

PERCEPTIONS OF ACADEMIA

Human Resource Management Practices: Perceptions of Academia

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Abstract

The major purpose of this research study was to explore the perceptions of academia about human resource management practices at University of the Punjab, Lahore as well as to examine link among these practices. This study being descriptive in nature, utilized survey technique. A sample of 150 permanent faculty members was selected through simple random sampling technique. Data were collected by using the Human Resource-Best Practices Scale (HR-BPS) developed by Ahmed, Abass & Akhter (2011). Descriptive statistics and item loading were run for data analysis. Results showed that the satisfaction level of academia about the execution of human resource management practices is low, especially about the performance appraisal practice. It was also found that a significant positive relationship exists between various kinds of practices. This research study confirms the need for strengthening the human resource management practices at university.

Key Terms: HRM, Academia

Introduction

It is an acknowledged fact that the utmost asset of any institution is its Human Resources (HRs). These resources perform a pivotal role in achieving the institutional goals. The institution's administration cannot achieve the desired goals without the proper utilization of HRs. For this purpose, the administration needs to manage these resources effectively and efficiently. The activities done by the administration to manage (attract, select, train, motivate and retain) their employees are called Human Resource Management Practices (HRMP's).

Most of the researchers and human resource practitioners agree that performance of employees is the key to success for an institution. The better the employees perform, the more successful the institution is. If an institution does not focus on its human resource management, not only the goals remain unaccomplished but work performance also suffers (Robbins & Coulter, 2006). Therefore, administration must take its human resource management responsibilities seriously for the enhancement of their employees' performance and accomplishment of institutional goals.

All institutions emphasize the importance of human resource practices; the educational institutions have no exception in this regard. In Higher Education Institutes (HEI's), it is the work of teachers that determines the degree of success or failure. It is the teacher who gives the institutes its credibility and determines its character. It is necessary for the educational administration to focus on HRMP's for the quality education. Quality education will remain a dream without the quality teachers. In this competitive world, educational administration should attract and select teachers who are the most competent and skilled in their relevant fields. They should hone their skills through proper training and development, appraise their performance by using some standardised appraising tools, motivate them by appropriate

compensation and benefits, and provide them a conducive and secured working environment. Thus, the indispensable issue for today's administrators is how to manage/organize their HR's effectively and efficiently for the betterment of their institutions/organizations.

Even after the world wide realization that HR's formed the critical asset for an institutional effectiveness, the same mind-set did not hold well with human resource department or establishment department in Pakistani HEI's. Since independence, unfortunately, Pakistani HEI's have not yet a decisive policy regarding Human Resource Management (HRM) which could dramatically improve the prevailing situation. That's why HEI's have not been able to accomplish their institutional objectives and enhance their teachers' work performance which is required in this competitive world (Qureshi, 1994). Higher Education (HE) is seemed to be a neglected area in Pakistan (Government of Pakistan, 2002) and none of the HEI in Pakistan meets the international set standards (Time Higher Education Supplement's World University Rankings, 2004). A well renowned Pakistani scholar and researcher Hoodbhoy (2005) admitted that HE in Pakistan brazen out by a lot of problems but the most prominent is low competence level of academia. Another researcher Rehman (2005) also supported Hoodbhoy's statement and says that majority of the academia in Pakistan has not been able to justify with their profession.

Thus, it is more important to know about the execution of HRMP's. Perceptions of the academia about these practices are very helpful to understand the prevailing situation because academia are in the best position to describe the management practices in use (Guest, 2002; Macky & Boxall, 2007; Wright, Gardner, Moynihan, & Allen, 2005) as they are directly influenced by these practices. Unfortunately, little research has been carried out in this proposed area of study in Pakistan. So there is a dire need to work in this area for the institutional effectiveness.

This research study will be beneficial for educational policy makers, planners and university administrators. Educational policy makers need to know about the weaknesses which exist in the present system. This aspect will certainly enable them to reframe their thinking and develop improved and enlightened policies about HR's. This study is helpful for university administrators and planners to understand why the objectives are not being achieved. It also gives a better idea about the loopholes of the current system that create hindrances in institutional effectiveness. This study presents useful suggestions for revamping the existing human resource management practices towards more sustainable quality driven parameters that will result in better work performance and accomplishment of institutional goals.

Review of the Literature

HRMP's are very essential for any institution/organization as employees' performance depends heavily on them. In the words of Lado and Wilson (1994) the set of distinct but interrelated activities and practices executed by the institutional administration that are directed at attracting, developing, and maintaining of their employees are called HRMP's. It has been proved through many researches that HRMP's has a great potential to enhance the institutional performance (Arthur, 1994; Burke & Cooper, 2005; Chang & Chen, 2002; Delaney & Huselid, 1996; Guthrie, 2001; Harley, 2002; Horgan, 2003; Huselid, 1995; Huselid, Jackson, & Schuler, 1997; Ichniowski, Shaw, & Prennushi, 1997; MacDuffie, 1995; Paauwe, 2004; Paauwe & Boselie, 2005; Ramsay, Scholaries, & Harley, 2000; Schuler & Jackson, 2005; Singh, 2000; Sivasubramanyam & Venkataratnam, 1998; White, Hill, McGovern, Mills, & Smeaton, 2003; Wood & de Menezes, 1998; Youndt, Snell, James, & Lepak, 1996). These and many others researches have shown that the better HRMP's lead to better organizational performance. Barney (1991); Wright, McMahan, and McWilliams

(1994) have also contended that the organizations exercise HRMP's with the purpose to improve their long term competitiveness and organizational performance.

In this regard, some co-relational and causal research studies have also shown positive impact of HRMP's on the performance of employees and consequently, the institution. Wright, Gardner, Moynihan, and Allen (2005) claim the existence of positive causal relationship between HRMP's and institutional performance. A co-relational study conducted by Gelade and Ivery (2003) also establishes relationship between HRMP's and institutional performance at a significant level.

Furthermore, competitive advantage is also thought to be upshot of executing effective HRMP's. Organizational managers claim that the competitive advantage is basically the result of critical criteria i.e. attraction, selection and retention of employees (Wright, Dunford, & Snell, 2001). The research conducted by Collins and Clark (2003) also confirms the potential role of HRMP's in creating institutional competitive advantage.

Although there has been a good deal of research on HRMP's but the bulk of it focuses on one or two dimensions of these practices and does not deal them holistically. The research literature abounds in corporate sector and has focused on the use and importance of these practices in either the organizations other than education or with the purpose to analyze the performance of the employees in light of these practices. The HRMP's and organizational performance studies have been conducted mostly in the industrial sector (Khatri, 2000). Academicians and practitioners are interested in the contribution of HRMP's help to develop the performance of organization and improve organizational effectiveness.

To enhance the efficiency of educational institutions Kwan (2009) follows the views of Wright and Snell (1991) and suggest that an educational institution should recruit and select

the teachers who are the most competent in their relevant subjects, inaugurate them with institutional philosophy and culture, provide them a proper training and development, motivate them by appropriate compensation and benefits, and make available to them conducive working environment.

To further the discussion in the educational scenario, some research studies are mentionable. These research studies explore teachers' responses regarding different HRMP's. However, these research studies usually focus by the researchers on only one or two specific HRMP's. Barmby, (2006); Wilhelm, Dewhurst-Savellis, and Parker, (2000) concentrated on recruitment and retention of the teachers, Gratton, (2004); Gunter, (2002) focused on teachers' Performance appraisal, Agarao-Fernandez and de Guzman, (2006); Dymoke and Harrison, (2006); Mayer, Mitchell, and Macdonald, (2005) worked on teachers development as mentioned earlier.

The above discussion indicates that only a few researchers have attempted to look at HRMP's in educational institutions. Therefore, the purpose of this study was to investigate the perceptions of academia in University of the Punjab, Lahore, concerning the various HRMP's in university as well as to examining the relationship among these practices. The results may inform university administrators or establishment unit on how to address the issue of academia to improve the institutional performance.

Methodology

The study was descriptive in nature and a survey was conducted to collect the data. The research study aimed to analyse the perception of academia about HRMP's as well as examining the relationship among various dimensions of these practices.

Population

Total population of the research study was 539 permanent faculty members of University of the Punjab, Lahore.

Sample of the Research Study

A survey was conducted to collect the data from the sample selected by using the simple random sampling technique. The sample of the study comprised 150 permanent faculty members of University of the Punjab, Lahore. The sample was randomly selected from the population.

Research Instrument

The research instrument used for the present research study was a Human Resource-Best Practices Scale (HR-BPS) developed by Ahmed Abass & Akhter (2011) consisting of thirty-four (34) items to be responded on five-point Lickert scale. The reliability score of the research tool was .937. Reliability score shows that it is highly reliable research tool for this purpose.

Administration of Research Instrument

HR-BPS was administered personally by the researcher. Initially, the questionnaire was distributed among 150 teachers of the university selected randomly as mentioned earlier. There were 136 respondents who handed over the questionnaire. So, the response rate was approximately, 91%. There were 14 more respondents randomly selected again to make the sample 150 so that it could be representative of the whole population and thus, the results

would become more generalizable. The sample had representation of all twelve faculties of the university and thus added more authenticity to the research.

Analysing the Collected Data

The collected data was analysed through SPSS (Statistical Package for Social Sciences). The Pearson correlation test was applied to understand the correlation between the various categories of HRMP's as well as their correlation with overall results. In order to analyse the perceptions of the academia, the mean score and standard deviation for each category of HRMP's was calculated. The reliability was measured for each category as well as collectively by applying Cronbach's Alpha. To discuss the categories in detail, the item loading, mean score and standard deviation for each item was separately calculated and analysed.

Findings and Discussion

The table shows the number of respondents selected from each faculty.

Table 1

Faculty in which respondents are serving

Name of the Faculty	Frequency	Valid Percent
Faculty of Behavioural and Social Science	14	9.3
Faculty of Sciences	16	10.7
Faculty of Pharmacy	15	10.0
Faculty of Education	16	10.7
Faculty of Economic and Management Sciences	16	10.7
Faculty of Arts and Humanities	19	12.7
Faculty of Commerce	8	5.3
Faculty of Law	8	5.3
Faculty of Oriental Learning	11	7.3
Faculty of Islamic Studies	4	2.7
Faculty of Engineering and Technology	8	5.3
Faculty of Life Sciences	15	10.0
Total	150	100.0

The table 1 shows that the maximum number of respondents in the sample belonged to the faculty of arts and humanities. There were 19 respondents who filled in the questionnaire from this faculty. The number of respondents that filled in questionnaire each from faculty of sciences, faculty of education and the faculty of economic and management sciences was 16 respondents. The sample from the faculty of pharmacy and faculty of life sciences comprised 15 respondents. The number of respondents from the faculty of behavioural and social sciences and the faculty of oriental learning was 14 and 11 respectively. The respondent size from the rest of four faculties was less than 10 respondents. There were three faculties i.e. the

faculty of commerce, the faculty of law and the faculty of engineering and technology in which the sample was 8 respondents each. The least number of respondents i.e. 4 belonged to the faculty of Islamic studies. The total sample size for the present study was 150 respondents from various positions in the university academia. Here is a table to represent a short summary of the profile of respondents containing demographic information about the respondents.

Table 2
Summary of respondents' profile

Gender	Male 96 (64%)	Female 54 (36%)				
Designation	Lecturer 73 (48.7%)	Assistant Professor 50 (33.3%)	AssociateProf essor 19 (12.7%)	Professor 8 (5.3%)		
Academic Qualification	Bachelors 1 (0.7%)	Masters 52 (34.7%)	M.Phil./ MS 45 (30.0%)	Doctoral 52 (34.7%)		
Professional Qualification	B.Ed. 7 (4.7%)	M.Ed. 20 (13.3%)	Others 29 (19.3%)	Nil 94 (62.7%)		
Work Experience	≤5 40 (26.7%)	6-10 43 (28.7%)	11-15 26 (17.3%)	16-20 14 (9.3%)	21-25 13 (8.7%)	≥26 14 (9.3%)

Table 2 shows that major portion of the respondents were male. There were 96 males and 54 females in the sample with the respective percentage of 64 and 36. As regards, the designation of the respondents, the maximum number of respondents was lecturers in position. The lecturers that filled in the questionnaire were 73 in number i.e. approximately 49 percent of the total respondents. The second highest number of respondents was serving the university in position of assistant professors. There were 50 assistant professors from whom the data was collected. There were 19 associate professors and 8 professors also included in the sample. The minimum percentage of the respondents i.e. just above 5 percent, was serving in the position of professors.

The table 2 also shows the academic as well as professional qualification of the respondents. It reveals that there was only one respondent had the bachelor degree i.e. BS Honours degree.

There was exactly equal number of respondents i.e. 53 having Master's degree and Doctoral degree in their relevant educational discipline. There were 45 respondents who had M.Phil./MS degree. The table contains the professional qualification of the respondents. The major number of respondents did not have any professional qualification. There were 94 respondents out of 150 respondents that were serving without any professional qualification. The number of respondents with the qualification of B.Ed. was 7 that were the minimum. There were 20 respondents with M.Ed. qualification and 29 respondents had some other kind of professional qualification.

There was a great diversity as regards with work experience of the academia. According to the table 2, there was approximately equal number of respondents with either less than five years of experience or six to ten years of teaching experience. There were 40 respondents having less than five years of experience and 43 respondents with an experience range from six to ten years. Twenty six (26) respondents have an experience between eleven to fifteen years. The number of respondents with an experience between sixteen to twenty years and more than twenty five years was exactly the same and they were 14 respondents. There were 13 respondents with an experience from twenty one to twenty five years.

In order to see the correlation among the various categories of HRMP's correlation test (Pearson r) was applied. The results are given in table 3.

Table 3

	Recruitment and Selection	Orientation	Training and Development	Performance Appraisal	Compensation and Benefits	Working Environment	Overall
Recruitment and Selection	1						
Orientation	.445(**)	1					
Training and Development	.350(**)	.659(**)	1				
Performance Appraisal	.381(**)	.610(**)	.612(**)	1			
Compensation and Benefits	.333(**)	.469(**)	.439(**)	.347(**)	1		
Working Environment	.430(**)	.509(**)	.581(**)	.511(**)	.566(**)	1	
Overall	.616(**)	.832(**)	.815(**)	.754(**)	.708(**)	.794(**)	1

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

Table 3 shows the correlation among the various categories of HRM practices and also their correlation with overall mean score. The results reveal that the correlation among all the categories and overall score is highly significant (p greater than 0.01) for all comparisons. It is also interesting to note that between most of the categories, the correlation is strong as well. Among all the categories, the correlation is strong in the range (.33 to .66). There was weak correlation between only two groups; the overall score with orientation and the overall score with training and development.

The study aims at exploring the perceptions of academia regarding the categories of HRMP's and these practices were broadly divided into six major categories. The following table shows the overall as well as category wise internal consistency of the instrument. It also presents the mean score and standard deviation for overall as well as for separate categories.

HRM Practices	Reliability	Mean	Std. Deviation
Recruitment and Selection	0.57	3.6622	.61759
Orientation	0.89	3.0211	.95251
Training and Development	0.87	3.3211	.84126
Performance Appraisal	0.80	2.8827	.83262
Compensation and Benefits	0.92	3.2520	1.00854
Working Environment	0.83	3.3144	.79908
Overall	0.936	3.2525	.63736

The table 4 shows that the overall reliability of the instrument was found to be 0.936 which is highly acceptable. All the categories of HRMP's also showed internal consistency of responses in the range (0.8 to 0.92) except for one category i.e. recruitment and selection for which the Cronbach Alpha reliability score was 0.57. The table shows the overall as well as category wise mean score and standard deviation. The category of Recruitment and Selection had the maximum mean score 3.66 and the standard deviation was .62. The minimum mean score was found to be 2.88 for the category of Performance Appraisal for which the standard deviation was .83. The rest of four categories of HRMP's have score in the range of 3 to 3.3. The mean score for the categories of working environment and training and development was just above 3.3 with the score 3.31 and 3.32 respectively for the both categories. The standard deviation for working environment was approximately 0.8 and for training and development, it was .84. The compensation and benefits had the mean score of 3.2 with standard deviation just above 1. The mean score for the category of orientation was 3.02 with the standard deviation .95. The overall mean score was found to be 3.2 and the standard deviation was 0.64.

To discuss the categories in detail, the item loading, mean score and standard deviation for each item was separately calculated and analysed in table 5.

Table 5

Structure of HRMPs, item loading, mean and SD				
Sr. No.	Statements	Item loading	Mean	Std. Deviation
1.	Vacancies for the teachers are properly advertised in my university.	0.68	3.70	1.140
2.	Before the selection of my present post, I knew complete job requirements.	0.67	3.88	1.111
3.	Before the selection, interview panel assessed my knowledge thoroughly for the required post.	0.74	4.13	.922
4.	The interview panel adequately tested my skills for the required post before the selection.	0.76	3.97	1.023
5.	Discrimination of any kind is not involved in the selection process in my university.	0.66	3.41	1.183
6.	In my university, internal politics plays an important role in teachers' selection process.	0.65	2.88	1.175
7.	After joining this university, I was communicated all rules and regulations related to my job.	0.75	3.01	1.245
8.	The university mission statement was clearly communicated to me at the time of joining.	0.76	2.76	1.145
9.	I was comprehensively briefed about all university goals and objectives during the orientation session.	0.79	2.94	1.177
10.	I was formally introduced to all colleagues of the department when I joined this university.	0.56	3.55	1.185
11.	I was comprehensively briefed about the university structure (administrative hierarchy) after joining.	0.74	2.95	1.203
12.	After joining this university, I was clearly communicated the criteria on which my performance would be evaluated.	0.69	2.92	1.212
13.	The university encourages me to undertake relevant professional training courses.	0.69	3.47	1.185
14.	The university provides me opportunities to undertake relevant educational courses.	0.71	3.48	1.145
15.	The staff' development activities organized by the university are linked with my professional needs.	0.71	3.19	1.066
16.	The staff' development activities organized by the university improved my teaching performance.	0.69	3.34	1.002
17.	Teachers' training course organized by the university is directly linked to the university goals and objectives.	0.63	3.44	1.000
18.	After teachers' training course, the university asked me for formal feedback about the effectiveness of the training course.	0.57	3.01	1.039
19.	My performance is regularly evaluated by the university after each session/semester.	0.61	3.19	1.157
20.	The university gives me formal feedback after appraising my performance.	0.79	2.64	1.119

21.	Appraisal is completed by the persons who are completely familiar with my work performance.	0.7	2.77	1.088
22.	The university adopts standardised procedures for appraising my teaching performance.	0.68	2.91	1.095
23.	I feel that teachers' appraisal is just a formality in my university.	0.76	2.90	1.134
24.	I am fairly paid according to my qualification.	0.84	3.41	1.159
25.	I am appropriately compensated according to my experience.	0.82	3.24	1.180
26.	I am paid appropriate salary according to my responsibilities.	0.91	3.38	1.174
27.	I am reasonably remunerated for the amount of effort I put in.	0.84	3.34	1.116
28.	I am fairly rewarded for the stresses and strains of my job.	0.75	2.89	1.154
29.	Working environment is very pleasant in my university.	0.65	3.17	1.178
30.	My employment is completely secured with this university.	0.70	3.58	1.038
31.	My health has not suffered due to my job at this university.	0.74	3.53	1.174
32.	I feel no difficulty in balancing my work and personal life at this university.	0.72	3.61	1.086
33.	The university is actively involved in handling my safety complaints.	0.73	3.07	1.037
34.	Complaints of workplace violence are investigated by the university adequately.	0.61	2.93	1.024
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Valid N = 150				

As mentioned earlier, the category of recruitment and selection had the maximum mean score which shows that the respondents considered that this practice was being executed effectively. One possible reason for their high score on this category might be that their perceptions are influenced by the fact that they have already been selected and are working in the university. This category had the least standard deviation which shows that there was consistency in the responses of all the items categorized under this label. There were six items (1-6) in this category. The careful analysis of the table 5 shows that they showed high agreement (mean score = 4.13) with the statement that the ‘interview panel assessed their knowledge thoroughly before the selection’. The statement that the ‘skills of the respondents were adequately tested’ also showed the mean score of approximate 4. There were two items

with the respective score of 3.7 and 3.88. It means that they believed that these two practices were also being practised satisfactorily. These related to proper advertisement of the jobs and the knowledge of job description respectively. The item related to discrimination (mean score = 3.41) in the selection process was somewhat satisfactory. The minimum means score (2.88) within this category was for the statement that the internal politics played an important role in the selection process. The academia perceived that the internal politics was involved in selection of the employees.

The next category is the category of orientation. There were six items (7-12) related to this category in the questionnaire. The mean score for this category was approximately 3 which show the lower satisfaction level. The standard deviation of quite higher than 1 on all the items included in this category shows that the responses were diverse on this category. This shows that the HRM practices included in this category were not being executed properly. There was one item (mean score = 3.54) which had comparatively higher score than the other items. It related to formal introduction of the new employee to all colleagues of the department at the time of joining. This means that this HRM practice was being executed effectively. There were four items which had approximate means score of 3. It shows that the academia were somewhat satisfied with the HRM practices related to intimation of university goals and objectives, administrative structure, performance evaluation procedures and rules and regulations during the orientation. The statement that the mission statement of the university was clearly communicated to the new employees had the minimum mean score (2.76) in this category. It shows that it was the least practice in the category of orientation.

The third category of HRM practices is Training and Development having six items in the questionnaire (13-18). The standard deviation of higher than one on each item in this category shows that the response was well spread out. There were two items in this category with approximate 3.5 mean score. It shows the comparatively high satisfaction of the

respondents as they thought that these two practices under the category of training and development were being executed effectively. These were the encouragement of the university to undertake professional trainings and providing opportunities to academia to undertake educational courses. Another item showed the response in terms of mean score of 3.44. So, respondents perceived that the training and development courses offered by the university are also linked to the goals and objectives of the university. They perceived that this practice was also being executed properly. The academia also perceived that the development activities improved the performance in teaching (Mean score = 3.44). There were two items on the category which had low mean score. The academia perceived that they were being performed but not satisfactorily or less satisfactorily. The respondents viewed that the staff development activities were not linked to professional needs of the academia ($m = 3.19$). They also viewed that the formal feedback about the effectiveness was not properly taken ($m = 3.01$). This statement is very important as it paves the way for further training and development programs.

There were five items (19-23) included from the category of performance appraisal in the questionnaire. This category of HRM practices showed the least mean score (Mean = 2.88). The standard deviation on each item under this category was above 1 which shows that the responses were well spread out. There was not just one item on this category that had mean score of above 3 i.e. 3.19. This was related to the regular evaluation of the performance. The respondents perceived that though the performance was evaluated on regular terms somewhat satisfactory but the evaluation was not done properly. It also related to orientation because there, the academia believed that they were not being oriented about the performance appraisal procedures properly. The need is to take academia into confidence and orienting them about performance appraisal procedures. The lowest response in this category was recorded for the item that formal feedback after the appraisal of performance is given to the

academia ($m = 2.64$). They were not satisfied with the execution of this practice. They were somewhat suspect about whether the persons conducting appraisal were expert in their field or not ($m = 2.77$). There were two other items on this category with mean score in the range of 2.9. This showed low satisfaction with the execution of these practices as well. One item related to adoption of standardized procedures for performance appraisal. The other item was that it was just a formality. The academia believed that it was considered a formality. Thus, it was required to refine the Performance appraisal procedure, take academia into confidence and execute this practice properly.

The category of Compensation and benefit had five items in the questionnaire. Overall mean score for this category was 3.25 which show that the academia, though they were not dissatisfied, yet were not satisfied with HRM practices related to this category. The response was quite spread out as shown by overall std. deviation as well as deviations on each items that the data we well spread out. The two items on this category that have approximate score of 3.4 are related to the salaries of academia with reference to their qualification and the responsibilities performed by them. They were convinced that these two HRM practice were properly executed. There was one item related to the reasonable remuneration for the efforts they put in their jobs. Their mean score (3.34) shows that they were satisfied with the execution of this practice. The mean score on the item that they were appropriately compensated according to their experience was comparatively low (3.24) but it showed somewhat satisfaction with execution. HRM practice under the category of compensation and benefit the academia showed least score within this category on the item (2.89) that they were fairly rewarded for the stress and strains of their job. They perceived that this HRM practice was not being executed in this category.

There were six items (29-34) related to the category of working environment in the scale. The overall mean score of this category (3.31) showed that the academia was convinced that these

HRM practices were being executed effectively in the institutions. There were three items within this category that had mean score of above 3.5. The respondents perceived the practices related to employment security, keeping the health intact while doing job and the balance of work and personal life. These were being properly executed. The items related to pleasant working environment was also rated in mean score of 3.17. In terms of handling the safety complaints, the respondents showed that the university was somewhat active ($m=3.07$). The least score on any item of this HRM category was 2.93. It shows that HRM practice was required to be given attention too.

Conclusions

Although, the literature has emphasized the importance of each of the HRMP's for educational institutions, there is need to identify the prevailing condition and explore the link between all of these practices those are executed by the administration. Most of the studies on HRMP's are carried out from the perspective of the administration instead of academia. This study has an attempted to understand the perception of academia in relation to their experience of the HRMP's executed in their university.

The study confirms that the HR units are not effectively present in the university but HR functions were found to be as complex and diverse as compared to corporate sector and it is usually shouldered by administration. Such a practice may create difficulties for administration that may not have had HR training. The results of this study may indicate the need for the incorporation of HR training for administration.

The results reveal that the correlation among all the categories as well as the categories to overall score correlation were highly significant for all comparisons. Among all the categories, the correlation was strong. There was weak correlation between only two groups; the overall score with orientation and with training and development. The category of Recruitment and Selection had the maximum mean score and the minimum was found to be that for the category of Performance Appraisal. It shows that the dimension of Recruitment and Selection was perceived to have the best HR practice in University of the Punjab, Lahore. Although the respondents considered that internal politics might sometimes have been a factor taken into consideration by selection board, and perhaps, this created in them a sense of being discriminated against. Whereas the worst practice executed by the university administration is Performance Appraisal.

This research study proves that although the academia are not dissatisfied regarding HRMP's, but their satisfaction level is quite low especially for performance appraisal practice as

discussed earlier. To be a responsible employer, administration should try to provide supportive measures to teachers to help them perform more effectively and efficiently, and thus, contribute to the accomplishment of the university goals.

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