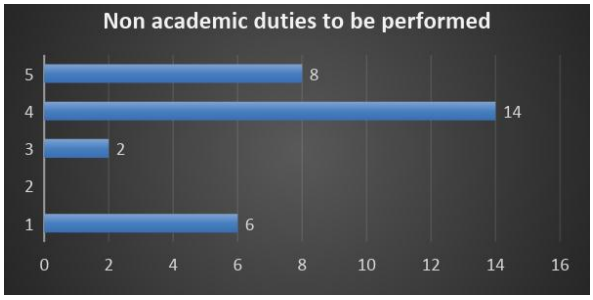
In the next the researcher have tried to find out various reasons causing stress at College to their employees which can be handled in human resource management.



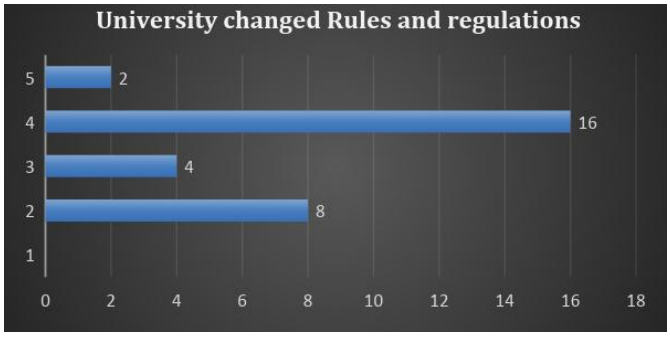
Interpretation - Extra work load given to each employee than the capacity causes stress to them which is believed by 14 employees out of 30, this proves that more than 60% believes that work load needs to be given as per the capacity of the employees.



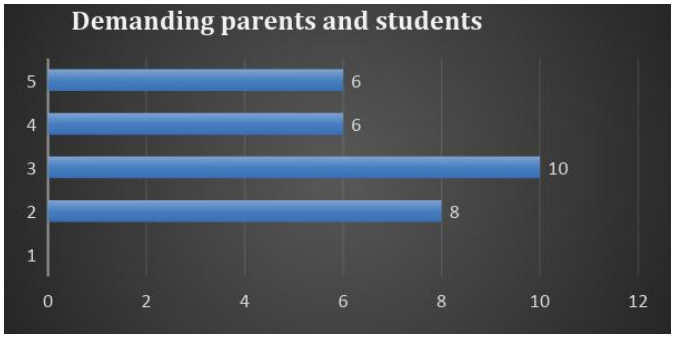
Interpretation - If the employees are given unrealistic goals to achieve by the management and the HODs then that build's a pressure on the employees around 14 respondents believe that this has adverse impact on their performance and eventually results in dis satisfaction at work.



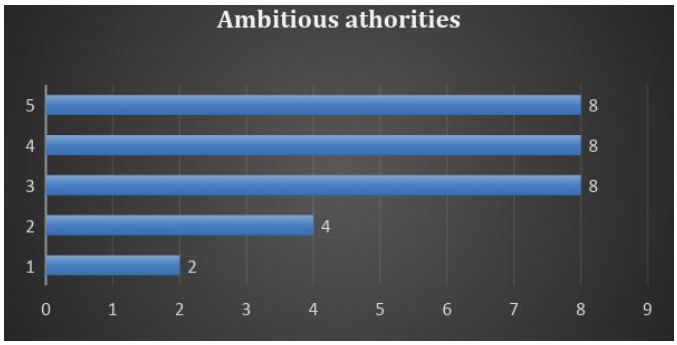
Interpretation - If the employees are given nonacademic duties then they invest energy and time in doing these work hence they are left with less time and energy in their academic task which is the most satisfying job for which ethically puts them into pressure.



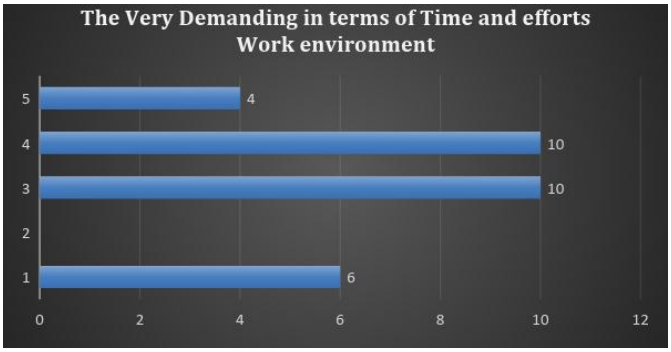
Interpretation - University keeps changing rules and regulations, then the employees have to adjust their systems and procedures according to the universities rules and regulations which affects the strategic planning of faculties for particular period hence the stress gets build up which needs to be handled and ease out.



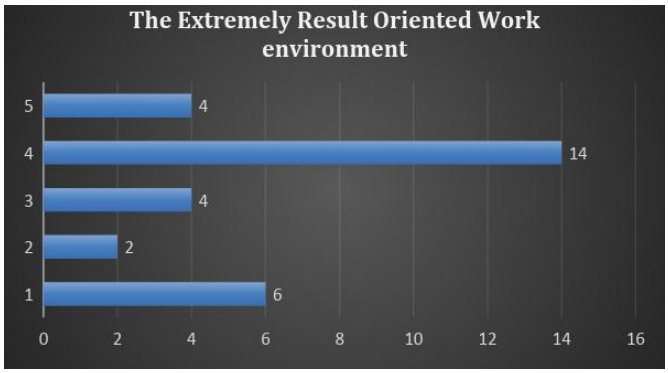
Interpretation - If the parents and students are very demanding then they put pressure on faculties for the result and sometimes better results, then the employees have to take special efforts than the capacity which has adverse effect on employee's performance and they feel burdened which disturbs the satisfaction of a faculty for certain period.



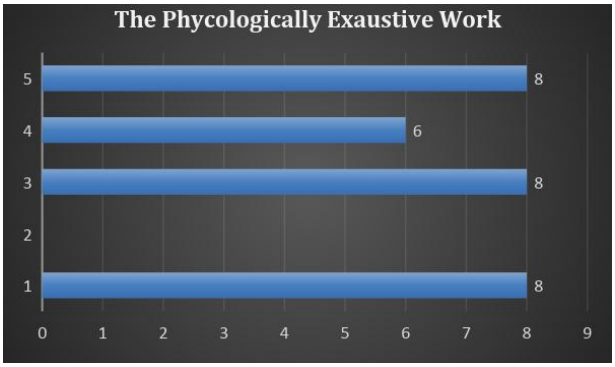
Interpretation - If the authorities are very ambitious, then the ambition of growing big puts positive and negative pressure of responsibility as well as the expectations grow higher and higher from each employee hence they need to perform up to the mark always and one failure makes them demotivated which results in dissatisfaction.



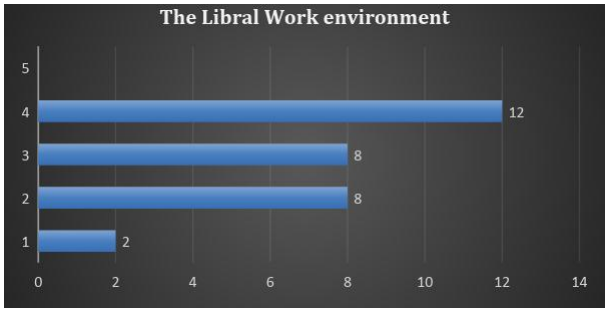
Interpretation - When the teaching profession also becomes hectic in terms of time and extra efforts the motive of educating young's with knowledge becomes stressful, this stress has bad impact on employees health which results in poor performance.



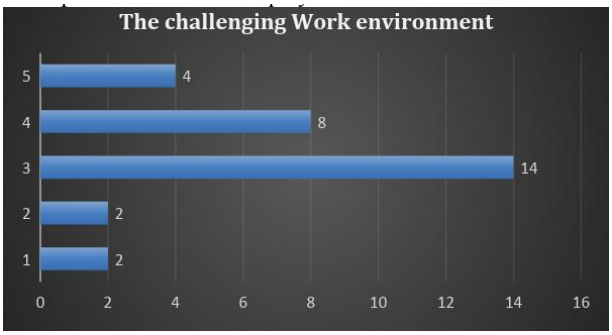
Interpretation - When the work environment is extremely result oriented then the pressure of achieving good and timely results is a big task and stress in the employees so this situation makes work life balance disturbed which is an opinion of 14 respondents out of 30.



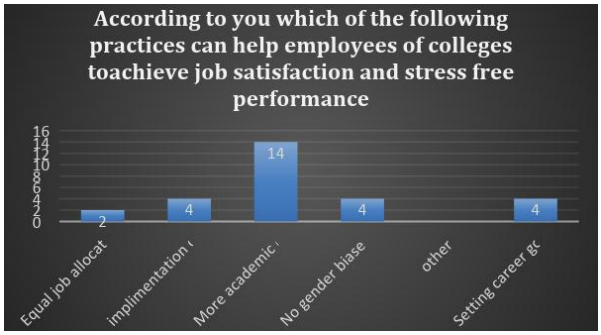
Interpretation - If the employees get physically tired then it is very difficult for them to concentrate and work peacefully. This is also said by 14 respondents out of 30.



Interpretation - Around 12 respondents strongly recommend liberal work environment for the better performance of the employees.



Interpretation - If the woman employees needs to face lot of challenges and troubles to her day to day work then it puts unnecessary stress to her and that affects the work performance which is believed by 14 employees but at the same time if these challenges are taken positively then it improves individual's personality.



Equal job allocation and distribution	2
Implementation of effective appreciation and recognition policies	4
More academic oriented environment	14
No gender biased decisions	4
Other	0
Setting career goals as per Individuals Capabilities	4

Interpretation- The above table and graph shows that if the institutional environment is more academic oriented then it certainly helps the women employees to manage the job satisfaction and stress free work environment which results in better performance. This is believed by 14 employees out of 30

SUGGESTIONS AND RECOMMENDATIONS

After understanding, the findings of the study the researcher attempts to imply the following implications in the field of education.

- Educational should identify the reasons for stress of employees, so that the stress could be dealt with in order to enhance the work performance of employees and overall growth of the college with creative human resource practices.
- To inculcate the techniques of stress management among employees some workshops based on such techniques should be made compulsory for the employees to attend and should be organized by the institutions.
- Personal appreciation should be done by the authorities to keep the employees always motivated.
- Higher authorities should undertake self-evaluation or employees appraisal so that the employees get an opportunity to know themselves and improve upon the weakness of themselves.
- An open communication channel will allow the employees to solve their problems and grievances.
- Principals need to interact with employees and give feedback about their performance.
- The employees should be rewarded to give them an identity also which will help to make them more accountable.
- A very good interpersonal relationship should be developed among the staff members. Different faculty bonding sessions should be done for the same.
- Job security is a fundamental need of every employee and is beneficial in reducing job stress. Thus providing the employees with job security would definitely will bring down the level of dissatisfaction.
- New and challenging tasks should be assigned or specialized and specific tasks should be provided

to develop a healthy competitive feeling among the employees.

- Proper infrastructure facilities enable the management to attract good number of admissions.
- Overburdening of employees with work should be avoided as it will enhance the efficiency of employees thus resulting in better productivity.

FINDINGS

Human resource is a major asset of any educational institution, as well as it is very difficult to manage as mentioned in the introduction. Every human nature is different and every human being is with different skills and characteristics. Being educational institutes who take responsibility of building future employees of the commercial corporate world the faculties of the same institutions need proper guidance, need stress free working environment and they should be always happy which is an obvious result of the job satisfaction. If all professional institutions start undertaking few HRM practices like

- Appreciation letters.
- Rewards in terms of Recognition.
- Financial benefits.
- On the job training sessions of innovative teaching practices.
- Sponsored courses for self-improvement.
- Financial aid for higher education and many more then the employee's satisfaction. for the job will always remain high.

CONCLUSION

1. Employees are more satisfied with up gradation training programmes which enhances their knowledge, better teamwork and inter department employee participation helps to maintain satisfaction to some extent.
2. Performance appraisals and compensations are also effective tools for making faculty members satisfied.
3. On the bases of finding it is concluded that faculty member of educational institutes has a moderate level of satisfaction with the overall HRM practices.
4. The study also revealed that there is significant difference in job satisfaction if the educational institutions are following good HRM practices. A significant positive correlation has been obtained among the job satisfaction with the dimensions of the human resources management in educational institutions faculty members.
5. This study can come to the conclusion that it is important to follow effective HRM practices even in the private and government educational institutions for happier and positive work environment

REFERENCES

National Society for the Study of Education, Behavioral Science and Educational Administration, part 2 Chicago Press, Chicago, 1964.

Okonkwo, S. N. (1992). An analysis of selected factors in Relation to Academic Staff Utilization.

Unachukwu G. O. (1997). Human Relations and School Administration.

Saiyadain, M. S. (1997). *Human resource management.* New Delhi: Tata McGraw – Hill publishing company.

The journal of All India Management Association, Indian Management, December 2010, p.58.

Armstrong, M. (1987). Human resource management: A case of the emperor's new clothes, Personnel Management. *International Journal of Core Engineering & Management (IJCEM), 2*(10), 30-35. ISSN: 2348 9510

Barnett, R. (1994). The Limits of Competence: knowledge, higher education and society. Buckingham: SRHE/Open University Press.

Fender, B. (1989). *Investing in People. London: Committee of Vice-Chancellors and Principals.*

Adeel, M., Khan, I., Danial, A. H., & Ahmad, B. (2011). Impact of HR practices on job satisfaction of university teacher: Evidence from universities in Pakistan. *Industrial Engineering Letters, 1*(3), 10-17.

Armstrong, M. (2001). *A handbook of human resource practice* (8th ed.). Kogan Page, London.

Bishay, A. (1996). Teacher motivation and job satisfaction: A study employing the experience sampling method. *Journal of Undergraduate Sciences, 3,* 147-154.

Chng, H. K., Chong, W. K., & Nake. (2010). The satisfaction level of penang private colleges lecturers. *International Journal of Trade, Economics and Finance, 1*(2). Retrieved from https://doi.org/10.7763/IJTEF.2010.V1.30

Chen, S. H., Yang, C. C., Shiau, J. Y., & Wang, H. H. (2006). The development of an employee satisfaction model for higher education. TQM Mag, *18*(5), 484-500. Retrieved from https://doi.org/10.1108/09544780610685467

Edgar, F., & Geare, A. (2005). HRM practice and employee attitudes: Different measure s-different results. Personnel Review, *34*(5), 534-549. Retrieved from https://doi.org/10.1108/00483480510612503

Hassan, M., Hassan, S., Khan, A., & Iqbal, A. (2013). Impact of HR practices on employee satisfaction and employee loyalty: An empirical study of government owned public sector banks of Pakistan. *Middle-East Journal of Scientific Research, 16*(1), 01-08.

Hinai, Z. A., & Bajracharya, A. (2014). A Study on the Factors Affecting Job Satisfaction of Academic Staff in Higher Education Institution. 13th International Academic Conference, International Institute of Social and Economic Sciences, Antibes.

Khalid, S., Irshad, M. Z., & Mahmood, B. (2012). Job satisfaction among academic staff: A comparative analysis between public and private sector universities of Punjab, Pakistan. *International Journal of Business and Management, 7*(1), 126-136.

Khan, I., Ghauri, T. A., & Akram, K. (2012). Relationship between Job Satisfaction and HR Practices, an Empirical Research of Different Sectors of University Teachers in Pakistan. *International Journal of Learning and Development, 2*(3), 25-33. Retrieved from https://doi.org/10.5296/ijld.v2i3.1756

Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297-1343).

Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resources Management Review, 1*(1), 61-89. https://doi.org/10.1016/1053-4822(91)90011-

Nayak, N., & Nayak, M. (2014). A Study Job Satisfaction Among University Teachers in India. The Clute Institute International Academic Conference Orlando, Florida, USA.

M. T., & Ramay, I. M. (2006). Impact of Human Resource Management Practices on Organizational Performance in Pakistan. Muhammad Ali Jinnah University Islamabad. Redman, T., & Mathews, P. B. (1998). Service quality and human resource management: A review and research agendas. *Personnel Review, 27*(1), 57-77. Retrieved from https://doi.org/10.1108/00483489810368558

Schuler, R. S., & Jackson, S. E. (1987). Linking competitive strategies with human resource management practices. *Academy of Management Executive, 1*(3), 207-219. Retrieved from https://doi.org/10.5465/AME.1987.4275740

Singh, S. (1989). Organizational stress, Job Satisfaction and executive behavior. Unpublished Research Monograph. Sri Ram Centre for Industrial Relations and human Resources, New Delhi.

Singh, Y. G. (2012). Job satisfaction of teacher-educator working in self finance teacher educational institutions. *International Indexed & Refereed Journal, 3*(30).

Sseganga, K., & Garrett, R. M. (2005). Job satisfaction of university academics: Perspectives from Uganda. *Higher Education, 50,* 33-56. Retrieved from https://doi.org/10.1007/s10734-004-6346-0

Steyn, G. M., & Van Wyk, J. N. (1999). Job satisfaction: Perceptions of principals and teachers in urban black schools in South Africa. *South African Journal of Education, 19*(1), 37-43.