

Effect of Human Resource Practices on Job satisfaction in Pakistan

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Abstract

The current study explores the energetic process with the help of human resources practices (Compensation, psychological empowerment practices and supervision) in the university which control the job satisfaction over the timing. A cross section research was done with the help questionnaire, which consists of 33 items and which was distributed among 120 employees of the selected university lectures, assistant professors and associate professor. SPSS 18 is used to analysis the data and it was found that every HR (Compensation, psychological empowerment practices and supervision) practices have a significant relationships with job satisfaction. It also identifies the relationship between these in the perspectives of Pakistan.

Keywords: Job satisfaction; HR practices; compensation; employee empowerment; supervision

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1.0 INTRODUCTION

For several years organizational researcher is focusing on different work related behaviors. Job satisfaction is one of the behaviors which are better for individual job and organization. Job satisfaction is main problem for the private or public sectors organizations or in advanced developed countries or underdeveloped. Job satisfaction motivates an employee to increase their productivity, organizational commitment, reduced absenteeism, turnover intentions and increase their level of interest in the profession. If employees of an organization are satisfied from his/her job then he/she will increase the individual productive as well as organization. It developed the country's economy.

The valuable asset of a country is teacher. Teachers are said to be the builder of a nations. In the recent study researcher will discuss the factor which will enhance level of job satisfaction in the university academic staff. When faculty members are hard working then his/her students will show more competent in many fields, which will increase the human capital of the country.

Most of researcher studies job satisfaction it different dimensions. Job satisfaction is the effect of two main variables which are demographic variables (age, race, gender, educational level) and second variables is working environment. Age and race are effect job satisfaction (Ting, 1997). Working environment like task identity, autonomy, skill variety, task significantly, and feedback is the primary predictor of job satisfaction (Reiner and Zaho, 1999). Job satisfaction is the outcome of the motivational process. Job satisfaction is the negative and positive feelings and attitude of an employee to his/her work. It is the general attitude towards the job (Bent. *et al.*, 1999). It is one the key predictor of the performance of companies in Europe. Therefore, the author Friday and Friday (2003) and Crossman and Abou zaki (2003) stated that job satisfaction of an employee is one of the missions of an organization. It is commonly predictor of "organizational citizenship behavior". In several studies in different discipline shows that HR practices are the primary dimension of job satisfaction (Mottaz., 1985) and some show that job satisfaction is the intervening variables (Singhal. and Srivastava., 1982).

2.0 LITERATURE REVIEW

Job satisfaction is the significant factor to motivate an employee to his/her work for long term position. Job satisfaction is defined by different researchers in his time. Job satisfaction is defined that an employee has an interest in his/her work (Agho *et al.*, 1993). Job satisfaction is defined as that the emotional, evaluative and cognitive response of the individual to his/her job Greenberg and Baron (1997). Another developed definition of job satisfaction is that when need's and the outcome match well Locke (1976). Different research shows the factors which relate to job satisfaction and dissatisfaction in the job environment. These studies examine the relationship of Human Resources (HR) practices and job satisfaction and also find their effect. Student behavior during a lecture and learning of students also relates to the satisfaction of the faculty. The level of job satisfaction in female teaching faculty is more than male.

Job satisfaction research concentrates on the factors which relates to the satisfaction or dissatisfaction of an organization and examine the effect of HR practices on job satisfaction. The behavior of the student during a lecture is associated with teacher satisfaction (Schmidt, 2007). Ahmed argued that the relationship between job satisfactions is increasing with the increase of experience in the same organization. In order to above results, the teacher doesn't want to continue profession. Job satisfaction can be measured in the every age but not in 40 to 50 because in this age the employee wants promotion (Tremablay. *et al.*, 1998).

Job satisfaction is defined as that “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization” (Organ., 1988) p. 4. It is related to stress. Job satisfaction in an organization will be increased by different factors such as salary practices, relationships with colleagues and supervisor, best quality environment etc. Otherwise the faculty members will leave the job when there is a good offer for him in high institute. Job satisfaction and turnover have a direct effect on each other. Job satisfaction is the general satisfaction of the job which gives energy and ability to continue his/ her job. Job satisfaction reduces tension. Job satisfaction brings innovation, relaxation in the employee to do his work with more interest. It reduces the tension which caused a gap between expectations of the unmet needs and individuals.

Human Resources (HR) practices are the main component of an organization which increases the job satisfaction in academic staff (Ssesanga and Garrett, 2005). Luna- Arocas and Tang (2004) explained that strong relationship found between HR practices and faculty perceptions in university culture. HRM practices have been recognized as an important effect on job satisfaction (Petrescu. and Simmons., 2008). Tessema and Soeters explained eight HR practices “recruitment and selection practices, placement practices, empowerment and social security, training practices, compensation practices, promotion practices and employee performance evaluation practices, autonomy” which have relationships with job satisfaction (Garrido *et al.*, 2005). From the previous literature it is proved that HR practices have a positive and significantly correlated with job satisfaction. Here in the study the researcher will use four HR practices in the under researcher area (Pakistan).

In every institution HR practice plays a mediator role in the HR strategies and HR outcomes. HR strategies are used to achieve the aims of the organizations. Several researchers conducted studies in different HR practices like focus on quality and cost-reduction supportive environment, differentiated on innovation, employment skill and work policies, performance measurement and reinforcement and market organization (2003).

In the earlier literature, the author categorizes HR practices into two main internal and external fit (Frye, 2004). Internal fit explain the ideal and external fit explains the strategic integrations of HR. In 1996, the Youndt and his colleagues examine that external fit like (training and development, teamwork, employee security help improve firms, product quality and firm’s flexibility, performance appraisal) is better than internal fit because it is more fit in the relationship between high performance and HRM practices (Abdullah *et al.*, 2009; Eleni Stavrou-Costea., 2005; Shah. and Jalees., 2004).

In the current study Compensation is another HR practice factor. The researcher discussed the relationship of compensation and job satisfaction. From the previous literature review job satisfaction and compensation were positively associated (Frye, 2004; Tessema, and Soeters., 2006). The researcher has been examined to implement in Pakistani university. Different studies show that pay strategies means to increase the overall employee performance within the organization because good performance in the institution increases a good relationship between the employee and working place.

Empowerment is an HRM practices which have no proper definition in the nature. The authors Conger and Kanungo (Conger and Kanungo, 1988) defined Empowerment was a “process of enhancing feelings of self-efficacy among organizational members through the identification [and removal] of conditions that foster powerlessness” (p. 484). Empowerment has close relationship with management methods and instruments like job satisfaction, motivation, communication, training and feedback and trust. Empowerment is defined that sharing of knowledge and power with coworkers and level of information. Empowerment is the upgrading of the self-efficacy emotion of employees. Position in job without any authority is like the rule of an organization without implementation. Empowerment meant to engage the people and employee empowerment is defined as that decision power to the employee (Handy, 1993). Employee empowerments have significant effects on job satisfaction because every employee of an organization is not satisfied and motivated from financial constraints. Employee empowerment is like the freedom of the employee. It is the initial and significant aspect of success of goals and increases productivity of the individual as well as institutions. In 2008, a study was done in Taiwan state enterprises and found that Psychological empowerment have mediation impact on the organizational commitment and change in related work design. The Bhatnagar (2005) were study in Indian managers and extracted that psychological empowerment on the organizational commitment.

In the past literature, individual power is supported on the position of the job, attributes, employee expertise. The organization should be making or break by the employee because the employees are assets of an organization (David son., 2004). Motivated employee will make the unexpected output but having less motivated employees will drag the growth of the organization (Deal., 2005). Employee commitment is related to the organization’s commitment and it can be measured by attachment and involvement of the institution. Employee involvement is defined as it increases the organization commitment and success (Lawler. and Mohrman., 1989). Besides, “the companies practicing benchmarking know that it is as important to acknowledge and respond to their employees’ opinions as to protect and promote their own shareholders’ interests” (Martínez Caraballo, 2007) p. 83. Different studies found that there is a close link among employee empowerment and management methods and questionnaires like trust, training, motivation and feedback. The authors, Pelit *et al.*, (2011) studied hotel manager in turkey, that the effects of both (behavioral and psychological) dimensions of empowerment have positive effect on the employee job satisfaction.

In the current study supervision is another HR practice. Supervision is a significant for an organization. Supervision is defined as that to achieve good performance from employees vice versa. In organizational point of view supervision is the main key factor of the performance, payment and rewards systems (Koh. and Neo., 2000). Supervisors have an opportunity to monitor the employee. Commonly, supervision is defined as a manager. Several researchers explained in their studies that there is a positive association among supervisor and job satisfaction (Petrescu. and Simmons., 2008; Thobega and Miller, 2007). In the study, the author measures the level of supervision such as pre-observation conferencing, post-observation conferencing, supervisor support, supervisor guidance and observation of supervision experienced by faculty members in agriculture education (Thobega and Miller, 2007).

Job dissatisfaction is related to poor supervision in the organization (Keashly, 1997). Different study stated that poor supervision is not only the cause of dissatisfaction but it also brings turnover. Employee satisfaction is associated with supervisor personality. The study proved that superior’s attitude to employees plays a significant role to motivate self-confidence and enhance productivity.

■3.0 HYPHOTESSES

- H1: Compensation practices are significantly correlated with job satisfaction at university faculty members.
 H2: Employee empowerment practices are positively correlated with job satisfaction of university faculty members.
 H3: Supervision is significantly associated with job satisfaction of university faculty members.
 H4: HRM practices are perceived by the employees will positively affect job satisfaction.

■4.0 METHODOLOGY

University faculty in Pakistan is selected from Federal Urdu University of Science and Technology (FUUAST) Islamabad. It is the public sector university in Pakistan. The respondents consist of lecturers, assistant professors and associate professors. A sample of 120 faculty members from same university but different faculties.

The proposed study consists of HRM practices includes compensation, employee empowerment and supervision practices. The reason is that these practices reflect not only financial constraints but also the authority of the whole HR practices. Compensation practices: 6 item measures by Tessema and Soeters (2006) Cronbach's alpha of the instruments is 0.70, Employees' psychological empowerment was calculated by using 12-item Likert scale adopted from Spreitzer (1995). This focuses on the perception of employees like, self-determination meaningfulness, competence and impact. Reliability of the instrument was 0.86 is declared by (Hair et al., 2010). Job satisfaction instrument was measured using the 9-item of Spector (1985). Cronbach's alpha of the instrument is 0.79.

■5.0 CONTRIBUTION

For last three decades, researchers are doing research on job satisfaction in university faculty members but no research done on the selected area and university of Pakistan. When the faculty members of universities in Pakistan are satisfied with their job and organization then the quality of education will be improved. Due to following research we compare the satisfaction level of the faculty members who are working in selected university and find out the variables which are more valuable variables to enhance the satisfaction level in university teacher. To identify variables which affect the job satisfaction level of university faculty and then implementing their result practically.

Table 1 Frequency distributions

Demographic Variables	Category	Frequency	Percentage
Sex	Male	85	70.83%
	Female	35	29.17%
	Total	120	100%
Age	Less than 30	20	16.67%
	Between 30 to 40	75	62.5%
	More than 40	25	20.83%
	Total	120	100%
Educational Level	Master level	70	58.33%
	M.Phill and P.hD	50	41.67%
	Total	120	100%
Experience	Less than 3 years	72	60%
	Between 3 and 5 years	20	16.67%
	Between 5 and 7 years	15	12.5%
	More than 7 years	13	10.83%
	Total	120	100%

■6.0 RESULTS

In Table 1, respondents were divided demographically. Male respondent were in majority of 70.83% and the remaining 29.17 % was female respondent. According to age group 16.67 % are less than 30, 62.5 are in between 30 and 40 years and the remaining are more than ages 40 are 20.83%. According to educational level Master Level respondents are 58.83% and Mp.ill and PhDs level Respondents are 41.83%, while table 1 also shows that due to experience based the respondents less than 3 years are 60% and 16.67% are between 3 to 5 years, 12.5% are from 5 to 7 and remaining are more than 7 years.

Descriptive Statistics and Correlation

The variables were measured by the five Likert scale from strongly agree to strongly disagree. From the Table 2 the mean of the variables is in between 3.12 to 4.01 with standard deviation from 0.55 to 0.71 therefore, from the table it is clear that compensation, psychological empowerment and supervision have significant correlation at the 0.01 level of significance.

Table 2 Mean, standard deviation, reliability analysis, correlation matrix

Variables	Mean	S.D	Min	Max	Cronbach' Alpha	1	2	3	4
Job satisfaction	3.57	0.71	2	4	0.83	1			
Compensation	4.01	0.63	2.8	3.2	0.91	0.590	1		
Psychological Empowerment	3.73	0.58	1.5	4.1	0.85	0.701	0.641	1	
Supervision	3.12	0.55	2.5	2.5	0.75	0.732	0.69	0.63	1

7.0 CONCLUSION

This study observes the link between the HR practices and job satisfaction of the employee in the educational sector of the Pakistan. In which there was a positive relationship among the compensation, supervision, psychological empowerment and Job satisfaction, which is very important in the retaining of the human capital in private or public sector universities of Pakistan. The implementation of this study is very important to provide the peaceful environment and packages for the faculty members. These findings are consistent with the observations of the Al-Swidi et al (2012) and Mumtaz et al (2011). The study was limited to cross sectional research which ignores the dynamic nature among the variable in the study. By using likert scale to calculate employee perceptions concerning some other variables can produce biased data.

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