

## HRM PRACTICES AND JOB SATISFACTION: AN IMPACT STUDY WITH REFERENCE TO HIGHER EDUCATION SECTOR OF UTTAR PRADESH

Dr. B. K. Gupta

Associate Professor, Department of Education

Jawaharlal Nehru Memorial Post-Graduate College, Barabanki (U.P.)

### ABSTRACT

*In-depth researches on organizational citizenship behaviors (OCB) have considered OCB as a bundle of positive behaviors that enhances organizational productivity. These behaviors describe the actions in which individuals are prepared to go above and beyond their stipulated roles requirements to work towards achieving strategic goals. OCB has been linked to indicators of person, community, and firm success in numerous studies. According to researchers, OCB is the cheapest and most cost-effective method for developing competence and achieving organizational effectiveness. So far, one of the most powerful predictors of firm success has been OCB. The antecedents of OCB, on the other hand, have not been extensively investigated. The relationship between OCB and creative human resource activities has been studied extensively in the literature. Although these studies have shown that both constructs are interesting and useful in the workplace, it is unclear if these behaviors have an effect on individual or organizational OCB variables. The aim of this paper is to clearly define the connection between creative human resource practices and OCB. Innovative human resource strategies have a significant effect on the altruism, courtesy, and civic morality aspects of organizational citizenship behaviors, according to a thorough review.*

**Key words:** Human Resource Management Practices, Higher Education Institution, Job Satisfaction.

### INTRODUCTION

Human resources have long been regarded as the most critical component of any organization's growth and progress, whether public or private. Human Resource Management (HRM) is described by Beer et al. (1984) as a planned strategy for all management activities that affect the relationship between the company and its employees. There is a global need to adopt good HRM practices in order to maintain a skilled and competent workforce and improve organizational efficiency. Employees are, without a doubt, one of the most important tools in any company, as well as the most valuable commodity and subtle factor of development. Any organization's success is largely dependent on employee results in terms of achieving the organization's objectives (Danish and Usman, 2010). Organizations must implement good practices and pursue a planned strategy to strengthen HRM in order to develop a competitive advantage (Khan, 2010). In the age of globalization, implementing unique and modern HR activities has been seen as a viable method for achieving the organization's goals (Mohrman et al., 1995). Most companies concentrate on Total Quality Management (TQM) in order to stay ahead of the competition, and thus overlook the importance

of staff and overall human resource efficiency in the organization's growth and progress (Khera, 1999). Ineffective HRM activities decrease employee satisfaction and, as a result, affect their loyalty to the company. The way tasks delegated to workers are fulfilled, the feel-good element, and a sense of worthiness are all important factors in an organization's performance. In today's competitive environment, intangible assets, such as intellectual capital, must be kept operational in order for businesses to be more fertile and responsive to their shareholders' needs (Malik et al. 2010). Higher educational institutions, which are intended for both study and teaching, should focus on, retain, and assist in the growth and promotion of their workers, as well as increasingly cope with competitive advantages in order to achieve their organizational objectives. As a result, universities must recruit a well-trained and motivated workforce in order to conduct research and training more efficiently and effectively (Lew, 2009). Many studies have shown that improved human resources management (HRM) practices allow university employees to be more engaged in their work, which is critical to the success of the institutions (Chen et al., 2009; Shahzad et al., 2008).

Over the last few decades, academic researchers have focused more on employee behaviour, which is more important for organizational performance and determining work satisfaction. Academically, enhancing employee and organizational performance has always been a top priority for an organisation for decades, and as a result, job satisfaction has been investigated as a best indicator of positive work-related outcomes such as improved performance. Employees must be happy with their jobs in order to maximize morale and efficiency, which would reduce employee turnover and absenteeism. Teachers in higher education institutions who are happy with their work are more interested in teaching and delivering high-quality education to their students. In a developing nation, manpower is regarded as the most important indicator of its economic health. It means that if people are educated, they will eventually contribute to the country's growth and productivity.

## **REVIEW OF LITERATURE**

Participation, empowerment, task rotation, self-directed work teams, and contingent compensation are five components of HRM activities that are explicitly and substantially correlated with employee job satisfaction, according to Gurbuz (2009).

According to Iqbal et al. (2011), HRM activities in public and private universities vary significantly. Human resource management practices in public universities are better applied than in private universities. Private colleges, on the other hand, have greater performance evaluation practices than public universities.

Majumder (2012), on the other hand, found no positive relationship between employee job satisfaction and nine HRM dimensions (recruitment and selection systems, compensation package, job security, career growth, training and development, management style, job design and responsibilities, reward and motivation, and working environment) based on nine HRM dimensions (recruitment and selection systems, compensation package, job security, career growth, training and development, management style, job design and responsibilities, reward and motivation, and working environment). Employees are generally

dissatisfied with their pay package, as well as their training and development, role design and responsibilities, management style, incentive and encouragement, and career advancement opportunities.

Similarly, Qazi & Jeet (2016) found that academic staffs of government educational institutes are moderately happy with overall HRM activities in their analysis based on a random sample using a questionnaire of 526 faculty. Employees expressed a higher degree of satisfaction with preparation, teamwork, and employee engagement, but less satisfaction with performance appraisals and compensations. Furthermore, no substantial differences in HRM practices between government and private educational institute faculty members have been identified.

Furthermore, it has been proposed that academic workers in both government and private sector universities have a good relationship between work satisfaction and HRM activities. Mumtaz et al. (2011) investigated the complex process in Peshawar universities where HRM practices (e.g., employee performance appraisal practices, promotion practices, compensation practices, and empowerment practices) were used, and found that HR practices (independent variables) had no effect on employee job satisfaction (dependent variable).

Hinai and Bajracharya (2014) investigated the factors that influence academic staff job satisfaction in a Higher Education Institution in the Sultanate of Oman, finding that remuneration and growth, job status, management support, apprentices, colleagues, and workload are six major factors that influence academic staff job satisfaction in the study area. The data analysis showed a positive and direct association between work satisfaction and all six factors (independent variables) (dependent variable). This research was carried out with the following goals in mind.

## **RESEARCH METHODOLOGY**

This study is based on Secondary Data.

## ***OBJECTIVES OF THE STUDY***

- To investigate the current state of HRM activities in the higher education market.
- To look at how HRM activities affect employee work satisfaction.

## ***HYPOTHESES***

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

## ***PROBLEM OF STATEMENT***

Human resources have long been regarded as one of an organization's most important assets. Human resource management activities have received a lot of attention since the shift from material management to human resource management in both private and public organizations. While there is a wealth of information on HRM practices in industry and business, information on higher education institutions that deal

with human resources on a daily basis is scarce. Since the human resource is the most important component of the higher education system, it is critical to pay close attention to HRM activities in order to strengthen it. If there is no successful implementation of plans and policies for the growth of human capital in the higher education sector, all of the facilities, services, and advanced infrastructural conveniences will be unused. As a result, top management must cultivate workers in higher education institutions in order for them to accomplish their objectives efficiently and effectively.

It is important to study existing HRM activities in government and private organizations in order to improve the system's success. The private and government universities in Peshawar have been used as a model in this report. Better HRM procedures, according to the reports, increase job satisfaction and organizational/institutional effectiveness. Recognizing the importance of HRM practices and their effect on job satisfaction, the current study will focus on evaluating the current HRM practices in universities of Uttar Pradesh.

## **CONCLUSION**

The primary goal of this research was to see whether human resource management activities had an effect on employee work satisfaction in a higher education institution. According to the findings, most government teaching employees' job satisfaction is not strongly correlated with the recruitment and selection process, while non-teaching workers at private universities' job satisfaction is not highly correlated with the training and development process. The research also discovered that HRM activities at public and private universities vary significantly. The study discovered a strong positive association between HRM activities and job satisfaction among academic and non-academic workers at both government and private educational institutions. Independent variables are closely related to the dependent variable, according to the findings. To put it another way, such HRM activities (recruitment and selection, training and growth, and performance appraisal) have a huge effect on employee job satisfaction.

## **REFERENCES**

- [1] A. Mumtaz, I. Khan, H. D. Aslam, B. Ahmad, Impact of HR practices on job satisfaction of university teacher: Evidence from universities in Pakistan, International Knowledge Sharing Platform, 1(3), 2011, 10-17.
- [2] Z. Al Hinai & A. Bajracharya, A study on the factors affecting job satisfaction of academic staff in higher education institution, International Institute of Social and Economic Sciences, 2014.
- [3] E. Appelbaum, T. Bailey, P. Berg, A. L. Kalleberg, Why high-performance work systems pay off, Cornell University Press, 2000.

- [4] M. Beer, B. A. Spector, P. R. Lawrence, D. Q. Mills, R. E. Walton, *A Conceptual View of HRM, Managing Human Assets*, New York: The Free Press, 1984.
- [5] S. H. Chen, H. H. Wang, K.J. Yang, *Establishment and Application of Performance Measure Indicators for Universities*, *The TQM Journal*, 21(3), 2009, 220—235.
- [6] M. Coetzee, D. Schreuder, *personnel psychology: an applied perspective*. South Africa: Oxford University Press, 2013.
- [7] R.Q. Danish, H. Usman, *The impact of reward and recognition on job satisfaction and motivation: an empirical study from Pakistan*, *International Journal of Business and Management*, 5(2), 2010.
- [8] M. U. Garcia, *Training and business performance: The Spanish case*, *The International Journal of Human Resource Management*, 16(9), 2005, 1691-1710.
- [9] M. Z. Iqbal, M. I. Arif, and F. Abbas, *HRM Practices in Public and Private Universities of Pakistan: A Comparative Study*, *International Education Studies*, 4(4), 2011, 215-222.
- [10] M. A. Khan, *Effects of Human Resource Management Practices on Organizational Performance — An Empirical Study of Oil and Gas Industry in Pakistan*. *European Journal of Economics, Finance and Administrative Sciences*, 2010.
- [11] S. Khera, *Just How Important Is It?* *Business Age* 1: 36, 1999.
- [12] T. Y. Lew, *Linking human resource management practices with affective organizational commitment, professional commitment and turnover intention*, *The Journal of International Management Studies*, 4(2), 2009, 104-115.