



**RESEARCH PAPER**

**Satisfaction among Teaching and Nonteaching Staff Regarding Human Resource Practices and Employee Job Performance**

<sup>1</sup>Dr. Faiza Shaheen <sup>2</sup>Dr. Mahvish Fatima Kashif <sup>3</sup>Shumaila

1. Assistant Professor, Department of Education, University of Education Lahore, Faisalabad Campus, Faisalabad, Punjab, Pakistan
2. Assistant Professor, Faculty of Education, Lahore College for Women University, Lahore, Punjab, Pakistan
3. PhD Scholar, Department of Education, University of Education Lahore, Faisalabad Campus, Faisalabad, Punjab, Pakistan.

**\*Corresponding Author** [faiza.shaheen@ue.edu.pk](mailto:faiza.shaheen@ue.edu.pk)

**ABSTRACT**

The study aimed to investigate the satisfaction level of teaching and nonteaching staff regarding human resource practices in terms of recruitment and selection, training and development, performance appraisal and compensation. The cross-sectional survey design was employed to carry out this study. The researcher used a self-developed instrument comprising of four practices of human resource management and employee performance. Both cadres of teaching and nonteaching staff were selected for the purpose of the study. Out of 150 employees, number of teaching staff was 72 and non-teaching staff were 78. The major objective of the study was to compare the satisfaction level of teaching and nonteaching staff regarding human resource practices. The quantitative analysis inferred the same satisfaction level regarding HR practices of both cadres. Furthermore, there was no significant difference ( $p > .05$ ) found in the perception of teaching and nonteaching staff regarding HR practices. Relevant suggestions include improving human resource practices among employees.

**Keywords:** Employee Performance, Human Resource Practices, Teaching and Non-Teaching Staff

**Introduction**

There are many factors on which the growth of any organization depends. Its working mainly depends upon the resources it encompasses. Among many resources, human resource act as the basic pioneer block and results and output of any organization would be outstanding if the workforce and the manpower of any organization are equipped and managed well.

How the workforce can be equipped and managed well? It's a major question which an organization has to face in long and short run. But the answer is very simple, the work force management is wholly concerned with the practices an organization need to carry out to meet up their goals. Least discussed topic is the human resource, we can say generally in Pakistan. (Hashim et al., 2017; Rehman, 2012). Especially when we talk about the education sector, it is generally most highlighted figure in terms of its significance. Furthermore, sector of higher education brings social, economic reforms in the country by providing highly qualified graduates. If the organization give attention to their workforce; they become successful in gaining the competitive advantage in the market otherwise it is nearly possible for them to attain his kind of advantage (Wright, et al., 2003). This is only possible if sound HR practices are followed.

Four main practices considered being the most important and effective; namely compensation, performance appraisal, training and development, recruitment and

selection, if managed well enhanced their performance. These practices make the workforce more dedicated towards work and improve their performance. So, what is the performance of an employee? It is the actually that effort or struggle which an employee is able to exert or not able to do. In educational setting teaching and non-teaching staff both make up the workforce. These institutions take care of their employees by adopting and managing these HR practices. So, in order to know the impact of these HR practices we have to take the opinion of nonteaching staff along with these teaching faculty members.

### **Literature Review**

Developing countries give consideration to their human resources for the development purposes (Bennell, 1994; Grindle&Hilderbrand, 1995; Prah, 2004). The workforce helps the organization to reach their longterm goals along with their short term as well (Ali et al., 2014). Therefore, it is very important to know that how this output in terms of graduates or interns of any other productivity can be achieved. Qualified and experienced staff can do more and organization can meet their goals, if needs their employees are identified and managed well.

The most important thing for an organization's success is employee behavior on which the academic investigator has to focus more. The thing in discussion for over the last few decades in determining the job satisfaction and organization success is this employee's behavior. Many of the studies showed that employees' attitude, behavior and performance can be positively affected by adopting certain human resource practices (Theriou & Chatzoglou, 2014).

### **HR Practices and Employee Performance**

HR practices and employee job performance are interlinked, because employee's proficiency and output can be maximized by adopting these practices which not only motivate the employees but also the organization. Furthermore, in order to know the activities and performances of the employees, these approaches and methods are implemented on each employee (Sobotka & Platts, 2010).

Performance of the employees can be improved when the need of the training and development program can be identified, taking into account the consideration of compensation packages, by implementing well organized recruitment and selection programs and organizing performance appraisal system.

### **Training and Development**

Training and development are significant HR practices. An employer's attempt to give employees a chance to gain knowledge, and develop skills relevant to their jobs is known as a training program (Anam et al.,2013). Training and development go side by side by organizing updated training and development programs, an organization can overcome deficiencies of employees. It is the total process in which the information on basic skills and knowledge about work is given in order to enhance and promote learning. This indicates that contemporary skills of staff are improved through well-established training and development programs.

Return of investment can be high, some of the researches shows that along with high return on investment a good relationship among training and staff retention can be maintained by adopting these effective training programs (Becker, 1993; Colarelli & Montei, 1996).

Development and training help in resolving the issues, during the work. These problems can be well dealt by finding out the solution through these programs.

Furthermore, the skills required in upcoming time can be polished after implementing these programs successfully. According to Krietnetr (1995) in order to acquire new knowledge and skills, and to manage work efficiently in structured way and in organized manner, a development program is undertaken

### **Compensation**

Another important human resource practice is compensation, which employees considered the direct motivating factor of their performance. Generally, for jobs of the employees and the work they perform during job, a well-structured reward and compensation practice should be adopted. Employee being the authoritative source of an institution, one has to take in account the needs of employees in order to appease the demands of the customer. According to DeNisi and Griffin (2001) all of the reimbursement that worker receives for the part of the work and task performed during their job hours is termed as compensation.

Employees are more concerned and their engagement with work seems to enhanced when organization follow well planned and well-established compensation system, more over workers engagement and concern with work is considered to be the most significant factor in performing a job (Furtado et al. 2015).

### **Performance Appraisal**

In order to fulfill the deficiencies of the workers performance and to assess their capacities against set standards performance appraisal is done. Performance of the employees need to be estimated and control to meet up the desired goals and aims (Boxall& Purcell, 2003). In this scenario performance appraisal is that concept of human resource that measures the workforce performance.

Therefore, performance appraisal is taken as the evaluation of someone's struggle about work and goals setting (Robbins, et al., 2000). Proficiency and competency of workers can be increased if proper and effective performance appraisal system is organized and maintained.

### **Recruitment and Selection**

Human resource being the most important element of any organization must be given due consideration while selecting and recruiting them. Human resource is the pioneer building block or we can say the base of any organization. So, in order to make the base strong an organization need to recruit and select employees through sensible policies. Through these policies, a right person for the job can be hired or maintained. Right person is said to be one who is most eligible for the position.

Adeyemietal (2015) favors the fact of fare means of recruitment and selection procedure in an organization; while in order to guarantee the improved performance, this procedure must be on regular check and balance. Moreover, when fair and effective selection system is adopted in an organization, productivity, efficiency and the financial program can be heightened which are considered to be the bottom line of any business.

### **Material and Methods**

Research design, instruments, statistical analysis, population and sample, are the part of this section.

## Research Design

It was a survey based study in which the data was collected and analyzed through SPSS-21. Multistage random sampling technique was used to collect sample from the population. At first stage four universities of Faisalabad were approached and three universities were chosen to collect data. These three public universities of Faisalabad are; University of Education, University of Agriculture, and GC University Faisalabad. In subsequent stage the data was gathered across a population from the above mentioned universities by simple sampling method.

## Instruments

In this study the respondents filled the online questionnaire form, which were sent through email and whatsapp messages. There were six sections; demographic at first, Employees performance at second, Training and Development in the third section, Performance appraisal in fourth section, compensation in fifth one, and then at last Recruitment & Selection portion was expounded. Respondents were requested to be put their answers in the assumed 5-point Likert type scale that extended from one to five means agree to strongly agree consecutively.

## Population and Sample

There were participants from the faculty members of teaching staff (N=72) and non-teaching staff (N = 78) of three government universities (N=150). Gender, marital status, faculty staff were the demographic variables on which the performance of the employees was evaluated. From the population, sample was collected through simple random method. The sample data was collected from both teaching and non-teaching staff of the universities.

## Results and Discussion

The data was statistically analyzed through different statistical techniques by comparing means, standard deviation and applying t-test.

**Table 1**  
**Comparison of Mean and standard deviation of human resource management practices by Teaching staff and non-teaching staff**

Faculty	Recruitment and selection	Training and development	Performance appraisal	Compensation
Teaching staff				
M	3.45	3.52	3.50	3.45
SD	0.455	0.495	0.455	0.495
N	72	72	72	72
Non-Teaching staff				
M	3.38	3.51	3.52	3.46
SD	0.497	0.513	0.464	0.496
N	78	78	78	78

The table 1 shows the mean values of teaching and nonteaching staff and the standard deviation as well. For both teaching and nonteaching staff, the mean and standard deviation value of training and development practice was slightly greater than the remaining three. This designated that the staff members with the training and development practice were more satisfied as compared to other ones.

**Table 2**  
**Views of Teaching and Non-teaching Staff Regarding Training & Development**

Variable	Staff members	N	Mean	SD	t-value	p
Training & development	Teaching staff	72	3.52	0.495	0.899	*0.075
	Non teaching	78	3.51	0.513		

\* $p > .05$

The table 2 revealed non-significant mean difference on training and development with  $t(148) = 0.899$ ,  $p > .05$ . Findings showed that faculty members from teaching staff exhibited slightly higher scores on training and development ( $M = 3.52$ ,  $SD = 0.495$ ) compared to the faculty members from non-teaching staff ( $M = 3.51$ ,  $SD = 0.513$ ). It was apparent that staff members had same views regarding the HR practice of training and development and performance of employees.

**Table 3**  
**Views of Teaching and Non-teaching Staff Regarding Performance Appraisal**

Variable	Staff members	N	Mean	SD	t-value	p
Performance appraisal	Teaching staff	72	3.45	0.455	0.830	*0.424
	Non-teaching	78	3.38	0.497		

\* $p > .05$

The table 3 revealed non-significant mean difference on performance appraisal with  $t(148) = 0.830$ ,  $p > .05$ . Findings showed that faculty members from teaching staff exhibited slightly higher scores on performance appraisal ( $M = 3.45$ ,  $SD = 0.455$ ) compared to the faculty members from non-teaching staff ( $M = 3.38$ ,  $SD = 0.497$ ). It was apparent that staff members had same views regarding the HR practice of performance appraisal and performance of employees.

**Table 4**  
**Views of Teaching and Non-teaching Staff Regarding Recruitment and Selection**

Variable	Staff members	N	Mean	SD	t-value	P
Recruitment and selection	Teaching staff	72	3.43	0.479	-0.317	*0.648
	Non-teaching	78	3.45	0.461		

\* $p > .05$

The table 2 revealed non-significant mean difference on recruitment and selection with  $t(148) = -0.317$ ,  $p > .05$ . Findings showed that faculty members from teaching staff exhibited slightly lower scores on recruitment and selection ( $M = 3.43$ ,  $SD = 0.479$ ) compared to the faculty members from non-teaching staff ( $M = 3.45$ ,  $SD = 0.461$ ). It was apparent that staff members had same views regarding the HR practice of recruitment and selection and performance of employees.

**Table 5**  
**Views of Teaching and Non-teaching Staff Regarding Compensation**

Variable	Staff members	N	Mean	SD	t-value	p
Compensation	Teaching staff	72	3.45	0.495	-0.203	*0.644
	Non-teaching	78	3.46	0.496		

\* $p > .05$

The table 5 revealed non-significant mean difference on training and development with  $t(148) = -0.203$ ,  $p > .05$ . Findings showed that faculty members from teaching staff exhibited slightly lower scores on compensation ( $M = 3.45$ ,  $SD = 0.495$ ) compared to the faculty members from non-teaching staff ( $M = 3.46$ ,  $SD = 0.496$ ). It was

apparent that staff members had same views regarding the HR practice of compensation and performance of employees.

Comparative mean analysis was used to find out which human resource practice was considered most substantial among employees at university level. Results showed that training and development practice was slightly most satisfactory human resource management practice among employees. As the mean averages of other practices also showed that the employee performance can be enhanced by implementing these effective practices.

To find the difference in teachers views concerning human resource practices, Independent sample t-test was used. Non-significant difference found among the views of teaching and nonteaching staff members regarding human resource practices.

## **Conclusion**

Because of rapid change technology and globalization there has been rapid change in different sectors even the demands of students can bring revolution. Along with teachers nonteaching staff have been considered a fundamental factor for the progress and integrity of an institution. Their revolutionary performance can bring innovative outgrowth in an organization, so their performance must be given first priority. Hence the study was done to know the satisfaction level of teaching staff and nonteaching staff as well, concerning the impact of human resource practice on employee job performance. It has been conducted with the staff members of both cadres to know their perception regarding HRM practices and its impact on work performance of employees.

Four main practices taken in this research, considered to be the most important and effective; namely compensation, performance appraisal, training and development, recruitment and selection, if managed well enhanced their performance. Furthermore, the organization can cut their cost to minimum by adopting and implementing these HR practices. The more organization invests and takes care about their employees the more they get competitive advantage in the market (Jouda et al., 2016). Main objective of the study was to compare the satisfaction level of teaching and nonteaching staff at university level.

It is likely that both teaching and nonteaching staff agreed that effective human resource practices bring improvement in the employee performance. Among all of four practices training and development seems to be more considerable and effective one in enhancing the performance of employees, as mean value of training and development in both cadres was slightly greater than the remaining three human resource practice.

## **Recommendations**

The study was done to know the satisfaction level of staff members in both cadres of teaching and nonteaching staff regarding the performance of employees and human resource practice at university level. Four main practices taken in this research, considered to be the most important and effective; namely compensation, performance appraisal, training and development, recruitment and selection, if managed well enhanced their performance. Beside these four areas of HR practice, which were covered in this research there are other domains which can be investigated in future research

There is also a need to adopt and managed these practices in better way because in current study mean score showed the value that hardly crossed the neutral line. The good quality of human practices is the indication of the better performance of the employees.

As the training and development being considered the most valued HR practice it must be given digitalized direction in modern way. Quality programs of training and development must be adopted in order to avoid failure in job performance of the employees.

## References

- Adeyemi, O. S., Dumade, E. O., & Fadare, O. M. (2015). The influence of recruitment and selection on organizational performance. *International Journal of Advanced Academic Research-Social Sciences and Education (IJAAR-SSE)*, 1(2), 1-63.
- Anam Amin, R. S., & Lodhi, M. R. N. (2013). The impact of employees training on the job performance in education sector of Pakistan. *Middle-East Journal of scientific research*, 17(9), 1273-1278.
- Ali, Q., & Jadoon, M. Z. I. (2012). Towards an indigenous perspective on HRM: A study of textile industry of Pakistan. *International Journal of Management and Organizational Studies*, 1(2), 44-52.
- Boxall, P., & Purcell, J. (2003). *Strategy and Human Resource Management*. Houndmills, United Kingdom: Palgrave MacMillan
- Brown, M. & Benson, J. (2003). Rated to exhaustion? Reaction to performance appraisal processes. *Industrial Relations Journal*, 34(1), 67-81.
- Becker, G. S. 1993. *Human capital: A Theoretical and Empirical Analysis with Special Reference to education* (3rd ed.). Chicago, IL: University of Chicago Press.
- DeNisi, A. S., & Griffin, R. W. (2001). *Human Resource Management*. New York: Houghton Mifflin
- Furtado, F. (2015). Incentive Systems in Software Organizations, ICSEA 2009 - The Fourth International Conference on Software Engineering Advances. Porto, Portugal. September, 2009
- Hashim, M., Rafi, S., Kazmi, S. S. A., Ullah, M., & Kee, D. M. H. (2017). (2017). Impact of human resource practices on perceived performance: A study of teaching faculty in private universities of Peshawar, Pakistan. *City University Research Journal (Special Issue)*, 120-129.
- Heathfield, S. M. (n.d.). Why organizations do employee performance evaluation? [http://humanresources.about.com/od/performancemanagement/qt/employee\\_evaluation.htm](http://humanresources.about.com/od/performancemanagement/qt/employee_evaluation.htm)
- Krietner, S. (1995). *The Good Manager's Guide*. 1st Edn., London: Synene Publishers.
- Noe, R. A. (2005). *Employee training and development*. 3rd Edn., Boston: McGraw-Hill Irwin.
- San Ong, T., & Teh, B. H. (2012). Reward system and performance within Malaysian manufacturing companies. *World applied sciences journal*, 19(7), 1009-1017.
- Jouda, A. A., Ahmad, U. N. U., & Dahleez, K. A. (2016). The impact of human resource management practices on employees performance: The case of Islamic University of Gaza in Palestine. *International Review of Management and Marketing*, 6(4), 1080-1088.
- Rehman, S. (2012). A study of public sector organizations with respect to recruitment, job satisfaction and retention. *Global Business and Management Research*, 4(1), 76-88