

HRM Practices for Sustainable workforce: Perceived Satisfaction level of University Teachers

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ABSTRACT

There are a lot of HRM practices for sustainable workforce in an organization. Among these practices compensation, workload management and performance appraisal are most important. An attempt is made in this study to examine the satisfaction level of university teachers about these HRM practices at their workplace, that whether their organization offer sufficient compensation, workload management and performance appraisal at their workplace or not. A sample of 100 teachers from five public universities of Punjab was taken by using convenient sampling technique. Teacher's perceptions regarding three HRM practices (compensation, workload management and performance appraisal) were gained on a self developed questionnaire. Questionnaire was composed of 15 items. Subjects were asked to indicate their level of agreement or disagreement with each statement. The data collected in terms of participant's ranking responses was analyzed by applying simple descriptive statistical techniques such as mean. It was concluded that in overall all teachers were dissatisfied from the HRM practices at their workplace. At the end suggestions were made for academic HRM practitioners for the improvement of HRM practices for sustainable workforce. This study has enhanced understanding of academics perception on HRM practices for sustainable workforce.

Key terms: RM Practices, Sustainable Workforce, Performance Appraisal, Workload Management, Compensation

Introduction

A sustainable workforce is one in which the energies, skills and knowledge of people are managed wisely, and plans are in place to provide for the organization's viability. Hiring and developing the right people with appropriate expertise is critical to maintaining an effective and sustainable workforce at any organization. As several scholars have noted that managing people is more difficult than managing technology and capital (Lado & Wilson, 1994). Pfeffer (1994) argued that human capital has long been held to be a critical resource in most firms. The process of managing the human capital is called human resource management (HRM). Human resource management refers to a distinctive approach to employment management which seeks to obtain competitive advantage through the deployment of a highly committed and skilled workforce, using an array of techniques (Storey, 1995).

Employing new labor forces entails the implementation of human resource management (HRM) practices. HRM practices refers to organizational activities directed at managing the pool of human resources and ensuring that the resources is employed towards the fulfillment of organizational goals (Schuler & MacMillan, 1984). These practices include recruitment, selection, and hiring of the workforce. Once individuals are hired, they need to be incorporated into the company's framework through training and socialization. Appraising the progress of these employees and motivating them via compensation are also key components of HRM (Schuler & MacMillan, 1984).

To the researcher among these practices the most important HRM practices for sustainable workforce are compensation, performance appraisal and workload management.

Compensation

Employee compensation involves all forms of pay or rewards accrued to employees and arising from their employment. Banjoko (1996) sees compensation of employee as the totality of the financial and other non-financial rewards that an employee receives in return for his or services. It includes his basic pay and other numerous financial benefits and incentives the totality of which determines how well he/she lives in the society Compensation is all forms of financial returns and tangible services and benefits employees receive as part of an employment relationship (Milkovich 1991). High performance work practices (including compensation) have a statistically significant relationship with employee outcomes and corporate financial performance (Huselid, 1995). Significantly positive correlation has been reported between compensation practices and perceived employee performance by Teseema & Soeters (2006).

Performance Appraisal

Performance is defined as the record of outcomes produced on a specified job function or activity during a specified time period (Bernardin and Russell 1993). Effective managers need to incorporate performance review and feedback as part of their day-to-day communications with employees (Webb 2004). Appraisals are used widely for tying pay to performance (Schellhardt 1996). Brown and Heywood (2005) state that 'performance appraisal represents, in part, a formalized process of worker monitoring and is intended to be a management tool to improve the performance and productivity of workers'. Brown and Benson (2003) found that employees' commitment and productivity can be improved with performance appraisal systems.

The main purpose of any performance in appraisal system according to Killen (1977) is to evaluate an employee's works to the organization, to provide basis for wages, salary, increases, promotion, demotion and transfer, to point out employee's specific needs for additional education, training and development which will lead to their improved performance and the overall organizational performance, to acknowledge high performance and motivate high performances, to enable workers know how their superiors view their performance, to provide appraisal reports which will serve as the basis determine training and development need and to provide the employer with the data that could be used for staff development to serve in greater capacity.

Workload Management

Rapidly changing global scene is increasing the pressure of workforce to perform maximum output and enhance competitiveness. Indeed, to perform better to their job, there is a requirement for workers to perform multiple tasks in the workplace to keep abreast of changing technologies (Cascio, 1995). The ultimate result of this pressure has been found to one of the important factors influencing job stress in their work (Chan, 2000). A study in UK indicated that the majority of the workers were unhappy and unsatisfied with the current culture where they were required to work extended hours and cope with large work field while simultaneously meeting production targets and deadlines (Townley, 2000). Monitoring workloads and supervisor-subordinate relationships by management may reduce intention to quit and subsequent turnover, thereby saving organizations the considerable financial cost and effort involved in the recruitment, induction and training of replacement staff.

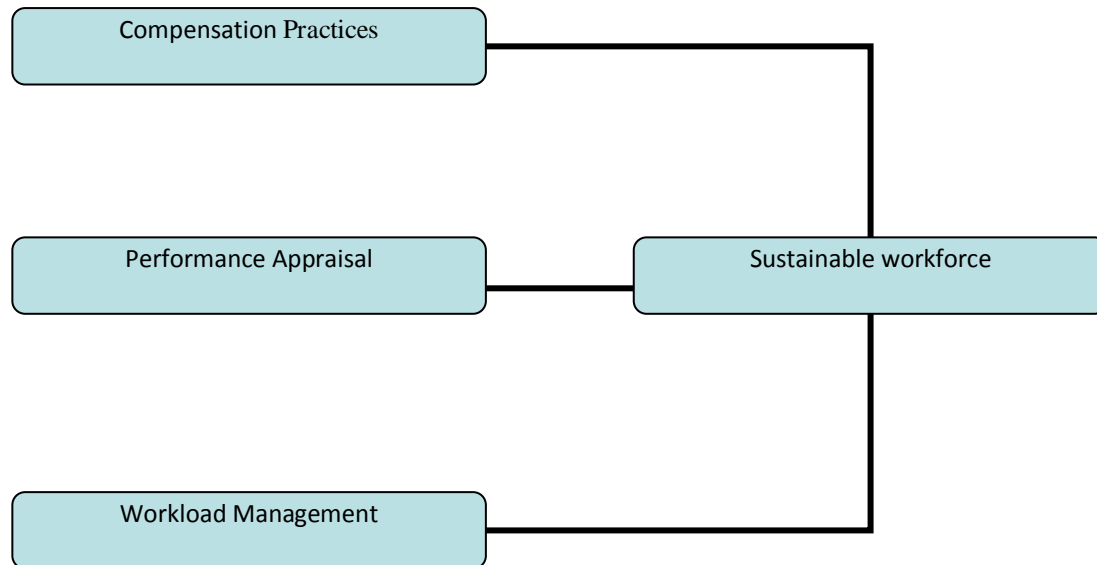
Rationale for the Study

No adequate research has been conducted on HRM practices at higher education level. Therefore, it was imperative to review HRM practices for sustainable workforce in the universities. It was due to this reason that the researchers selected to investigate the effective HRM practices for sustainable workforce in public universities so as to suggest remediation strategies to raise the quality of higher education in Pakistan.

Conceptual Framework

After careful document analysis, the researcher developed following framework for the purpose of the study. This framework shows that sustainable workforce is influenced by three main HRM practices. These practices are compensation, performance appraisal and workload management.

Figure: 1



Objectives of the Study

Following were the main objectives of the study:

1. To examine the satisfaction level of university teachers about compensation practices provided to them at their workplace.
2. To examine the satisfaction level of university teachers about performances appraisal practices provided to them at their workplace.
3. To examine the satisfaction level of university teachers about workload management practices provided to them at their workplace.
4. To examine the satisfaction level of university teachers about HRM practices provided to them at their workplace.

Research Questions

Putting under consideration the objectives of the study, following research questions were made.

1. To what extent university teachers are satisfied to the compensation practices provided to them at their workplace?
2. To what extent university teachers are satisfied to the performances appraisal practices provided to them at their workplace?
3. To what extent university teachers are satisfied to the workload management practices provided to them at their workplace?
4. To what extent university teachers are satisfied to the HRM practices provided to them at their workplace?

Methodology and Procedure

This study empirically evaluated the provision of HRM practices for sustainable workforce at university level. To examine the satisfaction level of university teachers about three important HRM practices at their workplace, that whether their organization offer sufficient compensation, workload

management and performance appraisal at their workplace or not, a sample of 100 teachers from five public universities of Punjab was taken by using convenient sampling technique. Data about Teacher's perceptions regarding three HRM practices (compensation, workload management and performance appraisal) was gathered by administering a self developed questionnaire. Questionnaire was composed of 15 items. Five items for each variable (compensation, workload management and performance appraisal).As the questionnaire was self developed, so before administration of the questionnaire to the respondents, it was validated by taking the opinions of executives (directors and heads),Assistant professors and professors of the selected universities. Pilot study was also made to ensure the reliability of the questionnaire. The instrument was found to have Overall reliability of 0.61. Items of the questionnaire were designed in a five point likert scale. Overall response rate was 90 %. The data collected in terms of participant's ranking responses was analyzed by applying simple descriptive statistical techniques such as percentages.

Results

Following were the main results of the study:

Table: 1

Perception of teachers regarding compensation practices at their workplace

Items	No of respondents	Mean	Range of score
1	90	3.5	1-5
2	90	2.2	1-5
3	90	3.1	1-5
4	90	1.5	1-5
5	90	1.9	1-5
Overall	90	2.44	1-5

Table: 1. shows that university teachers are dissatisfied with the compensation practices at their workplace. The overall mean 2.44 shows disagreement of teachers. Means 3.5 and 3.1 show that teachers were agrees that their salary is up to their satisfaction level and pay scale highly motivate them. Means 2.2, 1.5, and1.9 show that teachers of university were disagree on the statement that university paid proportionate to their work and abilities, attractive incentives and rewards are available in this university for the good performers, and with the compensation system of this university.

Table: 2

Perception of teachers regarding performance appraisal practices at their workplace

Items	No of respondents	Mean	Range of score
1	90	3.4	1-5
2	90	1.4	1-5
3	90	1.7	1-5
4	90	2.1	1-5
5	90	2.9	1-5
Overall	90	2.3	1-5

Table: 2. shows that university teachers are dissatisfied with the performance appraisal practices at their workplace. The overall mean 2.3 shows disagreement of teachers. Means 3.4 shows that

teachers were agree that their performance appraisal in this university accurately reflects their performance. Means 1.4, 1.7, 2.1, and 2.9 shows that teachers of university were disagreeing on the statement that performance appraisal system in this university is excellent and admirable, continuous rating of teacher’s performance is done in this university, proper feedback is provided to the teachers at their workplace, and fully satisfied with the performance appraisal system of this university.

Table: 3
Perception of teachers regarding workload Management practices at their workplace

Items	No of respondents	Mean	Range of score
1	90	3.4	1-5
2	90	1.2	1-5
3	90	1.8	1-5
4	90	1.4	1-5
5	90	2.0	1-5
Overall	90	1.96	1-5

Table: 3 shows that university teachers are dissatisfied with the workload Management practices at their workplace. The overall mean 1.96 shows disagreement of teachers. Means 3.4 shows that teachers were agree that the work is assigned here after discussion and negotiation with teachers. Means 1.2, 1.8, 1.4, and 2.0 shows that teachers of university were disagreeing on the statement that they allowed to adjust their work schedule as they feel convenient, workload is adjusted here by taking into consideration the capabilities of people, feel easy to balance their work routine with my personal life, and sound workload management practices are applied here at their workplace in their universities.

Table: 4
Perception of teachers regarding three HRM practices at their workplace

HRM Practices	No of respondents	Mean	Range of score
Compensation	90	2.44	1-5
Performance Appraisal	90	2.3	1-5
Workload Management	90	1.96	1-5

Table: 4. shows that university teachers are dissatisfied with the workload Management, performance appraisal, and compensation practices at their workplace. The mean 1.96, 2.3, and 2.44 shows disagreement of teachers’ satisfaction about HRM practices at their work place.

Conclusions

On the basis of empirical finding of the study, there are some points that can be used for concluding purpose of this research paper.

- University teachers are dissatisfied with the compensation practices at their workplace
- Teachers are satisfied with their salary

- Teachers of university are dissatisfied on paid proportionate to their work and abilities, attractive incentives and rewards are available in this university for the good performers, and with the compensation system of this university.
- University teachers are dissatisfied with the performance appraisal practices at their workplace.
- Teachers are satisfied with the performance appraisal in this university accurately reflects their performance.
- University teachers are dissatisfied with the workload Management practices at their workplace.

Delimitations of the Study

As it happens with all empirical researches, this study is not beyond its limitations. Due to lack of time and financial resources the study had following limitations:

- Sample size for this study was too small. Data was collected only from 100 university teachers.
- Only five public universities of Pakistan were selected.
- Only teacher's perception regarding HRM practices was gathered. Perception of executives (directors and heads) was not gathered.
- Only three HRM practices for sustainable workforce (compensation, performance appraisal and workload management) were focused in the study. Others like training and development, Human capital planning and employees participation were ignored.

Suggestions and Recommendations

For the universities higher authorities and its HRM executives and practitioners, it is very important to understand the employees, their needs and individual differences. Best and effective HRM practices like compensation, performance appraisal and workload management should be provided to the employees working at their workplace within an organization. HRM executives and practitioners should focus on their HRM skills and they should develop and improve these skills. More research should be conducted in this area at broader dimensions.

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Questionnaire

Organization Name: _____

HUMAN RESOURCE (HR) PRACTICES FOR SUSTAINABLE WORKFORCE:	SA	A	N	D	SD
I. COMPENSATION					
1. My salary is up to my satisfaction level.					
2. All teachers of this university are paid proportionate to their work and abilities.					
3. My pay scale highly motivate me at my workplace					
4. Attractive incentives and rewards are available in this university for the good performers.					
5. I am fully satisfied with the compensation system of this university					
II. PERFORMANCE APPRAISAL					
1. My performance appraisal in this university accurately reflects my performance.					
2. Performance appraisal system in this university is excellent and admirable.					
3. Continuous rating of teacher’s performance is done in this university					
4. Proper feedback is provided to the teachers at their workplace.					
5. I am fully satisfied with the performance appraisal system of this university.					
III. WORKLOAD MANAGEMENT					
1. I feel easy to balance my work routine with my personal life.					
2. I am allowed to adjust my work schedule as I feel convenient.					
3. Workload is adjusted here by taking into consideration the capabilities of people.					
4. Work is assigned here after discussion and negotiation with teachers.					
5. Sound workload management practices are applied here at our workplace in this university.					