

HUMAN RESOURCE MANAGEMENT PRACTICES AND ACADEMICS' PERFORMANCE

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Abstract:

The aim of this study was to investigate the effect of human resource management practices on the job satisfaction of academics in higher education institutions. Furthermore, there were 129 academics from several higher education institutions in West Java involved as participants in this study. The research instrument consisted of 30 items to assess human resource management practices and three items to assess job satisfaction. Additionally, SPSS 29.0 was used for data analysis. Based on the results of this study, there was a significant and positive association between job satisfaction and human resource management practices, including recruitment, selection, training and development, performance appraisal, rewards, recognition, and promotion prospects. The findings and statistical analysis of this study highlighted the effect of human resource management practices on the job satisfaction of academics in higher education institutions. In addition, it was expected that the novelty of this study would provide a significant contribution to human resource management practices and the current situation of job satisfaction in Indonesian higher education institutions, particularly in the public sector.

Keywords: Human Resources, Management Practices, Academic Performance

Abstrak: Tujuan dari makalah ini adalah untuk menyelidiki pengaruh praktik manajemen sumber daya manusia terhadap kepuasan kerja di kalangan akademisi di instansi pendidikan. Penelitian dilakukan pada 129 sampel akademisi yang berasal dari berbagai instansi pendidikan tinggi di Jawa Barat. Instrumen penelitian terdiri dari 30 item untuk mengukur praktik manajemen sumber daya manusia dan 3 item mengukur kepuasan kerja. Analisis data menggunakan SPSS versi 29.0. Praktik manajemen sumber daya manusia rekrutmen, seleksi, pelatihan dan pengembangan, penilaian kinerja, penghargaan, pengakuan dan peluang promosi secara signifikan dan positif terkait dengan kepuasan kerja. Hasil dan analisis statistik dari penelitian saat ini dapat menjadi referensi untuk menunjukkan pengaruh praktik manajemen sumber daya manusia terhadap kepuasan kerja di kalangan akademisi institusi pendidikan tinggi. Kebaharuan penelitian ini memberikan kontribusi yang signifikan dari praktik manajemen sumber daya manusia dan keadaan kepuasan kerja saat ini di pendidikan tinggi Indonesia khususnya di sektor publik.

Kata Kunci: Sumber Daya Manusia, Praktik Manajemen, Kinerja Akademis

INTRODUCTION

A variety of restructuring episodes and trends have occurred in the Indonesian higher education system, enabling the provision of high-quality education (Zain et al., 2017). Based on research by Noor et al. (2013), Indonesia has experienced an increase in the number of public and private educational institutions, a significant increase in student enrollment, the broadening of knowledge across diverse fields, particularly science and technology, and advancements in the internet and web-based teaching.

Academics in higher education institutions have experienced significant developments, including the implementation of a strict assessment system and key performance indicators, an increase in local and international student enrollment, substantial funding for research and development, attempts aimed at including educational institutions in global rankings, etc (Noor et al., 2019). These developments are the results of a variety of needs, including changes in the objective or focus of educational institutions, demand pressures, cultural shifts in the perspective of higher education, financial pressures, and structural and managerial diversity (Noor, 2020).

The concentration of academic work in an environment that has become increasingly demanding is reflected in all of these changes (Houston et al., 2006). According to Hagen (2002), since educational institutions are “knowledge-based,” industries and governments have urged them to expand on their traditional roles in research and teaching by taking on a significant role in economic regional development. Accordingly, academics in educational institutions are expected to contribute to economic regeneration by disseminating their expertise and knowledge through industry-related partnerships (Noor et al., 2019).

Scholars and practitioners have become aware of the significance of human resource management (HRM) practices and their effectiveness in generating positive organizational outcomes among academics in educational institutions due to the rapidly developing higher education sector (Najam et al., 2020). According to previous research, the effectiveness of HRM practices should be evaluated from the perspective of employees in terms of their behavioral and psychological effects (Lam et al., 2009; Oluwatayo, 2015; Lim & Ling, 2012), which includes academics in higher education institutions. Additionally, based on the HRM

literature, it is necessary to develop theoretical and empirical models that explain the relationship between HRM practices and their positive and negative effects on employee and organizational outcomes (Najam et al., 2020). The literature review provides insight into the increasing interest in the effect of HRM practices on employee attitudes, including job satisfaction.

Therefore, the aim of this study was to investigate the relationship between HRM practices and job satisfaction of academics in Indonesian higher education institutions. It was specifically expected that this research would provide essential information to policymakers and educational institutions, enabling them to maintain employee job satisfaction, particularly among academics, and enhance the effectiveness of HRM practices.

1. Human Resource Management Practices

The practices, systems, and policies that affect the behaviors, performances, and attitudes of employees are referred to as human resource management (Saifalislam, 2014). The term “human resource management practices” refers to a broad range of related but distinct activities, roles, and processes that are all intended to support a company’s holistic view of human resources (Tangthong & Agahi, 2018). According to Dessler and Tan (2009), human resource management practices encompass paying attention to work relations, safety and health, and justice concerns in addition to analyzing human resource needs, screening, hiring, training, rewarding, and assessing. In addition, there is still a lack of research on the effect of HRM practices on academics in higher education institutions in Indonesia (Rosdi & Harris, 2011).

In this study, it was hypothesized that the primary factors affecting the job satisfaction of academics in Indonesian higher education institutions are HRM practices. According to Halid et al. (2020), perceived HRM practices may be considered to be individual perceptions about these systems that are most pertinent to individual-level behavioral and attitude outcomes. Therefore, it was expected that this study would contribute to the comprehension of the relationship between the job satisfaction of academics in higher education institutions and HRM practices, more specifically, recruitment, selection, training and development, performance appraisal, rewards, recognition, and promotion prospects.

1.1. Recruitment and Selection

Recruitment is the process of finding and obtaining qualified job candidates in sufficient quantity and quality to enable the organization to determine the best individuals to meet its employment needs (Georgia, George, & Labros, 2013). Meanwhile, according to Robbins and Coulter (2018), recruitment is the process of finding, identifying, and drawing in skilled applicants. Additionally, they mentioned that selection is the process of screening job applications to ensure the most qualified applicants are recruited. Armstrong (2010) emphasized that the process of selecting involves assessing a candidate's appropriateness by predicting the extent to which they will be able to carry out a role successfully. Furthermore, selection is the process of selecting the most qualified candidate from the number of candidates recruited to fill relevant job positions (Gamage, 2014). In addition, Moustaghfir et al. (2020) stated that the guiding principle of the recruitment and selection process remains transparency, as the applications are evaluated using various processes based on criteria related to the job, such as conducting various kinds of interviews and taking into consideration giving feedback to both accepted and rejected applicants after the process is completed.

Previous studies have discovered a statistically significant effect of the recruitment and selection processes on employee behavior, including job satisfaction (Georgia et al., 2013; Akafo & Boateng, 2015; Mugizi & Bakkabulindi, 2018; Halid et al., 2020). This is supported by the research of Hauret et al. (2020), which found that the recruitment and selection processes had a significant effect on job satisfaction.

1.2. Training and Development

According to Moustaghfir et al. (2020), external entities and specialized institutions manage and carry out training programs, or the company's own experts design and deliver them internally. Another dimension of HRM practices is training and development, in which companies make investments in developing and acquiring the knowledge, abilities, and other skills necessary for employees to increase their productivity (Gamage, 2014). Training programs are primarily designed to address particular work-related knowledge needs, in addition to specific coaching and mentoring initiatives that are directly focused on internal mobility and job rotation (Lam et al. 2009). In addition, Elrehail et al. (2019) stated that training and development result in the development of human resources and the accumulation of

knowledge, which ultimately affects job satisfaction as employees are able to carry out assigned tasks easily and without any difficulties.

Training and development were discovered to have a strong relationship with the job satisfaction of employees in previous research. According to Nguyen et al. (2010), previous research has demonstrated a significant effect of training and development on employee satisfaction. Furthermore, in their research investigation of manufacturing companies, Absar et al. (2010) discovered that the most significant and positive factor affecting the job satisfaction of employees was training and development. Therefore, it can be concluded from previous research that training and development, a key component of HRM practices, have been proven to affect the job satisfaction of employees.

1.3. Performance Appraisal

Employee performance appraisal is a process for management to assess an employee's job performance and provide feedback, along with recommendations for how to improve or reorganize tasks as needed, which often combines verbal and written elements (Elrehail et al., 2019). According to Mugizi and Bakkabulindi (2018), performance appraisal was defined as a systematic evaluation of employees' job performance and their potential to be developed. Additionally, Halid et al. (2020) defined performance appraisal as a systematic process that assesses and improves employees' job performance in an organization based on a set of standards for a specific period of time in order to accomplish a number of objectives.

Appraisals provide managers with an opportunity to discuss each employee's individual performance, provide feedback, suggest more training if needed, and decide what kind of rewards are appropriate within the incentive domain (Hauret et al., 2020). Furthermore, based on the research by Elrehail et al. (2019), employees who are satisfied with their job performance appraisals are frequently effective and efficient in their work.

According to Pagan et al. (2021), the notion that the job satisfaction of employees and the fairness of performance appraisals have a strong relationship is supported by several studies. For instance, the research results by Elrehail (2019) demonstrated that performance appraisals have a significant effect on employees' competitive advantage and job satisfaction in the hospitality sector in Northern Cyprus. Additionally, Wahjono et al. (2016) discovered that there was a moderate and positive relationship between performance appraisal and job satisfaction among employees in a private company in Indonesia. Therefore, it is crucial to

ascertain the current situation regarding the effect of performance appraisals on job satisfaction, particularly with regard to academics in the Indonesian higher education sector.

1.4. Rewards and Recognition

Organizations base their rewards and recognition practices on the kinds of both monetary and non-monetary rewards that employees receive for their performance (Halid et al., 2020). A carefully designed reward system within an organization may increase the effectiveness and productivity of its human resources. Organizations have begun to realize that they must focus on the total compensation package for employees, as complex reward systems are currently required to satisfy the demands of a more diverse and gradually larger workforce (Akafo & Boateng, 2015). Recognition of employees is becoming more widely acknowledged as a management practice with a wide range of effects on both individuals and organizations (Brun & Dugas, 2008). Additionally, as stated by Deeproose (1994), providing employees with effective recognition may increase their motivation and productivity, ultimately improving organizational performance.

According to a Husain et al. (2019) study, employee rewards and recognition positively and significantly affected employee performance in Pakistani call centers. In addition, Ali and Ahmed (2009) discovered that there was a statistically significant, direct, and positive relationship between job satisfaction and motivation and rewards and recognition. These results indicate that when workers believe the organization's rewards and recognition are sufficient, they will demonstrate high levels of job satisfaction.

1.5. Promotion Prospects

A promotion is defined by Malik et al. (2010) as upward movement in the hierarchical levels within an organization that often results in a higher rank and more responsibilities in addition to a better compensation package. According to previous research, promotion prospects are considered to be one of the most significant markers of individual employee satisfaction (Noor, 2013). The aim of the aforementioned research was to investigate promotion prospects as a determining factor in the job satisfaction of academics.

According to research by Ch'ng et al. (2010), promotion prospects were shown to be very significant in affecting the job satisfaction of lecturers in the state of Penang, Malaysia. Furthermore, Noor (2013) investigated the relationship between promotions and the job satisfaction of academics in Indonesia's public education institutions and discovered a low but

positive correlation. These results indicate that employees' perceptions of justice have an effect on the positive relationship that exists between job satisfaction and promotion. Therefore, it was evident from previous research that strategic and well-organized promotion prospect practices would increase employee job satisfaction and other positive behavioral outcomes within the company.

2. Job Satisfaction

According to research, an individual's personal characteristics and the immediate work environment are two factors that might affect and modify their level of job satisfaction, and these factors are external to the individual and can change over time (Noor, 2013). Moreover, Spector (1997) provided one of the most often referenced definitions of work satisfaction, characterizing it as the degree to which individuals are either like (satisfaction) or dislike (dissatisfaction) with their jobs. Additionally, Paşaoğlu and Tonus (2014) defined job satisfaction as an individual's general attitude towards their own work.

Job satisfaction is an expression of the essence of work, whether it be emotional or mental (Tangthong & Agahi, 2018). These beneficial effects of job satisfaction can improve company performance and foster positive attitudes toward the company (such as decreased turnover intentions, increased self-efficacy, volunteerism, and the development of relationships among organizational members) (Yu et al., 2020). Therefore, in light of the current research direction, identifying the level of job satisfaction of academics in higher education institutions is essential to accomplishing both the financial and non-financial objectives of educational institutions.

METHODS

The population for this study consisted of academics from several public higher education institutions located in West Java, Indonesia. There were a total of 129 academics as respondents, representing different departments, faculties, and academic units in several educational institutions. Furthermore, a Likert-scaled questionnaire was used to gather both research and personal data; it was adapted from Halid et al. (2020) and Hauret et al. (2020). In order to assess descriptive statistical analysis, reliability analysis, Pearson correlation analysis, and multiple linear regression analysis, quantitative data was coded and analyzed using SPSS version 9.0.

There were seven hypotheses established in this study that were consistent with its aims based on previous research. The authors verified the effect of human resource management practices on job satisfaction by testing H1 to H7. Furthermore, a review of the literature on the effect of HRM practices on the job satisfaction of academics in higher education institutions served as the foundation for the development of the proposed model (Figure 1) in this study.

In this study, HRM practices (recruitment, selection, training and development, performance appraisal, rewards, recognition, and promotion prospects) and job satisfaction were hypothesized into seven dimensions, adapting previous research by Noor, 2013; Gamage, 2014; Boon et al., 2011; Hauret et al., 2020; Lam et al., 2009; Najam et al., 2020. The research model and proposed hypotheses are shown as follows:

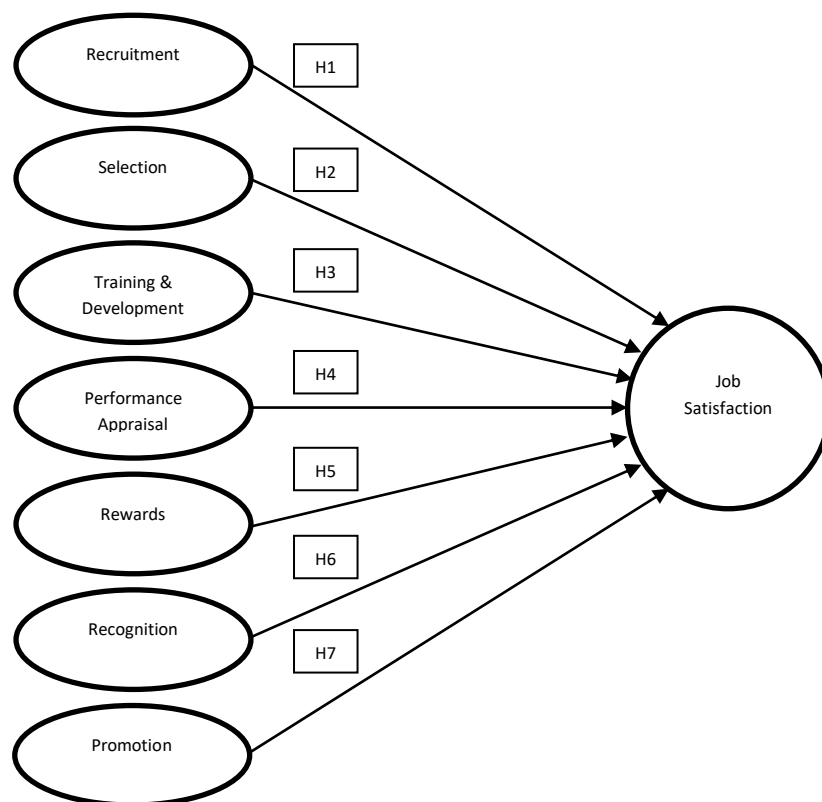


Figure 1: Research Model and Proposed Hypotheses

RESULTS AND DISCUSSION

Based on the basic sample data of respondents in Table 1, which includes gender, age, highest academic qualification, academic category, and college experience, the sample

distribution was examined to determine frequencies and percentages associated with each research variable.

Table 1: Basic Profile of the Research Sample

Characteristics	Category	Sample	(%)
Highest academic qualification	Master's degree	31	24.0
	Doctoral degree	98	76.0
Academic category	Teacher	8	6.9
	Lecturer	9	7.6
	Senior Lecturer	73	54.2
	Associate	29	22.2
	Professor		
Teaching experience (years)	Professor	10	9.0
	<5	8	7.6
	5-10	54	43.1
	11-15	28	21.5
	>15	39	27.7

Table 2 displays the overall means and standard deviations for each dimension of job satisfaction and HRM practices. In addition, as seen in Table 2, the range of mean scores for the various dimensions of human resource management practices is 2.92 to 3.65, whereas the average score for job satisfaction is 3.95.

Table 2. Overall Means and Standard Deviations for HRM Practices and Job Satisfaction

Dimension	Mean	Std.Dev
Recruitment	3.22	0.73
Selection	2.92	0,67
Training & Development	2.96	0,56
Performance Appraisal	3.65	0.63
Rewards	2.96	0.74
Recognition	3.57	0.71
Promotion	3.53	0.65
Job Satisfaction	3.95	0.69

According to the reliability analysis results shown in Table 3, HRM practices and job satisfaction all have high reliability values ranging from 0.70 to 0.78. Therefore, the reliability of the questionnaire used in this study tends to be consistent.

Table 3. Results of Dimension Reliability Analysis in the Questionnaire

Variable	Dimension	Item	Item for Removal	Value	Results
Human Resources Directors	Recruitment	5	No	0.75	High reliability
	Selection	4	No	0.70	High reliability

Practices	Training & Development	6	No	0.74	High reliability
	Performance Appraisal	6	No	0.72	High reliability
	Rewards	6	No	0.74	High reliability
	Recognition	3	No	0.75	High reliability
	Promotion	5	No	0.73	High reliability
	Job Satisfaction	Job Satisfaction	3	No	0.78

Table 4 explains the level of Pearson product moment correlation between HRM practices and job satisfaction. Based on the Pearson correlation matrix in Table 4, it was discovered that there is a significant and positive correlation between job satisfaction and all of the various HRM practices (recruitment, selection, training and development, performance appraisal, rewards, recognition, and promotion prospects).

Table 4. Pearson Correlation Matrix between HRM Practices and Job Satisfaction

	1	2	3	4	5	6	7	8
1. Recruitment	1							
2. Selection	.225** 0.007	1						
3. Training & Development	.654** 0.000	.341** 0.000	1					
4. Performance Appraisal	.549** 0.000	.187* 0.025	.689** 0.000	1				
5. Rewards	.654** 0.000	.341** 0.000	1.000** 0.000	.689** 0.000	1			
6. Recognition	.390** 0.000	.170* 0.042	.458** 0.000	.508** 0.000	.458** 0.000	1		
7. Promotion	.554** 0.000	.181* 0.030	.693** 0.000	.991** 0.000	.693** 0.000	.496** 0.000	1	
8. Job Satisfaction	.429** 0.000	.240** 0.004	.606** 0.000	.661** 0.000	.606** 0.000	.428** 0.000	.640** 0.000	1

Notes. **Correlation is significant at the level of 0.01 (2-tailed).

*Correlation is significant at the level of 0.05 (1-tailed).

As shown in Table 5, this study investigated the effect of HRM practices (recruitment, selection, training and development, performance appraisal, rewards, recognition, and promotion prospects) on job satisfaction using regression analysis.

Table 5. Results of Regression Analysis

	Job Satisfaction				
	β	t-Statistic	p-Value	F-Statistic	R-Square
Recruitment	0.429	5.662	0.000	32.058	0.184
Selection	0.240	2.941	0.004	8.651	0.057
Training and Development	0.606	9.073	0.000	82.323	0.367
Performance Appraisal	0.661	10.497	0.000	110.185	0.437
Rewards	0.545	8.752	0.000	78.212	0.362
Recognition	0.428	5.648	0.000	31.904	0.178
Promotion Prospect	0.640	9.934	0.000	98.676	0.406

The effect of practices of recruitment, selection, HRM training and development, performance appraisal, rewards, recognition, and promotion prospects on the job satisfaction of academics in Indonesian higher education institutions was examined in this pilot study. Moreover, this study demonstrated that there was a significant and positive relationship between HRM practices and job satisfaction. Job satisfaction and recruitment were shown to be positively and significantly correlated, which supports earlier studies by Georgia et al. (2013) and Hauret et al. (2020). In addition, the findings of Mugizi and Bakkabulindi (2018) further supported this study's finding that job satisfaction and selection were shown to be positively and significantly correlated.

According to the findings of this study, training and development had a positive and significant effect on the job satisfaction of academics in higher education institutions. This supports the research findings of Nguyen et al. (2010), who stated that training and development had a significant effect on employee job satisfaction. Another dimension of HRM practices, performance appraisal, was also shown to be positively and significantly correlated with job satisfaction. This finding supports the research results by Elrehail et al. (2019), which found that performance appraisals had a significant effect on job satisfaction among employees in Northern Cyprus, and by Wahjono et al. (2016), which found the same result among employees in Indonesia.

The results of the regression analysis further demonstrated that rewards significantly and positively affected job satisfaction. This is consistent with the research conducted by Husain et al. (2019), who discovered that rewards have significantly and positively affected employee performance and satisfaction. Another dimension of HRM practices, recognition,

was also shown to positively and significantly affect job satisfaction. This specifically supports the findings of Ali and Ahmed (2009), who discovered that there was a statistically significant and positive relationship between recognition and both job satisfaction and motivation. In addition, this study revealed a positive and significant correlation between promotion prospects and job satisfaction. This finding is in line with the research result by Ch'ng et al. (2010), who found that promotion prospects were positively significant in determining lecturer job satisfaction.

CONCLUSION

In conclusion, the main emphasis of this study is the effect of HRM practices on the job satisfaction of academics in Indonesian higher education institutions. All variables of HRM practices and job satisfaction were determined to be valid, reliable, and acceptable for this study based on the expert validation process and reliability analysis. Furthermore, it was discovered that all HRM practices—recruitment, selection, training and development, performance assessment, reward, recognition, and promotion—were significantly and positively correlated with job satisfaction using correlation analysis and multiple linear regression.

For practical implications, it was expected that the instruments developed in this study would be highly beneficial as a tool for evaluating HRM practices and job satisfaction in the Indonesian higher education sector. It was also expected that the empirical findings of correlation and regression analysis from this study would contribute significantly to HRM practices and the current situation of the job satisfaction of academics in the Indonesian higher education sector. The results of this study suggest that, in the reorganization process, the Directorate General of Higher Education, the Ministry of Education and Culture of the Republic of Indonesia, and university management could implement some important and potentially significant initiatives to improve and maintain academic staff job satisfaction and to maintain a good and balanced HRM practice environmental system at the university. In addition, it was expected that this study would serve as a useful reference for future researchers in this field.

The limitation of this study is the difficulty of finding specific literature on HRM practices and their relationship with job satisfaction in the Indonesian higher education sector. Another limitation is that only one academic from each higher education institution was included in this pilot study, which restricts the generalizability of the results to other higher

education institutions. Additionally, it was recommended that future research investigate the relationship between HRM practices and job satisfaction by including a larger sample of academics from all public higher education institutions in Indonesia.

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