

## **Teachers' Satisfaction regarding Human Resource Management Practices in Technical Institutions of Lahore**

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### **Abstract**

The study aimed to investigate the satisfaction of technical teachers regarding human resource management practices in terms of recruitment and selection, training and development and compensation practices. The study was descriptive in nature and cross sectional survey design was used to carry out this study with technical teachers in Lahore. Proportionate stratified sampling technique was employed to select a sample of 208 technical teachers from private and public technical institutions of Lahore. The researchers used a self-developed research instrument comprising three basic practices of HRM and was piloted with a sample of 29 technical teachers. The quantitative analysis inferred better satisfaction level of technical teachers in public institutions rather than in private institutions. Moreover, there was no significant difference among technical teachers' satisfaction regarding HRM practices with respect to their demographics. Finally, the researchers identified some recommendations to improve the HRM Practices in technical institutions.

**Keywords:** Teacher satisfaction, human resource management, training and development practices, recruitment and selection practices, compensation practices.

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## **Introduction**

According to Economic Survey (2014), Pakistan is at 10<sup>th</sup> number in the world with reference to the size of the labor force. The development of human resource is a very big issue in our country and technical education plays an important role for human development but unfortunately this is not being given due importance.

Education sector is facing challenges of effectiveness and efficiency of human resource management. The development of an educational institution depends on HRM practices through which teachers are hired, motivated and prepared for serving the institution (Dessler, 2007). Job satisfaction is always inter-linked with performance. If teachers are satisfied with their job, they will be more involved in and committed to their profession. Satisfied teachers teach the students with passion and devotion to get the maximum results from the students. Employees' satisfaction increases their commitment, creativity and production for their employers. Human resource consists of some practices and systems that may affect the performance and attitude of the employees (Gerhart, Hollenbeck, Noe & Wright, 2007).

Technical education is very important in the modern age. Developed countries have gained prosperity through the progress in technical education. The basic aim of technical education is to produce engineers, mechanics and technicians, who play the vital role in improving the industries of a country. Therefore, whole process of technical education relies on technical teachers who are overall responsible to impart the particular skills among the students. So, the satisfaction of technical teacher is very important factor to enhance the human development of country.

## **Theoretical Background and Rationale of the Study**

According to Schermerhorn (2001), Human Resource Management is a systematic process through which employees are attracted, developed and maintained for the sake of organizational objectives. Moreover, Wilson (1994) viewed HRM that aims to attract, develop and maintain an organization's employees. HRM comprises with some activities to organize the workforce in an organization. Decenzo and Robbins (1998) defined four basic responsibilities of Human Resource Management: staffing, training, development and motivation of employees. These are the practices of human resources through which employees are considered as asset to make them motivated and skilled for gaining the organizational goals (Senyucel, 2009).

In Pakistan, in both public and private sector, HRM is significantly related with job performance and various aspects of employees' satisfaction including employees' effort, commitment, workplace attitude and organizational support (Gould-William, 2003). Some educational institutes of Pakistan have a functional HR department but these departments have no well-defined parameters. Educational Institutes usually outsource for recruitment and selection, training and development. Different organizations have different perceptions about HRM. Human Resource Management develops a fair and transparent system which provides employment opportunities without any discrimination. HRM also focuses on justified promotions and insurance policy.

Due to political interference HRM cannot do its practices freely and effectively in public institution. On the other hand, private sector is quite independent in this regard. If public sector outsources HRM, it has to face some problems in application of HR practices. There is found a significant gap between rhetoric and reality of Human Resource Management practices in HR literature (Legge, 1995; Khilji & Wang, 2006; Iengnick-Hall et al, 2009). There can be a difference in "Intended HRM" and "Implemented HRM". HR practices cannot yield desired results until they are implemented in real sense (Khilji & Wang, 2006).

According to Davis and Newstrom (1999) job satisfaction can be defined as an employee's experience of various aspects of his job and the organization. Those aspects of job are considered more important which are related to work conditions and the nature of work. Job satisfaction is the general attitude of an employee towards his job. The salary package which the employee expects and the actual salary paid to the employee can cause a difference in satisfaction level (Robbins, 1998). Job satisfaction includes various aspects of an employee's job (Robbins, 2005). An employee's personal intention and work-place attribute can also influence an employee's job (Asadi, et al. 2008). Job satisfaction has been found as global construct possessing numerous dimensions to which employees immediately react. (Spector, 1997; Kreiter & Kinichi, 2006).

Many researchers concluded that effective HRM can enhance job satisfaction of an employee which will automatically lead to improve the performance of the organization (Appelbaum, Bailey, Berg & Kalleberg, 2000). Six elements of HRM are found to be in close relationship with employees' job satisfaction and recruitment practices, compensation policy, rewards, training and development and recognition (Dessler, 2007).

Pakistan is a developing country and the human resource management practices are at immature stage. These practices require a developed and well-defined execution system in education sector. Job satisfaction of teachers is much important for the continuing growth of educational system around the world. Recent studies have indicated very significant and positive effect of human resource management practices on teachers' satisfaction. Therefore, the study aims "to investigate the teachers' satisfaction regarding human resource management practices in technical institutions of Lahore".

The major objective of the study was to compare public and private teachers' satisfaction regarding human resource management practices at technical institutions. Moreover, it was aimed to investigate the male and female teachers' satisfaction regarding human resource management practices at technical institutions at Lahore.

### **Methodology**

The study employed a survey design and quantitative approach to find out teachers' satisfaction regarding HRM practices. According to the nature of population, stratified proportionate sampling technique was adopted for selection of participants. The total number of participants were 208 in the study and a self-developed research instrument including three HRM practices (Recruitment and Selection, Training and Development and Compensation) was used to collect the data. The instrument was made reliable through pilot testing and valid through the expert opinion. Therefore, researcher collected data through scheduled timeframe of appointments with teachers in technical institutions.

### **Data Analysis and Interpretations:**

#### **Research Question 1**

Which human resource management practice is considered most significant by the public and private technical institutions?

*Mean and standard deviation of human resource management practices used by the public and private technical institutions*

Institution	Recruitment and Selection	Training and Development	Compensation
<i>Public</i>			
<i>M</i>	44.60	42.88	43.59
<i>SD</i>	4.657	5.639	6.990
<i>N</i>	98	98	98
<i>Private</i>			
<i>M</i>	39.05	37.89	37.40
<i>SD</i>	4.205	4.354	4.860
<i>N</i>	110	110	110

This table represents the mean scores and standard deviation of public and private institutions regarding HRM practices. The mean score of public institutions teachers regarding human resource management practices of recruitment and selection was higher as compared to training and development and compensation practices. This indicated that the teachers of public institutions tend to be satisfied with recruitment and selection practices. Similarly, the mean score of private institutions teachers regarding human resource management practices of training and development was higher as compared to recruitment and selection practices and compensation practices. This indicated that the teachers of private institutions seem more satisfied with training and development practice.

## **Research Question 2**

Which human resource management practice is considered most significant by the male and female teachers of technical institutions?

*Mean and standard deviation of human resource management practices used by the male and female teachers of technical institutions*

Gender	Recruitment and Selection	Training and Development	Compensation
<i>Male</i>			
<i>M</i>	43.18	43.48	43.11
<i>SD</i>	4.404	5.093	6.287
<i>N</i>	147	147	147
<i>Female</i>			
<i>M</i>	43.64	43.25	44.41
<i>SD</i>	4.483	4.857	4.954
<i>N</i>	61	61	61

The table represents the mean score of male teachers regarding human resource management practices of training and development was higher as compared to the recruitment, selection practices and compensation practices. This indicates that male teachers of technical institutions are more satisfied with training and development practices. Likewise, the mean score of female teachers regarding human resource management practices of recruitment and selection was higher as compared to the training, development and compensation practices.

### Research Question 3

Is there any difference in public and private teachers' satisfaction regarding human resource management practices in terms of recruitment and selection?

*Comparison between public and private teachers' satisfaction regarding human resource management practices in terms of recruitment and selection*

Institution	N	Mean	SD	df	t-value	Sig. (2 tailed)
Public	98	44.60	4.657	206	0.891	0.037
Private	110	39.05	4.205			

Independent sample t-test was applied for making the comparison of teachers' satisfaction regarding recruitment and selection practices in terms of institution. As t-value (0.891) and significance level is less at  $p \leq 0.05$ . Therefore, a significant difference has been viewed in the scores of public ( $M=44.60$ ,  $SD=4.657$ ) and private ( $M=39.05$ ,  $SD=4.205$ ) technical teachers. So, there was a significant difference between public and private technical institutions. Therefore, the teachers of public institutions appear more satisfied with recruitment and selection practices than the teachers of private institutions.

### Research Question 4

Is there any difference in public and private teachers' satisfaction regarding human resource management practices in terms of training and development?

*Comparison between public and private teachers' satisfaction regarding human resource management practices in terms of training and development*

Institution	N	Mean	SD	df	t-value	Sig. (2 tailed)
Public	98	42.88	5.639	181.779	1.438	0.015
Private	110	37.89	4.354			

Independent sample t-test was applied to make the comparison among teachers' satisfaction regarding human resource management practices in terms of training and development. As t-value (1.438) and significance level is less  $p \leq 0.05$ . So, significant difference has been viewed in the scores of public (M=42.88, SD= 5.639) and private (M=37.89, SD=4.354) technical teachers. Therefore, an obvious difference has appeared in the satisfaction level of public and private technical teachers with respect to training and development practices.

### Research Question 5

Is there any difference in public and private teachers' satisfaction regarding human resource management practices in terms of compensation?

*Comparison between public and private teachers' satisfaction regarding human resource management practices in terms of compensation*

Institution	N	Mean	SD	df	t-value	Sig. (2 tailed)
Public	98	44.59	6.690	206	0.227	0.019
Private	110	37.40	4.860			

Independent sample t-test was used to make the comparison of public and private teachers' satisfaction regarding human resource management practices in terms of compensation. As t- value (0.227) is significant at  $p \leq 0.05$ , therefore, the difference in scores for public (M=44.59, SD= 6.690) and private (M=37.40, SD=4.860) are significant. Resultantly, there has been a significant difference between the teachers of public and private technical institution with respect to compensation practices. It is concluded that the teachers of public institution are more satisfied with compensation practices than the teachers of private institutions.

### Results

Mean analysis was also used to find which practice of human resource management was being considered most satisfactorily in public and private technical institutions of Lahore. Recruitment and selection were considered most satisfactory practices of human resource management in the public institutions. Likewise, training and development practice were considered most satisfactory human resource management practice of the teachers in private institutions.

Similarly, mean analysis was used to check which practices of human resource management has been considered most satisfactory by male and female teachers. According to male teachers, training and development practices were considered most satisfied practices as compared with recruitment, selection and compensation practices. Further, according to female teachers, the human resource management practice of recruitment and selection were most satisfactory practices as compared to the human resource management practices of training and development and compensation.

To find the difference in teachers' satisfaction regarding human resource management practices based on their institutions, Independent sample t-test was used.

A significant difference existed between public and private teachers' satisfaction regarding human resource management practices. In public technical institution, the teachers were more and less satisfied with human resource management practices. On the other end, the teachers of private technical institutions were not satisfied with human resource management practice. There is a somewhat defined criteria of recruitment and selection policies and procedures in public technical institutions. They organize training workshops for their teachers to make them more developed and competent. Moreover, they are provided with good privileges and great opportunities for their professional development. The teachers from private technical institutions were dissatisfied with recruitment policies and procedures followed by their institutions. They are not provided with proper trainings and professional development opportunities. Furthermore, the teachers of private technical institutions are not given appropriate compensation according to their qualifications and skills.

## **Discussion and Conclusion**

Rapid change in technology and globalization even change in students' demand has brought a revolution in our educational institutions. Moreover, an intense competition has been started among the institutions for attracting and giving quality education to the students. Private institutions have been emerged in our country with the aim of imparting more quality education to the students than the public institutions. Therefore, public institutions have to put more effort to compete with private institutions. Teachers have been considered a core component for the progress and credibility of an institution. Their satisfaction must be given first priority in both institution either private or public.



This study has been conducted with the teachers of technical institutions to find out their satisfaction regarding HRM practices at Lahore. The teachers of technical institutions play the most decisive role in the whole process but their work is directly influenced by the affairs of human resource management in technical institutions. The three major HRM practices have deep influence on the teachers' satisfaction with respect to their jobs. It is likely that the technical teachers were not satisfied with the execution of effective and efficient HRM practices in technical institutions. Results show that teachers' recruitment and selection, training and development and their compensation practices are strongly correlated with their job satisfaction.

Nasreen (2008), also described in her study that teachers in public institutions were satisfied with recruitment and selection practices. Although overall recruitment and selection practices are fine, the effect of political interference always matters in public sector institutions. The technical teachers had less satisfaction level regarding HRM practices of training and development as Jadoon and Jabeen (2006), concluded in their study as well. According to them training and development practices are weak and not appropriate in public institutions. The level of teachers' satisfaction in public technical institutions is higher than that of the teachers in private institutions regarding HRM practices. Private technical institutions provide fewer benefits to their teaching staff without any prescribed structure. Appreciation and motivational factor is also lack in private technical institutions. They are not awarded with appropriate salary, wages, remuneration and compensation according to their knowledge, qualification and skill. Moreover, compensation practices are the most important HR practices with respect to employees' satisfaction (Masoodul, Saad, & Asghar, 2013).

### **Recommendations**

Keeping in view the above results, discussion and conclusion, the researchers suggested some measures. Either public or private, technical institutions may have clear indication and structure of human resource management practices. Teachers may be hired strictly and fair by on merit basis through recruitment and selection practices without the interference of politics. The teachers need to be intimated about their performance and its link with institutional goals and expectations. Besides, technical institutions might organize the professional workshops and training sessions for their teachers' satisfaction. Likewise, technical institutions may have a transparent performance-based compensation procedures for the teachers.

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