



RESEARCH PAPER

College Teachers' Satisfaction regarding Human Resource Management Practices in Private Sector Colleges

¹Salma Malik ²Dr. Muhammad Adnan Maqbool ³ Altaf Ghani

1. M.Phil. Scholar, Department of Education University of Education, Lahore, Punjab, Pakistan
2. Assistant Professor, Department of Education University of Education, Lahore, Punjab, Pakistan
3. Assistant Professor, Institute of social and cultural studies, Bahauddin Zakariya University Multan, Punjab, Pakistan

***Corresponding Author:** salmamalik1109@gmail.com

ABSTRACT

The primary objective of this research was to study the level of male & female teacher satisfaction regarding human resource management practices. This study was descriptive in nature, and the survey method was used to determine the answer to these objectives. The population of this study was all private-sector colleges in the Rawalpindi region. A total of ten private colleges were selected with the help of a convenient random sampling technique. The total sample was two hundred and twenty-five, of which two hundred and ten questionnaires were returned. The same questionnaire was used to take the opinion of both male and female teachers. The instrument contained six domains and a total of forty-four items. To examine the level of satisfaction of both male and female teachers regarding human resource management practices, mean, standard deviation and t-tests were used. The result shows that human resource management must be implemented appropriately in private sector colleges of the Rawalpindi region. It is recommended that private sector educational institutions focus on and implement human resource management practices in their institutions for better development of institutions and teachers as well.

KEYWORDS Human Resource management, Satisfaction, College Teachers

Introduction

In developing nations, worker availability is viewed as the primary indicator of economic health. This matter shows that people are well educated and will be donated to the improvement and efficiency of the nation. In educational institutions where the teachers are delighted with human resource management practices, they will grow their interest in teaching and will pr excellent education to their students.

According to Reina et al. (2021), the activities engaged in the deliberate realization of HRM are also known as HRM practices. Harney, Dundon, & Wilkinson (2018) said these practices, development and training, employee benefits and compensation, safety and health, recruitment & selection of employees could affect their satisfaction level.

Some researchers say these practices influence employees' behaviour, performance, and attitudes. HRM is a route of obtaining, directing, evaluating, and comparing employees and listening to their labour interactions, fairness, health, and safety concerns. Employee dissatisfaction with HRM practices such as compensation packages, training & development, management style, reward & motivation, and job design is more common than with other human resource management practices. Whereas a higher level of satisfaction is shown in teamwork, training & development, and employee participation, employees reveal less satisfaction with performance appraisal and compensation. To achieve its goals, any institution focuses on human resource management practices, such as training, recruitment, promotion, positioning, working assessment, incentives, etc., to enhance productivity.

It is necessary to detect the correlation between teacher satisfaction and HRM practices of private sector colleges in Rawalpindi. It is one of Pakistan's major cities where HRM practices should be more utilized in the private educational sector or better regarded. This research aims to explore HRM practices on teacher satisfaction in the Rawalpindi region to fill a gap in the literature, improve academic quality at the college level, and fulfil institutional and educational goals in the private sector.

There are three resources, financial, physical, and human, that every organization has. The organization's human resources are, without a doubt, the most important ones. These people can either hasten organizational development or halt it altogether. Depending on an organization's nature and the prominent individuals contributing to creating a learning environment, different elements inspire employees differently. College teachers play a significant role in promoting a high level of education by empowering their students to participate as global citizens in society. It is only practical if college instructors are sufficiently motivated to achieve their goals. Colleges are built on their faculty members. Without question, teachers are the architects of a healthy, forward-thinking society in any nation. Therefore, it is essential to have highly driven teachers, especially at private colleges where teachers' satisfaction is widely desired. Only if instructors are willing to put up their best effort can high-performance work systems be developed with the bravery and devotion necessary.

The most wrathful assets of an organization are management, employees who contribute separately and jointly to attain the goals are done via the strategic and cogent human resource management practice. According to Khan (2010), there is a need for a strategy to improve performance and to develop and apply HRM practices in a dynamic corporate environment. The efficient administration of HR is key for attaining the institution's objectives and preserving its competitive edge. A crucial element in a nation's growth is education. Teachers contribute significantly to education by facilitating learning and promoting discipline, ultimately improving the quality of life and benefiting the individual and society. Every country's most essential institutional structure is education, which is crucial to its progress. It permits a nation to stand on its own two feet. Even in countries like Pakistan, the importance of education is recognized. The government is also willing to invest in this industry in this competitive period. Private colleges in Pakistan frequently have an excellent status, are well-furnished, and have helped the government avoid a loss of local money that would have occurred if young people left to study overseas (Ardic & Bas, 2002). Institutions are expected to offer supporting and hospitable quality education to help students succeed in their practical and real lives in the following years (Pascarella & Terenzini, 2006). Enhancing teacher satisfaction increases institution revenues and aids in the development of institutions (Dubrovski, 2001). According to a previous study, teachers are an organization's most valuable asset, and happy teachers must address the demands of their pupils (Czekajewski, & Ferdman, 2001). Teachers' satisfaction has an impact on the effectiveness of the institution. For the well-being of students and the improvement of institutions, teachers are crucial. They are prepared to contribute to a positive work environment and work with the institution to meet the objectives specified. Teachers work at educational institutions and can obtain teacher satisfaction through a positive working environment. Therefore, the community must urgently offer suitable working conditions and meet the instructor's needs to achieve the best possible performance while teaching and doing exceptional research work. HRM is relatively new, having only emerged in the 1980s (Dessler, G. 2014). Teaching is one of those professions where performance entirely depends on how happy one is with one's job or their institution's HRM practices, various aspects of one's employment, and workplace culture (Newstrom & Davis, 2012). The fulfilment of a worker's assigned tasks and the results produced by a certain job function or activity within a given time frame represent the employee's performance (Nadarajah, et al., 2012). Several HRM literature studies have examined how HRM practices affect workers' productivity and satisfaction (Khera, 2010, Choi, & Lee, 2013).

However, all those study projects either looked at HRM practices and employee performance or HRM practices and work satisfaction. If academic staff members are not happy with HRM practices, they won't be able to work better or support Pakistan's education system. Determining the degree of satisfaction of faculty members at private institutions in Pakistan is the main goal of this study. According to Wagner et al., (1987) and Wright et al., (1997), employee happiness is crucial in an organization since efficiency relies on it. If the staff of an organization is happy, they can perform well and contribute positively to the organization's rising.

The efficacy and efficiency of human resource management are issues that the education sector must address. The growth of an educational institution depends on the HRM procedures used to recruit, retain, and prepare instructors to work there (Dessler, 2007). Performance and happiness are constantly connected. Teachers will be more invested in and devoted to their careers if they are happy with HRM practices in their institutions. Teachers are glad that HRM practices in their institutions impart knowledge to their pupils with enthusiasm and commitment to maximize learning. When workers are happy, they are more dedicated, creative, and productive for their companies. Some human resource procedures and processes may impact people's performance and behaviour (Gerhart, Hollenbeck, Noe & Wright, 2007).

To achieve corporate goals, Schermerhorn (2001) defines human resource management as a systematic method for attracting, developing, and maintaining personnel. The goal of HRM, according to Wilson (1994), is to recruit, train, and retain personnel for an occupation. HRM includes several tasks that help an organization organize its staff. Staffing, training, development, and employee motivation are the four fundamental duties of human resource management, according to Decenzo and Robbins (1998). These are the methods used in human resources to turn people into competent and motivated assets to achieve corporate goals (Senyucel, 2009).

HRM in Pakistan is strongly correlated with teacher's performance and several factors that affect employee happiness, such as workplace attitude, employee effort, organizational support and dedication (Gould William et al., 2003). Although the HR departments at several Pakistani educational institutions are operational, they need clear guidelines. Educational institutions typically outsource recruiting, selection, and training. HRM is seen differently through several administrations.

The main responsibility of any college administration is to utilize available human and material sources as efficiently as possible to achieve the college's goals. It is necessary to decide how many teachers will be hired, choose the best candidates through skills & abilities, necessary knowledge, recognize needs and meeting them, train to advance skills, assess output, offer pay commensurate with employee's accomplishment, and stipulate the right environment to support it in carrying out their responsibilities. The instructor is one of the key factors in making education worthwhile and fruitful. A teacher instructs, mentors, inspires, seeks to solve difficulties for pupils, and possesses the academic knowledge and professional abilities required for their position. To make teachers happy employees at their workplaces, disclose the abilities they possess, actively exploit their potential, and fulfil organizational objectives, democratic management that prioritizes people is necessary. The college administration has a responsibility to integrate organizational aims with personal ambitions. Teachers who have confidence in their ability to achieve their objectives will feel more connected to the organization and more conscious of their professional productivity. HRM oversees several factors, including whether or not instructors are happy and content with their institution's HRM practices, inspired by their work, and able to articulate their wants and aspirations adequately. Colleges need to adapt their structure and operation to our rapidly changing society. Countries have evolved into industrial societies in the modern world. Consequently, society recognized that the body of scientific knowledge is expanding quickly. In this regard, college structure and management knowledge adjustments should

reflect changes such as advancements in communication instruments and increasing communication intensity. Due to their favorable physical and financial circumstances, private colleges have been able to adjust to these changes more quickly. Teachers happy with their institutions' HRM practices demonstrate a keen interest in their job and provide excellent training. Students with dedicated lecturers will exhibit proficiency in a variety of real-world situations. Pakistan will therefore grow stronger in the field of education.

Most studies on this topic were conducted in industrialized and Western nations, but more work was needed to look at it from the perspective of private college teachers in Asia, particularly Pakistan. This research intends to examine teacher's satisfaction concerning HRM practices in the private sector colleges in the Rawalpindi region.

There are many studies on work satisfaction and others on university professors about human resource management, but there are few studies on the college level, particularly in the private sector. This research aims to observe how satisfied teachers are with the human resource management methods used in the Rawalpindi area.

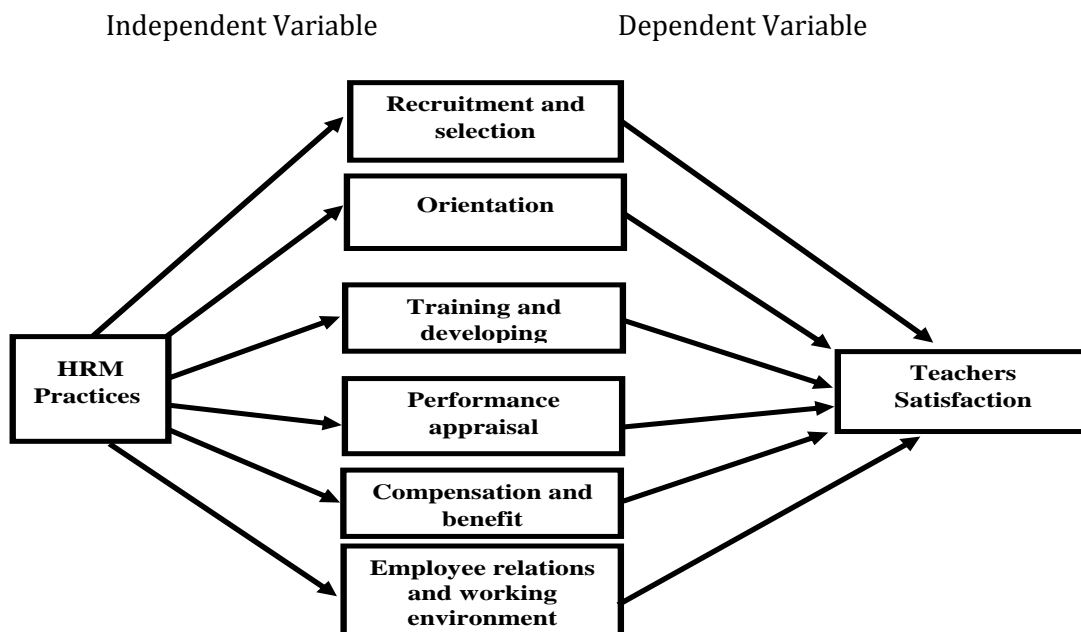
The researcher identified a research gap in the need for studies examining teacher's satisfaction regarding the HRM practices in the private college sector in the Rawalpindi region. Previous studies have focused on secondary, college, and university education levels, especially in the public sector. No researcher in Rawalpindi has studied teacher satisfaction in the private college sector.

Functioning Definitions

HRM Practices

Recruiting, hiring, developing, and managing an organization workforce are distinguished as HRM practices. It is recognized as a procedure that involves hiring individuals, providing them with training, rewarding them, creating regulations about individuals/employees, and creating maintenance plans. It is referred to as human resources (HR). This term was used in the 1900s for the first time. Any educational institution's growth is heavily reliant on HRM because it allows for the recruitment, retention, and preparation of teachers (Dessler, 2007).

Conceptual Framework



The above-given figure is about the conceptual framework of the study. This study examined six human resource management strategies: training and development, working environment, employee relations, remuneration and benefits, performance assessment and orientation.

These six strategies were considered independent, and teacher satisfaction was considered a dependent variable in this study. The topic of this research study was to analyze the teacher's satisfaction concerning HRM practices in private sector colleges of Rawalpindi region.

Material and Methods

Research Design

The study aimed to determine how satisfied teachers were with the HR procedures used in the private colleges in the Rawalpindi region. This research study was quantitative in nature. Descriptive research was used as a research design, and a survey technique was used to obtain data. The teacher's opinions of the private sector colleges of the Rawalpindi region regarding HRM were assessed using a well-designed questionnaire.

Population

The targeted population of this research was teachers at private colleges in the Rawalpindi region. There were 47 privately – operated colleges in the Rawalpindi region (https://hed.punjab.gov.pk/degreec_rawalpindi).

Sample and Sampling Technique

A sample of this research was taken from private colleges in the Rawalpindi region. The total sample of this research study was almost two hundred & twenty – five teachers. The weightage of male & female teachers was almost equal. The sampling procedure for the research was convenient random sampling for colleges and teachers.

Research Instrument

A questionnaire was adopted as a research tool for this research study. The agreement was taken with the author to apply this instrument. The questionnaire for this study was comprised of six domains. These categories included orientation, selecting and recruiting employees, development and training, evaluations of performance, benefits and compensation, and employee relations and the workplace setting as a whole forty-four items were comprised in this instrument.

Five points Likert scale was utilized for the questionnaire in which: Strongly Disagree (SD) for point 1, Disagree (DA) for 2, Neutral (N) for point 3, Agree (A) stand for point 4, and finally, Strongly Agree (SA) for point 5

Validity & Reliability of the Instruments

The legitimacy and reliability of instruments were already established by the author/researcher.

Procedure for Data Collection

Data were collected through personal visits. The researcher visits private colleges in the Rawalpindi region to collect the data by using a questionnaire. A total of two hundred and twenty – five questionnaires were distributed from different sources among the

teachers for data collection. But two hundred and ten questionnaires were returned from the teachers. Data were collected in the month of January 2023.

Data Analysis

The study’s objectives were kept in focus while collecting, analyzing, and tabulating the data for research. After getting data, it was examined by using Statistical Package for Social Science (SPSS). SPSS Version 25 was utilized to investigate the obtained data. Simply descriptive analysis (Mean & S.D) was applied for data analysis. The mean of males and females t-tests were used to compare the difference. The mean, standard deviation, and t-test were used to evaluate the data in both descriptive and inferential statistical ways.

Results and Discussion

Table 1
Data Analysis

Items	Variables	Males			Females		
		N	M	S.D	N	M	S.D
1.	R & S	105	3.75	1.14	105	3.90	1.13
2.	R&S	105	3.71	1.08	105	3.83	1.00
3.	R&S	105	3.86	1.22	105	3.50	1.10
4.	R&S	105	3.44	1.16	105	3.21	1.22
5.	R&S	105	3.28	1.02	105	3.19	1.00
6.	R&S	105	3.27	1.02	105	3.24	1.05
7.	R&S	105	3.48	1.06	105	3.39	0.99
8.	R&S	105	3.67	1.18	105	3.77	1.06
9.	Orientation	105	3.50	1.05	105	3.61	1.17
10.	Orientation	105	3.46	1.14	105	3.39	1.22
11.	Orientation	105	3.14	1.05	105	3.19	1.08
12.	Orientation	105	3.23	1.01	105	3.26	1.00
13.	Orientation	105	3.29	1.15	105	3.35	1.06
14.	Orientation	105	3.29	1.25	105	3.22	1.26
15.	T & D	105	3.46	1.18	105	3.41	1.27
16.	T & D	105	3.56	0.94	105	3.35	1.10
17.	T & D	105	3.25	1.01	105	3.25	0.97
18.	T & D	105	3.15	1.07	105	3.27	0.99
19.	T & D	105	3.43	1.25	105	3.35	1.40
20.	T & D	105	3.36	1.11	105	3.44	1.04
21.	T & D	105	3.47	0.99	105	3.34	1.09
22.	T & D	105	3.75	1.05	105	3.61	1.10
23.	PA	105	3.65	1.01	105	3.20	1.17
24.	PR	105	3.56	1.06	105	3.48	1.04
25.	PR	105	3.35	1.16	105	3.47	1.11
26.	PR	105	3.37	1.12	105	3.47	1.06
27.	PR	105	3.21	1.13	105	3.27	1.06
28.	PR	105	3.03	1.22	105	3.29	1.09
29.	PR	105	3.35	1.18	105	3.14	1.18
30.	PR	105	3.14	1.19	105	3.14	1.18
31.	PR	105	3.41	1.07	105	3.38	0.99
32.	PR	105	3.48	1.12	105	3.29	1.13
33.	C & B	105	3.45	1.15	105	3.29	1.28
34.	C & B	105	3.29	1.19	105	3.58	1.09
35.	C & B	105	3.26	1.08	105	3.36	1.03
36.	C & B	105	3.17	1.19	105	3.05	0.97
37.	C & B	105	3.18	1.24	105	3.16	1.03
38.	C & B	105	3.34	1.02	105	3.01	1.18
39.	ER & WE	105	3.59	0.98	105	3.13	1.18
40.	ER & WE	105	3.51	1.11	105	3.54	1.24
41.	ER & WE	105	3.22	1.01	105	3.52	0.92
42.	ER & WE	105	3.10	0.97	105	3.28	0.97
43.	ER & WE	105	3.18	1.16	105	3.18	1.05

44.	ER & WE	105	3.00	1.31	105	2.97	1.06
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Table 2
Data Analysis

Variable	Gender	N	Mean	S.D	df	t-value	Sig. (2-tailed)
Recruitment & selection	Male	105	3.51	.491	208	.071	.944
	Female	105	3.50	.483			
Orientation	Male	105	3.43	.49	208	.702	.483
	Female	105	3.38	.53			
Training & development	Male	105	3.43	.49	208	.702	.483
	Female	105	3.38	.53			
Performance appraisal	Male	105	3.36	.47	208	0.02	.307
	Female	105	3.29	.45			
Compensation & benefits	Male	105	3.28	.61	208	0.89	.374
	Female	105	3.22	.45			
Employee's relations & working environment	Male	105	3.27	.64	208	.84	.401
	Female	105	3.20	.59			

Findings

There were six variables in this study. The first major goal was the study was to measure the level of male & female teacher's satisfaction regarding human resource management practices. Regarding this goal, the study's very first variable was Recruitment & selection, in which the level of male & female teacher's satisfaction was almost average, not much high shown in Table 1 R & S (recruitment & selection) items one to eight. The second variable, named orientation, from items nine to fourteen, shows that there was an average level of satisfaction among male & female teachers in the private institutions of Rawalpindi region. The third variable, which is training & developing, shows that there was a normal satisfaction level of male & female teachers. The performance appraisal (PR) variable shows that male & female teacher's satisfaction level is average, not much high. The last two variables, which are compensation & benefits and Employee relation & working environment, displayed not a much higher level of satisfaction in male & female teachers regarding HRM practices, there was a very average level of teacher's satisfaction regarding these two variables.

The second major goal was to compare the level of male & female satisfaction regarding HRM practices. Table 2 illustrate the comparison of male and female teacher's satisfaction regarding the HRM process. First Variable, Recruitment & selection, display male teachers and female teacher's satisfaction level is almost equal. The orientation variable shows a very minor difference between male & female teachers regarding HRM practices. Training & developing variable shows a very minor difference between male teacher's satisfaction and their counterpart female. Performance appraisal showed very little difference. Compensation & benefits are variable, illustrating little difference between male & female teacher's satisfaction. The last six variables displayed very little difference between both gender teacher's satisfaction levels.

Research showed that the level of satisfaction between male & female teachers is not much higher. In comparison, both gender teachers were almost an equal level of satisfaction. The difference was very minor.

Discussions

One of the main goals of the study was to find out how male teachers felt about the use of human resources in private institutions in the Rawalpindi region. In the private colleges in the Rawalpindi area, the second goal of this study was to assess the level of female instructors regarding HRM practices. The study's last main objective was to assess a comparison of how satisfied male and female teachers were with current methods of human resource management. There were six items as a research question to be found in the result. The first research question was, "Is there any differentiation between male & female teachers regarding recruitment & selection practices?" The second research question was, "Is there any differentiation between male & female teachers regarding orientation?". The third question was, "Are there any training and development differences between male and female teachers?". The fourth question was, "Regarding performance reviews, are there any differences between male and female teachers?". Fifth, "Are there any pay or benefit differences between both gender teachers?" Sixth, "Regarding employee relations, are there any differences between male and female teachers? This research design was descriptive, and an investigation approach was employed. The population includes the private colleges in the Rawalpindi region. A total of ten private colleges were selected randomly. Two hundred and twenty-five questionnaires were divided, and two hundred and ten questionnaires were returned from respondents. So, the considered sample was two hundred and ten. A well-established questionnaire was adopted after the permission of the actual developer to measure the level of teacher satisfaction. A single questionnaire was used both for male and female teachers consisting of forty-four items. These items were divided into six domains: selection & recruitment, training & development, orientation, performance assessment, benefit and compensation, working environment and employee relations. The authenticity and consistency of the instrument were already examined by the actual developer. The outcome of this study displays that there is not much substantial difference between male and female teachers' opinions about these six HRM practices. Findings show that HR practices are at a moderate level in private-sector colleges. It was recommended that private colleges could improve their performance regarding human resource management practices.

Conclusion

1. Results of this research show that HRM practices are at a moderate level in the private sector colleges in the Rawalpindi region.
2. Some human resource management practices are executed better than other HRM practices.
3. Results of the study shows that the orientation program needs to be arranged for new teachers.
4. It is seen in some institutions that the performance appraisal of teachers should have been scrutinized more wisely.
5. Results show that the appraisal's objective was unclear to teachers.
6. Results found that private college training programs are irrelevant to their professional needs.
7. Study results show that the opinions of both male & female teacher's concerning Human Resource processes are almost similar at self – finance sector colleges in the Rawalpindi region.
8. It was found that private colleges did not facilitate the teachers to attend courses regarding their professional development.
9. It is found through teacher opinions that pay and compensation practices are not very satisfactory in the private sector colleges in the Rawalpindi region.

Recommendations

1. In private institutions, choosing teachers must be done based on merit.
2. Benefits and compensation procedures should be given greater weight there.
3. To keep instructors engaged, private institutions need to implement real hiring & preference, wage & remunerations, development & training, orientation, worker relationships, performance review, and working environment procedures.
4. Selection and recruitment, benefits and compensation, development and training, orientation, performance assessment, working environment and worker relationships practices needed to be appropriately implemented to achieve institution and education objectives.
5. HRM practices departments should be established in almost all private colleges.
6. More studies on alternative methods of HRM in the private sector are required.
7. Only six HRM activities, selection and recruitment, wage and benefits, development and training, orientation, working environment, performance assessment and worker relationships, were the focus of this study; additional HRM practices may be the subject of future research in the public and private sector.
8. It is required to study at several levels, including those of various provinces, districts, divisions, and regions.

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