

IMPACT OF HUMAN RESOURCE PRACTICES ON FACULTY COMMITMENT: AN EMPIRICAL STUDY

Habeeb Ur Rahiman*, Reema Agnes Frank**, Rashmi Kodikal***

**Lecturer, College of Business Administration, Kingdom University, Bahrain.*

Email: habeeb.udy@gmail.com

***Assistant Professor, Department of Business Administration, Alva's Institute of Engineering & Technology (AIET), Karnataka, India.*

****Professor, Department of Management, Sahyadri College of Engineering and Management, Mangaluru, Karnataka, India.*

Abstract: Every organization in the world looks for profitability and steady growth in the end, which can be achieved if we have committed and extraordinary human resources (HR). A committed workforce in an organization can enhance organizational performance. Therefore, employees are considered the lifeblood of the organization. The education sector in any country is being considered as a key area, which builds nation at large. Growth and prosperity of the nation are depending upon the contribution of youths towards the country. To empower youth, education plays one of the significant roles, which creates and motivates youth to perform innovative activities. The quality education meets the vision of the nation, which requires quality and committed staff. The current study throws light on the best HR practices, which will have an impact on the faculty commitment towards the organization and the students.

Keywords: HR Practices, Commitment, Productivity, Faculties

INTRODUCTION

“Employees who believe that management is concerned about them person – not just an employee – are more productive, more satisfied, more fulfilled. Satisfied employees mean satisfied customers, which leads to profitability.”

— Anne M. Mulcahy (former chairperson and CEO of Xerox Corporation).

India has one of the largest ‘Higher Education Systems’ in the world with 25.9 million students enrolled in more than 45,000 degree and diploma institutions in the country after China & United States (EY report, 2012). The private sector has played an instrumental role in this growth, with private institutions now accounting for 64% of the total number of institutions and 59% of enrolment in the country.

Mangalore has grown itself as an education hub in India. In the recent years, plenty of higher education colleges in all the areas, especially in Engineering and Management, have sprouted in this region. Mangalore has become a preferred destination for higher education throughout India. With

this popularity among the students, the quality of education matters the most; hence, all the colleges and universities need to think on restructuring the higher education with regards to quality of teaching staff and the faculty commitment, which will automatically increase the quality of education and student satisfaction which will be a competitive advantage for all the institutions.

Human resources (HR) or employees are the backbone of each organization. For the stability, growth and profit maximization, effective HR are must for every institution. To achieve the long-term goal and the objectives and flourish in the society, all institutions must take care of their employees by implementing effective HR practices. An effective HR management practices can be the main factor for the success of a firm *Stavrou-Costea (2005)*. As supported by Lee and Lee (2007), HRM practices on business performance, namely training and development, teamwork, compensation/incentive, HR planning, performance appraisal, and employee security help improve firms’ business performance including employee’s productivity, product quality and firm’s flexibility. ‘Organizational Commitment is a psychological link between an employee and his or her

organization that makes it less likely that the employee will voluntarily leave the organization” (Allen & Meyer, 1996). Allen and Meyer (1990) believe that it is more appropriate to consider affective, (emotional attachment), continuance, (costs of leaving) and normative commitments (obligations to stay) as distinguishable components, rather than types of attitudinal commitment. Normative commitment is a feeling of obligation. Continuance commitment is a feeling that it is too much trouble to go somewhere else. Any organization would take steps to ensure that there develops an affective and normative commitment among the employees and to a certain extent continuance commitment. Allen and Meyer (1990) believe that it is more appropriate to consider affective, (emotional attachment), continuance, (costs of leaving) and normative commitments (obligations to stay) as distinguishable components, rather than types of attitudinal commitment. Therefore, Meyer and Allen (1991) state that both affective and continuance commitments represent psychological states that have implications for whether an employee remains with an organization. Employees with a strong affective commitment continue employment with the organization because they want to do so (Suresh, S., & Kodikal, R. 2015).

Organizational commitment in the higher education is necessary because here teachers are not only facilitators to students, but they thrive for their personal development (Rahiman, M. H. U., & Kodikal, R. 2017, Kodikal, R. 2014, Kodikal R et al. 2012). They not only impart knowledge from referred books, but they also will be undergoing the research work, projects, seminars, conferences, etc., which will enhance their knowledge on an area. Teachers also need to improve the student’s skills in the professional courses, as we need to prepare students for the job market. Hence, committed staff will enjoy their work more and improving the ways of teaching and will be more experimental. Teachers strong in commitment find it easy to be interested in whatever they do and involve themselves

in it, wholeheartedly (George and Sabapathy 2011, Suresh, S., & Kodikal, R. 2017). Firestone and Rosenblum (1988) suggest that teachers may be committed to teaching, their school, or their students and that their patterns of behaviour vary depending upon which commitments are assessed (Suresh, S., D’Cunha, S., & Kodikal, R. 2015, Kodikal R, & Pakkeerappa. P 2012). In this study, we will able to analyse the importance of HR practices on employee commitment towards the organization and towards the students, which will in turn improve the quality of teaching. Hence, overall HR practices in higher education will improve the quality of education and staff satisfaction.

RESEARCH OBJECTIVES

This study is undertaken with following objectives:

- To analyse the demographic factors has an impact on HR practices.
- To know the influence of the explanatory variables on the organizational commitment.
- To find the relationship between the HR practices and organizational commitment.
- To suggest on the improvements on the HR practices and commitment level.

METHODOLOGY

The research was conducted in the Mangalore region and the data were collected from the faculties of engineering and MBA colleges. The data collection was done through convenient sampling and all together 75 samples of filled questionnaires were collected. The questionnaire consists of three parts namely—demographic data, questions related to HR practices, and questions related to organizational commitment.

DATA ANALYSIS

Table 1: The Analysis of Demographic Data

Demographic Variable		%
Designation	Lecturers	28
	Assistant Professors	56
	Associate Professors	16
	Professor	NA
Department	Electronics & Communication	20
	Computer Science	4
	Information Science	12
	Mechanical	12
	Civil	4
	Basic Science	20
	MBA	28

Demographic Variable		%
Experience in Current organization	0 to 3	40
	3 to 6	36
	6 to 9	12
	9 to 12	8
	12 to 15	4
Education	B E	8
	M Tech	82.67
	MBA	9.33
	PhD	NA
Total Experience (In Years)	0-5	48
	5 -10	28
	10-15	16
	15-20	4
	20-25	4
	25-30	NA

Table 1 explores the statistical data analysis was carried out using SPSS software. HRCOMMITMENT index and HRPRACTICES Index have been formed using the principal

component method. These have high kmo of 0.72 and 0.75, respectively. Thus, giving a good indicator of the following attributes.

Table 2: Factor Analysis of the Attributes is Shown Below

S No	HR practices		S No	HR Commitment	
1	Right person in the right job	0.08054	1	Proud of my organization	0.04474
2	Selection based on merit	0.07464	2	Emotionally attachment	-0.06320
3	Training	0.07216	3	Personal meaning	0.11554
4	Challenging jobs	0.07103	4	Too few options left I leave the job	0.07568
5	Encouraged to participate	0.07767	5	Staying with my organization is a matter of necessity as well as desire	0.10381
6	Paid adequately	0.08520	6	No obligation to remain with my current organization	0.10908
7	Pay increments	0.07239	7	Even if it were to my advantage, I do not feel any obligation to remain with my current organization	0.10366
8	All payments due to us in time	0.07858	8	Even if it were to my advantage, I do not feel it would be right to leave my organization now.	0.09617
9	Matching pay with performance	0.08003	9	Loyalty	0.11438
10	Competitive payments	0.06186	10	Owe a great deal to my organization	0.10711
11	Performance appraisal	0.07744	11	Sense of obligation to the people in it	0.11651
12	proper feedback	0.04736	12	My time and energy towards my job	0.11252
13	career growth	0.06458	13	Special personal value	0.10890
14	recommendable place to work	0.07903	14	Part of the organization	0.09907
15	Threat of losing job	0.07888	15	Satisfy most of the important needs	0.09000
16	Encouragement to participate in decision making	0.06337			
17	Motivated to work collectively	0.06582			
18	Very happy to spend the rest of my career in this organization	0.07622			

Table 2 emphasises that most of the HR practices and the commitment factors are positive and of high value giving a positive inference which has been considered in the following categorization for the study. Though we had

explanatory variables such as total years of experience and age, we dropped these variables because these were showing high multi collinearity with the other explanatory variables. The regression on 75 observations was run and the following result was found.

Table 3: Regression Analysis

HR Commitment	Coef.	Std. Err	t	P> t
Designation	.3114503	.1652233	1.89	0.064
Experience	.2081393	.093444	2.23	0.029
Gender	-.1352146	.2074015	-0.65	0.517
Qualification	-.4366324	.2402291	-1.82	0.073
HR Practices	.5412699	.0933791	5.80	0.000
Commitment	-.0848585	.4865957	-0.17	0.862

Table 3 exhibits regression analysis of various HR demographic variable with overall commitment. As respondents spend more years in current organization enchases the level of commitment. Gender is negatively related and found to be insignificant. This may be due to low sample size. But the sign has some relevance here. Females are less committed to any organization irrespective of their designation or years of experience. This might be due to their other family commitment. However, this effect could have been brought out more significantly if number of females were large. Qualification has a negative effect on commitment. The effect is significant at 10%. This is quite evident as individuals having higher qualification have greater probability of changing jobs rather than sticking to one single job. The HR Practices Index has a positive and higher significance value compared to any other explanatory variables. This index is significant at all levels. This suggests that better is the HR Practices better is the HR Commitment.

Since department could not be included in the regression equation as it was difficult to rank it in any particular order, we ran a chi-square test of HR Commitment terciles and HR Practice Tercile on Department. These terciles have been made based on its own values with the higher values being labelled as “Best Practices/Commitment” while the lowest ones labelled as “Poor Practices/Commitment”. The departments are numbered as below:

- Department of Electronics and communication Engineering.
- Department of Computer Science Engineering.
- Department of Information Science Engineering.
- Department of Mechanical Engineering.
- Department of Civil Engineering.
- Basic Sciences Department (includes Physics, Chemistry, Mathematics).
- Department of Business Administration.

Table 4: HR Practices Tercile

	Department							Total
	1	2	3	4	5	6	7	
Poor Practices	3	0	6	3	3	3	9	27
	20.00	0.00	66.67	33.33	100.00	20.00	42.86	36.00
Good Practices	9	0	3	3	0	6	3	24
	60.00	0.00	33.33	33.33	0.00	40.00	14.29	32.00
Best Practices	3	3	0	3	0	6	9	24
	20.00	100.00	0.00	33.33	0.00	40.00	42.86	32.00
Total	15	3	9	9	3	15	21	75

Pearson chi 2(12) = 27.1627 Pr = 0.007

In Table 4, we can consider that the MBA department shows highest scores in both poor HR practices and the best HR practices. Also, IS department shows more likeliness towards

poor practices at 1% level of significance. Under the bad HR practices, the proper feedback received by the faculties on their performance shows the highest scores.

Table 5: Faculty Commitment Tercile

	Department							Total
	1	2	3	4	5	6	7	
Poor Commitment	3	0	3	3	3	3	12	27
	20.00	0.00	33.33	33.33	100.00	20.00	57.14	36.00
Good Commitment	6	0	6	6	0	0	6	24
	40.00	0.00	66.67	66.67	0.00	0.00	28.57	32.00
Best Commitment	6	3	0	0	0	12	3	24
	40.00	100.00	0.00	0.00	0.00	80.00	14.29	32.00
Total	15	3	9	9	3	15	21	75

Pearson chi2 (12) = 47.3413 Pr = 0.000

We did the same exercise for the gender for better understanding of the results we received from the regression equation. While HR Practices are significant at 2%, HR Commitment across gender is not significant as n trend was found. In Table 5, higher proportion of males have experienced best practices, while good practices have been experienced by almost half the proportion of both males and females. But the “Best Practices” have been experienced more by males rather than females. This indicates some sort of discrimination.

RECOMMENDATIONS

1. Educational institutions must focus on retention of employees because as the faculty going to serve the organization for longer time he will be more committed. Hence, the educational institutions must source out the real talents for their organization.
2. The survey can be reproduced for large female sample so that results on the females will be more effective.
3. If organizations come up with better work-life balancing practices for women, we can improve on their commitment. As women can be really good teachers, can impact a lot on student's life.
4. If the organizations focus more on employee empowerment, employees feel independent which definitely improve their morale.
5. Organizations must improve on the feedback process.
6. As the faculty adds on extra qualification, mainly PhD, he/she tends to demand for higher salary and higher designation. Hence, organizations must focus on their core strength (financial) in order to retain quality teaching staff.

CONCLUSION

We can confirm that the educational institutions must look in for better HR practices, not only imparting the knowledge to the HR students, but also implementing them within. This will in turn increase the faculty commitment. When we have the committed employees, we will be more satisfied, and will do their work more accurately and with great interest. Hence, we can confirm that quality lectures can be delivered with innovative teaching methods, students also can enjoy the classes. On an overall perspective, it will affect positively on the organizations image.

REFERENCES

- Adnan, S. M. (2011). Effect of HR practices on organizational commitment in Pakistani Universities. *World Applied Sciences Journal*, 15(6), 793-798.
- Agarwala, T. (2010). Innovative Human resource practices and organizational commitment: An empirical investigation. *The International Journal of Human Resource Management*, 14(2), 24-48.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational and Organizational Psychology*, 63(1), 1-18.
- Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior*, 49, 252-276.
- Alvin Evans, E. C. (2012). *Creating a tipping point: Strategic human resources in higher education*. Ashe Higher Education Report.
- Chu, H. E. (2012). An effectiveness of human resource management practices on employee retention in institute

- of higher learning: A regression analysis. *International Journal of Business Research and Management*, 3(2), 62-79.
- Firestone, W. A., & Rosenblum, S. (1988). Building commitment in urban high school. *Educational Evaluation and Policy Analysis*, 10, 285-299.
- George, L., & Sabapathy, T. (2011). Work motivation of teachers: Relationship with organizational commitment/ La motivation au travail des enseignants: La relation avec l'engagement organizationnel. *Canadian Social Science*, 7(1), 90-99.
- Joans, S. (2007). *Meyer and Allen model of organizational commitment: Measurement Issues* (pp. 7-25). Icfai University press.
- Joardera, M. H. R., Sharif, M. Y., & Ahmmmed, K. (2011). Mediating role of affective commitment in HRM practices and turnover intention relationship: A study in a developing context. *Business & Economic Journal*, 2(4), 135-158.
- Kodikal, R., & Pakkeerappa, P. (2012). A comparative study of job satisfaction of women employees working in the banking sector. *Asian Academic Research Journal of Social Sciences & Humanities*, 1(4), 179-190.
- Kodikal, R., Rahiman, H. U., & Pakeerrappa, P. Conflict Management Strategies: A Comparative Analysis of the Employees Working for Service Sectors.
- Lee, F.-H. & Lee, F.-Z. (2007). The relationships between HRM practices, Leadership Leadership style, competitive strategy and business performance in Taiwanese steel industry, Proceedings of the 13th Asia Pacific Management Conference, Melbourne, Australia, 953-971.
- Meyer, J. P., & Allen, N. J. (1991). A three-Component Conceptualization of Organizational Commitment. *Human Resource Management Review* 1(1), 61-89.
- Patrick, H. A. (2012). Human resources management practices on faculty commitment in higher educational institutions. *Asian Journal of management Research* 3(1), 35-48.
- Rahiman, M. H. U., & Kodikal, R. (2017). Impact of Employee Work Related Attitudes on Job Performance. Kodikal, R., Rahiman, H. U., & Bindu. (2017). Crosscultural issues and human resource management of expats. *International Journal of Recent Scientific Research*, 8(6), 17834-17840. June, 2017, DOI: <http://dx.doi.org/10.24327/ijrsr.2017.0806.0429>. Retrieved from https://www.researchgate.net/publication/318395062_CROSS_CULTURAL_ISSUES_AND_HUMAN_RESOURCE_MANAGEMENT_OF_EXPATS
- Smeenk, S. G. A., Eisinga, R. N., Teelken, J. C., & Doorewaard, J. A. C. M. (2006). the effects of HRM practices and antecedents on organizational commitment mong university employees. *International Journal of Human Resource Management*, 2035 - 2054.
- Stavrou, E. (2005). Flexible Work Bundles and Organizational Competitiveness in Europe: Toward a Framework. *Journal of Organizational Behavior*, 26, 923-947.
- Suresh, S., & Kodikal, R. (2017). SEM approach to explore Work Life Balance: A study among nurses of Multispecialty Hospitals. *SJOM Journal of Management*, 1(1). Retrieved from https://www.researchgate.net/publication/318393547_SEM_approach_to_explore_Work_Life_Balance_A_study_among_nurses_of_Multispecialty_Hospitals
- Suresh, S., & Kodikal, R. (2015). Managerial skills and job satisfaction: A study among nurses in healthcare sector. *ZENITH International Journal of Business Economics & Management Research*, 5(6), 287-299.
- Suresh, S., D'Cunha, S., & Kodikal, R. (2015). Patient satisfaction: A study in general and private wards of a multispecialty hospital. *Journal of Medical Science and Clinical Research*, 3(6), 6162-6175.
- Suresh, S., Kodikal, R., & Kar, S. (2015). Measuring job satisfaction and impact of demographic characteristics among doctors of teaching hospitals. *Int J Multisp Health*, 1, 29.
- Jeet, V., & Sayeeduzzafar, (2014). A study of human resource management practices and organizational commitment in self-financed professional institutions. *International Journal of Advance Research in Computer Science and Management Studies*, 2(1), 69-73.