

Development of Scale to Assess Effective Execution of Human Resource Practices for General Public Sector Universities

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Abstract

Human Resource Practices (HRPs) are a set of practices through which an organization governs its employees. Effective implementation of HRPs is crucial for an organization to achieve its goals and objectives. The purpose of the present study was to develop a research scale to assess the effective implementation of HRPs in General Public Sector Universities (GPSUs) of Pakistan. The development of the research scale was done after considering the intricacies and specifications taken from related literature review. The prevailing scenario of GPSUs Pakistan was kept in mind during the scale development process. The research scale encompassed the six factors of HRPs namely recruitment and selection, orientation, training and development, performance appraisal, compensation and benefits, and working environment. The research scale was validated through peer review and Subject Matter Experts (SMEs) in the field. Finally, 34 statements were selected. University of the Punjab, Lahore (One of many General Public Sector University) was selected through simple random sampling (fish bowl) technique. Further, two hundred and fifty (250) permanent faculty members were also taken through simple random sampling (fish bowl) technique from the selected university. The scale reliability index was found alpha (α) 0.937, whereas for each factor, α ranged from 0.598 to 0.927. The positive, strong and significant correlation of each factor with overall sum of Human Resource Practices-Assessment Scale (HRP-AS) for teachers showed that all factors contribute towards assessing the main construct while relatively weaker inter-factor correlations indicate mutual independence of each factor.

Keywords: human resource practices, academia, assessment scale.

1. Introduction

Human Resources (HRs) are considered an important component of any organization. The effective utilisation of HRs paves the path to achieve organizational goals and ultimately the success of an organization (Cascio, 2006). Organizations should also attain their competitive advantage through effective and efficient use of these resources (Chan, Shaffer, & Snape, 2004; Collins & Clark, 2003). Effective implementation of Human Resource Practices (HRPs) is seen to be crucial for an organization to achieve its goals and objectives (Marchington & Wilkinson, 2005). To utilise HRs effectively it is necessary for an organization to execute HRPs effectively. Without effective implementation of these practices, an organization not only wastes its time but also a lot of money and other resources (Pucik, 1988). To save precious time and money of the organizations researchers have reported different typologies. These typologies have a great potential to maintain and enhance organizational effectiveness (Ahmed & Schroeder, 2003; Arthur, 1994; Barney, 1991; Becker & Gerhart, 1996; Chan, Shaffer, & Snape, 2004; Chang & Chen, 2002; Huselid, 1995; MacDuffie, 1995; Pfeffer, 1995; Whitener, 1997).

To assess the effective implementation of HRPs, different research instruments have been available (Mott, 1971; Geringer, Frayne, & Milliman, 2002; State of Texas, 2008). By using these research instruments, organizations come to know about the existing picture of their management practices and also know to what extent these practices are executed effectively.

Most of the research instruments for assessing the effective implementation of these practices available have been developed for corporate sector. Unfortunately very little research has been done in public sector specifically in educational sector (Kwan, 2009).

Even after the worldwide realization that HRs form the most critical factor for an organizational effectiveness, the same mind-set does not hold well with GPSUs in Pakistan. Most of the universities do not have Human Resource Management (HRM) section and manage their academia through establishment division/department (Nasreen, 2008). That's why these universities have not been able to accomplish their objectives and enhance their teachers' work performance which is most required in this competitive world (Qureshi, 1994).

The focus of this research study is to develop a research instrument through which GPSUs in Pakistan may get an idea about the implementation of their present management practices. The betterment and reforms are almost impossible without knowing about prevailing scenario. HRPs must also be assessed to know about the weaknesses which exist in the system in order to locate the loopholes that create hindrances in organizational effectiveness.

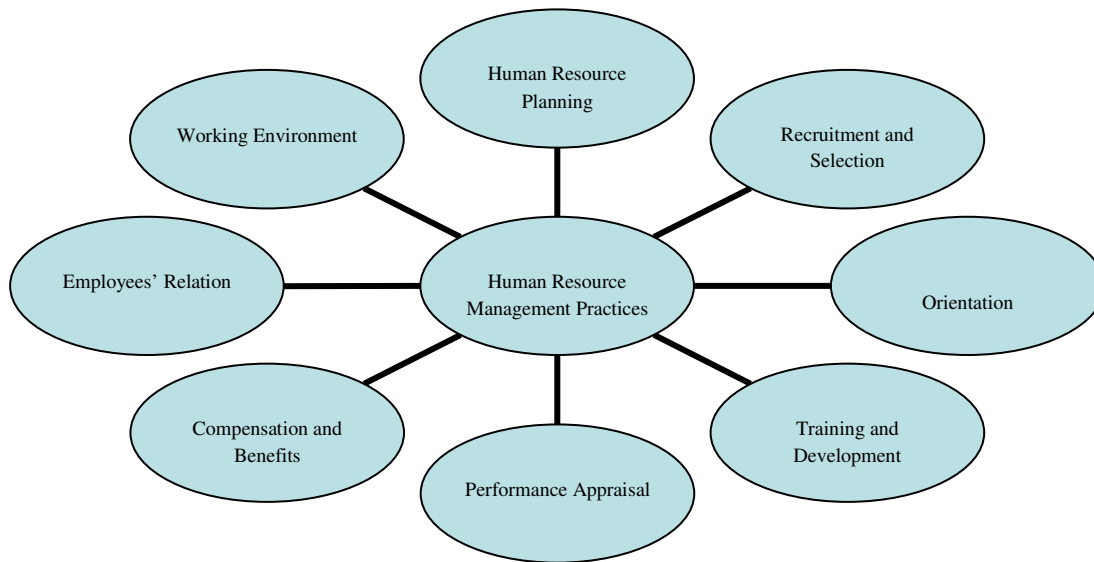
2. Literature review

HRPs are considered to be complex construct which can be divided into various dimensions. Researchers have developed typologies based on these dimensions which contribute to HRPs. Some of these typologies are given here:

According to Delery and Doty (1996), there are seven best HRPs that are internal career opportunities, formal training systems, appraisal measures, profit sharing, employment security, voice mechanisms, and job definition. Another researcher Pfeffer (1998) identifies seven best HRPs for successful organizations but differently from the earlier typology. These comprise employment security, self-managed team/s (autonomy), extensive training (training), high compensation contingent on organizational' performance (reward), selective hiring (recruitment), sharing of information (involvement), and status differences. Fiorito, Bozeman, Young, and Meurs (2007) classify HRPs into ten categories i.e. internal labour markets, hiring selectivity, training, grievance resolution mechanisms, benefits, employee involvement, incentive pay, union pressure, compensation cuts, and downsizing. Several HR experts and practitioners like Anthony, Kacmar, and Perrewe (2002), Aswathappa (2006), Bernardin and Russell (1998), Boxall and Purcell (2003), Bratton and Gold (2003), Byars and Rue (1997), Cascio (2006), DeCenzo and Robbins (2002), Dessler (2006), Harris (1997), Ivancevich (2001), Lunenburg and Ornstein (2004) have indicated some important and universal HRPs. The list of these practices is given below:

1. Human resource planning
2. Recruitment and selection
3. Orientation
4. Training and development
5. Performance appraisal
6. Compensation and benefits
7. Employees relation
8. Working environment

The figure 1 graphically represents these eight components of HRPs.



Graphically representation of the components of HRPs

Moreover, theoretical and empirical discussion in the light of related literature is given below.

2.1 Human resource planning

Human resource planning refers to the process of deciding what positions the organization will have to fill, and how to fill them (Dessler, 2006). HR plan stresses analysing the organizational objectives as well as acquiring resources required to achieve those objectives. HR planning is the sum total of the plans formulated for the all other HRPs (Anthony, Kacmar, & Perrewew, 2002). Like all plans, organizational administration builds employment plans on basic assumptions about the future. There are three forecasts required for the development of HR plans; one for HR requirement or need, one for the supply of outside candidates, and one for the supply of inside candidates (Dessler, 2006).

Job analysis is an integral part of HR planning. It is a procedure that helps an organization in determining the duties of the jobs or positions and the required skills of the eligible candidates. This information goes in developing job descriptions and specifications (Morgenson & Campion, 2000). Job description outlines the duties and responsibilities expected of the job incumbent while job specification outlines the qualifications that a person would be in need in order to accomplish the duties and responsibilities set forth in the job description (Lunenburg & Ornstein, 2004). Thus, job analysis is a detailed description of the duties, responsibilities, working conditions and expected skills of an individual performing that job (Qureshi & Ramay, 2006).

An effective HR plan bridges any gaps that may exist between supply and demand (Ivancevich, 2001). The long term success of any organization ultimately depends on good HR planning (Lloyd & Leslie, 1997). Although the term 'HR planning' has become incorporated in the HRM literature; it has not yet been recognized as a key HR activity in many organizations (Armstrong, 2006).

2.2 Recruitment and selection

Recruitment and selection involves the process of attracting and selecting people to serve in an organization. Dowling, Schuler and Welch (1994) define this process as 'searching for and obtaining potential job candidates in sufficient numbers and quality so that the organization can select the most appropriate people to fill its job needs'. The organizations make an inventory of the dimensions of knowledge and skills pre-requisite to be hired for the job. Its importance is highlighted by Byars and Rue (1997) saying that it is the top priority of institutions to select the right person for the right job as organizational performance always depends on its employees. The better is this process; the better the performance of the organization is expected to be. In the same way, the faulty execution of this process will result in 'loss of competitive advantage, impaired image and reputation, and the loss of other key staff' (Dowling, 1988).

It has been studied that the organizations perform better when the selection method is comprehensive (Terpstra & Rozell, 1993; U.S. Department of Labor, 1993). Thus, the researchers (Gardner, Foo, & Hesketh, 1995; Guion, 1991) have drawn attention to the comprehensibility of this process. In this way, realistic job previews help in deciding about the suitability of the candidates.

According to Karpin (1995), there are nine strategies that qualify for the best practice in an academic recruitment and selection: (a) *a detailed information package*; (b) *the salary package and appointment specifications*; (c) *the recruitment methods*; (d) *the composition of selection committee*; (e) *a detailed timetable for selection*; (f) *decisions on selection methods*; (g) *individuals' subsequent performance appraisal*; (h) *trained recruiters*; and (i) *the process review*.

2.3 Orientation

Once the right people are selected for the job, the organizations need to guide them towards the proper execution of their roles. Orientation is 'the process of informing new employees about what is expected of them on the job and helping them cope with the stresses of transition' (Gomez-Mejia, Balkin, & Cardy, 2001). The orientation may be in the form of brief and informal introductions or the lengthy and formal courses to introduce the new recruits to the rules and regulations and policies of the organization, its hierarchical structure and to the expectations of the organization. This practice aims at welcoming the new recruits and making them feel at home. According to DeCenzo and Robbins (1999), the aim of any orientation program is to:

Familiarize the new member with the organization's objectives, history, philosophy, procedures, and rules; communicated relevant human resource management policies such as work hours, pay procedures, benefits; review the specific duties and responsibilities of the new member's job; provide a tour of the organization's physical facilities; and introduce the employee to his/her manager and co-workers. (p.223)

The importance of orientation cannot be underestimated. The absence of orientation process or its improper execution may create confusions in the minds of new employees and they may take more time in performance of their tasks or may commit dangerous errors because of their over-cautious behaviour. This results in low performance of the organization. Dessler (2006) points out four outcomes of successful orientations; making new employees at ease, introducing them to the history and vision of the organization and its policies and procedures, clarifying the expectations of the organization from the recruits and lastly, socializing them into behaviour of the organization.

In the educational settings, the newly selected teachers also need orientation from the administration. Though some of the information, they may find in the university hand-book yet they need guidance on rules and regulations of their employment, administrative hierarchy, the method of assessing their performance, the mission statement and goals and objectives of their organization. These objectives may be achieved through orientation.

2.4 Training and development

In order to transform the new recruits into effective and productive employees, they must be integrated into the organizations. Their abilities and skills need to be expanded and polished through activities like training and development. Dessler (2006) refers to training as methods that are applied to provide the new recruits with the skills needed to perform their duties. The term 'development' refers to broadening the horizon of the employees. Ivancevich (2001) believes that the development activities help a person make positive contributions to the organizations. The focus of training is the current job while the focus of development is expansion of their current knowledge and growth. Both training and development are the key factors in maintaining as well as expanding the performance of individuals in an organization.

Comprehensive training and development programs have been proven to be important ingredients of efficient performance (Terpstra & Rozell, 1993; U.S. Department of Labor, 1993). One important study in this regard was done in Russia. It contends that training gives an organization, the competitive advantage (Jukova & Konstantine, 1998; Shekshnia, 1998). Another study of 18 Western organizations also emphasized the competence development in general and training in particular (Fey, Pontus, & Ingmar, 1999). Consequently, there exists a strong relationship between employee training and organizational performance (Delaney & Huselid, 1996; Koch & McGrath, 1996).

2.5 Performance appraisal

Another important human resource management practice is performance appraisal. Moser, Schuler, and Funke (1999) include observation and judgment in the performance appraisal. This practice aims at evaluating the current and the past performance of the employees based on the performance standards with the view 'to improve performance' (Dessler, 2006). It ensures that the employees 'stay focused on effective performance' (Benardin & Russell, 1998). It may be used to reward the individuals whose performance is better than others. Thus, it evaluates the work of the employees as well as motivates them to improve their future performance. This provides an opportunity to the employees to identify the skills that they need to acquire in order to progress within the organization (Cleveland, Murphy, & Williams, 1989).

The employees whose performance is being assessed must be involved in the whole process. They must have their say even in developing the system of performance appraisal. There is strong evidence that their participation in developing appraisal system 'leads to favourable reactions to the process and actually increase trust for top management' (Mayer & Davis, 1999). This sense of possession develops the satisfaction of the subordinates with the appraisal interview, the appraisal system and motivates them to improve their performance (Cawley, Keeping, & Levy, 1998). Performance appraisal is important as it is an integral part of an organization's performance management process. In order to manage this process well, it is important to conduct performance appraisal every six to twelve months (Anthony, Kacmar, & Perrew, 2002).

2.6 Compensation and benefits

All forms of pay or rewards that institutions give to employees in exchange of their services are referred to as compensation and benefits (Williams, 2005). Compensation is the activity of HRM function through which employees get every type of reward in return of performing the tasks assigned by the administration (Hackett & McDermott, 1999). There is precedence of various employees being paid variably for the same job. This variance appears judicious in terms of individual differences in experience, skills, and performance as well as expectations that seniority, higher performance, or both deserve higher pay. In Asian scenario, it has been noticed that the seniority system has influenced wage setting. There is ample evidence available to declare the demise of lifetime employment, seniority wages and age based promotions (Ornatowski, 1998). Hackett and McDermott (1999) stated that total compensation includes the following three elements:

- Basic pay that is matched closely to competition, according to the organization's ability to pay and attract quality talent. Basic pay serves as a platform for variable pay.
- Variable pay that is the centre piece of the total compensation approach. Methods include gain-sharing, lump-sum bonuses, individual variable pay, and so forth. It is flexible and links the future of the organization and the employee in a positive manner.
- Indirect pay that is addition of cost-effective benefits keyed to supporting the goals of the organization.

It is said that the performance of the employees improves through compensation and benefits (Bateman & Snell, 2007; Cherrington, 1995). There are other advantages of compensation and benefits as well; the desire to retain the employment (Aoki, 1988; Bamberger & Meshoulam, 2000; Delery & Doty, 1996; Kochan, Wells, & Smith, 1992) the increase in motivation (Appelbaum & MacKenzie, 1996; Bamberger & Meshoulam, 2000) and job satisfaction (Buchko, 1993; Poole and Jenkins, 1990). If an organization pays less to its employees in comparison with other organizations of the same nature, the employees are likely to become dissatisfied and may leave the organization (Roberts, 1997) as employees tend to compare their remuneration with that of other people in the same or a similar situation.

Appelbaum and MacKenzie (1996) highlighted the fact that the organizations are introducing innovative compensation strategies that have direct relationship with improvement in organizational performance. In order to maximize the profits of the system of compensation and benefits, fairness of the system is a pre-requisite. Gilliland and Langdon (1998) contended that this condition can be accomplished by adhering to four important practices:

- Conducting surveys or interviews to know the opinion of the employees.
- Communicating clearly the rewarding procedures and treating all employees consistently when seeking input.
- Including the rewards that employees are really concerned about.
- Explaining clearly the rules and logic of the rewards process.

2.7 Employees' relation (Union-administration relation)

The interconnections that exist between employers and employees in the organization are called employees' relation (Armstrong, 2006). According to Bratton and Gold (2003), employees' relation is a practice that determines employees' compliance with the goals of an organization and its standards through their involvement in decision making and by managerial disciplinary actions. This involvement of the employees in the decision making comes through unions in organizations.

A union is an organization of employees formed for the purpose of influencing employer's decisions concerning conditions of employment. Union management relations are the on-going relationship between the group of employees represented by a union and management in the employing organization. The base for any union-management relationship is collective bargaining. It is collective in the sense that the employees, as a unit select representatives from their membership to meet with the management in order to discuss issues that need to be resolved (Luenenburg & Ornstein, 2004).

The main concern of unions is to address and resolve issues related to employees (Mondy & Noe, 1996). There are two reasons given by Cherrington (1995) for the employees to join unions. They join unions either to increase compensation or to eradicate unfair conditions or both. Better medical plans, extended vacation time, and increased compensation are some of the products of union involvement. Employee relations deal with the administration of discipline and grievance handling procedures. When a manager is to take action against an employee for violating an organizational work rule or for poor performance, he uses the disciplinary procedure of the organization to resolve the issue and when an employee has a complaint against the organization or its management, he/she normally contacts the union representative (Byars & Rue, 1997).

2.8 Working environment

If the working conditions of an organization are conducive, its performance will improve dramatically. The working conditions are conducive when administration provides their employees to safe and healthy environment. Byars and Rue (1997) identify safety and health as important concerns of the organizations today. The responsibility lies with the organizations that they must provide safe and healthy working environment to the employees and protect them from smoking, alcohol and drug/substance abuse, stress, and burnout. Mondy and Noe (2005) define safety as 'protecting employees from injuries caused by work-related accidents and health as keeping employees free from physical or emotional illness'.

Employment security is one of the important parts of HRM practices (Delery & Doty, 1996; Pfeffer, 1995). It is generally believed that only if the employers feel that their jobs are secured, they will cooperate and increase their efficiency otherwise, they will withdraw from their responsibilities. Thus, job or employment security plays a decisive role in harmonizing the interests of the employers and employees in a long-term mutual commitment relationship. It is particularly important in the context of human resource management system (Applebaum & Batt, 1994; Kochan & Osterman, 1994; Levine, 1995; and Pfeffer, 1998).

3. Purpose of the study

The purpose of this research study was to develop and validate a research scale to measure the perceptions of academia about the effective execution of HRPs in GPSUs of Pakistan because employees are in the best position to describe the management practices in use (Guest, 2002; Macky & Boxall, 2007; Wright, Gardner, Moynihan, & Allen, 2005).

4. Methodology

This section describes the details regarding the sampling procedure, stages of research scale development, validation of research scale, procedure and results.

4.1 Sampling procedure

For the development of research scale, ten teachers from ten GPSUs of Pakistan (one from each university) were conveniently selected for the purpose of interview. The questionnaire developed in light of the information collected through interview and the information gathered through literature review was pilot tested on a sample of teachers from University of the Punjab.

University of the Punjab, Lahore (one university from GPSUs of Pakistan) was selected through simple random sampling (fish bowl) technique. The sample was comprised of 250 permanent faculty members out of 539 permanent faculty members. They were selected through simple random sampling (fish bowl) technique.

4.2 Development of the research scale

In the light of the frame work given by Dessler (2006) and with the help of questionnaires already developed by Kwan (2009) and State of Texas (2008), eight HRPs were identified keeping in view the scenario of Pakistani GPSUs. These are human resource planning, recruitment and selection, orientation, training and development, performance appraisal, compensation and benefits, employees' relations, and working environment.

A group of ten university teachers were conveniently selected from different GPSUs of Pakistan for open ended interview regarding HRPs. During the interview sessions, the researchers realised that the university teachers have very little or even no information about first HRP i.e., Human resource planning. Researchers also felt that the respondents were reluctant to provide information about another HR practice i.e., employees' relations. These two HRMPs were excluded from the pool of HRMPs for the development of research scale. Thus, six HRPs i.e., recruitment and selection, orientation, training and development, performance appraisal, compensation and benefits, and working environment were finalized.

Sixty (60) statements were initially developed after the extensive review of related literature to identify mentioned above HRPs. One of the statement was directly adopted from the existing scale (Kwan, 2009) that was; "I am fairly rewarded for the stress and strains of my job" and two statements from Kwan (2009) were adapted according to the context. The remaining statements were developed by the researchers.

4.2.1 Validation of Research Instrument

To validate the research instrument, the researchers used peer review. After the thorough consultation with peers that are Ph.D. scholars and have a more than five years' experience in teaching at university level, twenty statements were removed. Then the researchers consulted English language experts for grammatical corrections and rephrasing for the sake of clarity. Then, this research instrument was sent to SMEs. After their feedback, six more statements were removed and four statements were rephrased.

After the validation of research instrument it was named Human Resource Practices-Assessment Scale (*HRP-AS*) for teachers. To check the reliability of *HRP-AS* for teachers, pilot testing of this research scale was administered by researchers themselves. Each statement had a five-point likert response, i.e. strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD).

4.2.2 Procedure

Two hundred and fifty faculty members were selected through simple random sampling (Fish bowl) technique. Two hundred and forty one respondents filled the *HRP-AS* for teachers. There were only nine respondents who refused to fill in the research scale.

4.2.3 Results

Construct validity of research scale was measured through reduction of data (inter-rater validity method) or factor analysis method. The rotated component matrix factor analysis was used to ensure the construct validity of the research scale. Variance was explained 62.175% by loading the statements on six component/factors. The loading of the statements with their component is given in table 1.

Table 1: Factor analysis of HRP-AS for teachers

| S. No. | Statements | *Components | | | | | |
|--------|--|-------------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 |
| 08 | The university mission statement was clearly communicated to me at the time of joining. | 0.792 | | | | | |
| 11 | I was comprehensively briefed about the university structure (administrative hierarchy) after joining. | 0.777 | | | | | |
| 09 | I was comprehensively briefed about all university goals and objectives during the orientation session. | 0.766 | | | | | |
| 07 | After joining this university, I was communicated all rules and regulations related to my job. | 0.749 | | | | | |
| 12 | After joining this university, I was clearly communicated the criteria on which my performance would be evaluated. | 0.695 | | | | | |
| 10 | I was formally introduced to all colleagues of the department when I joined this university. | 0.602 | | | | | |
| 22 | The university adopts standardised procedures for appraising my teaching performance. | 0.452 | | | | | |
| 21 | Appraisal is completed by the persons who are completely familiar with my work performance. | 0.441 | | | | | |
| 26 | I am paid appropriate salary according to my responsibilities. | | 0.894 | | | | |
| 24 | I am fairly paid according to my qualification. | | 0.861 | | | | |
| 25 | I am appropriately compensated according to my experience. | | 0.823 | | | | |
| 27 | I am reasonably remunerated for the amount of effort I put in. | | 0.820 | | | | |
| 28 | I am fairly rewarded for the stresses and strains of my job. | | 0.650 | | | | |
| 15 | The staff development activities organized by the university are linked with my professional needs. | | | 0.793 | | | |
| 16 | The staff development activities organized by the university improved my teaching performance. | | | 0.785 | | | |
| 17 | Teachers' training course organized by the university is directly linked to the university goals and objectives. | | | 0.701 | | | |
| 14 | The university provides me opportunities to undertake relevant educational courses. | | | 0.651 | | | |
| 18 | After teachers' training course, the university asked me for formal feedback about the effectiveness of the training course. | | | 0.586 | | | |
| 13 | The university encourages me to undertake relevant professional training courses. | | | 0.582 | | | |
| 31 | My health has not suffered due to my job at this university. | | | | 0.704 | | |
| 32 | I feel no difficulty in balancing my work and personal life at this university. | | | | 0.696 | | |
| 34 | Complaints of workplace violence are investigated by the university adequately. | | | | 0.666 | | |
| 33 | The university is actively involved in handling my safety complaints. | | | | 0.635 | | |
| 29 | Working environment is very pleasant in my university. | | | | 0.564 | | |
| 30 | My employment is completely secured with this university. | | | | 0.465 | | |
| 01 | Vacancies for the teachers are properly advertised in my university. | | | | 0.367 | | |
| 04 | The interview panel adequately tested my skills for the required post before the selection. | | | | | 0.852 | |
| 03 | Before the selection, interview panel assessed my knowledge thoroughly for the required post. | | | | | 0.845 | |
| 05 | Discrimination of any kind is not involved in the selection process in my university. | | | | | 0.559 | |
| 02 | Before the selection of my present post, I knew complete job requirements. | | | | | 0.393 | |
| 23 | I feel that teachers' appraisal is just a formality in my university. | | | | | | 0.743 |
| 20 | The university gives me formal feedback after appraising my performance. | | | | | | 0.595 |
| 19 | My performance is regularly evaluated by the university after each session/semester. | | | | | | 0.494 |
| 06 | In my university, internal politics plays an important role in teachers' selection process. | | | | | | 0.459 |

N=241 variations explained 62.175% Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. *Components: 1= Orientation, 2= Compensation and Benefits, 3= Training and Development, 4= Working environment, 5= Recruitment and Selection, 6= Performance appraisal.

The statement number 8, 11, 9, 7, 12, 10, 22 and 21 loaded on the component 1 (Orientation) explaining 13.55% of variance. The statement number 26, 24, 25, 27 and 28 loaded on the component 2 (Compensation and Benefits) explaining 12.01% of variance. The statement number 15, 16, 17, 14, 18 and 13 loaded on the component 3 (Training and Development) explaining 11.495% of variance. The statement number 31, 32, 34, 33, 29, 30 and 1 loaded on the component 4 (Working Environment) explaining 11.48% of variance. The statement number 4, 3, 5 and 2 loaded on the component 5 (Recruitment and Selection) explaining 7.22% of variance. The statement number 23, 20, 19 and 6 loaded on the component 6 (Performance Appraisal) explaining 6.43% of variance. In factor analysis statement number 22 and 21 loaded at the component 1, statement number 1 loaded at the component 4 and the statement number 6 loaded at the component 6 but in the light of SMEs' opinion and theoretical support statement number 22 and 21 belonged to component 6 (Performance Appraisal), statement number 1 and 6 belonged to the component 5 (Recruitment and Selection).

Table 2: Reliability of the HRP-AS for teachers and its factors

| Factor No. | Factor Name | Item number (as in the scale) | Reliability (α) |
|------------|---------------------------|-------------------------------|--------------------------|
| 1 | Orientation | 8, 11, 9, 7, 12, 10 | 0.884 |
| 2 | Compensation and Benefits | 26, 24, 25, 27, 28 | 0.927 |
| 3 | Training and Development | 15, 16, 17, 14, 18, 13 | 0.871 |
| 4 | Working Environment | 31, 32, 34, 33, 29, 30 | 0.831 |
| 5 | Recruitment and Selection | 4, 3, 5, 2, 1, 6 | 0.598 |
| 6 | Performance Appraisal | 23, 20, 19, 22, 21 | 0.807 |

N= 241 Cronbach alpha (α) of the scale = 0.937

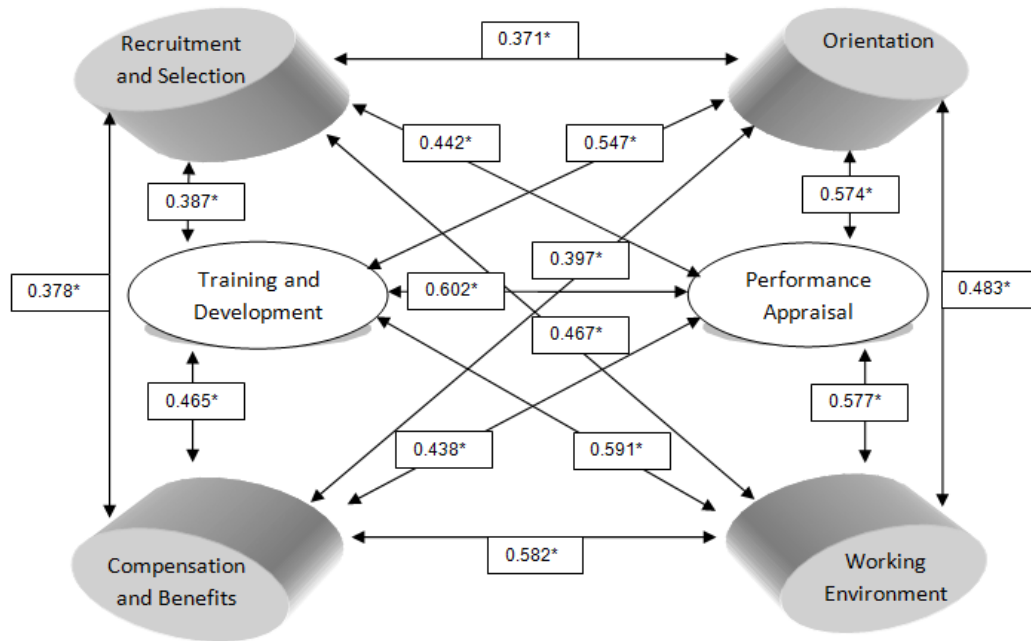
Reliability score was measured through Cronbach Alpha i.e., $\alpha=0.937$. It shows that HRP-AS for teachers is highly reliable. Whereas for each factor, α ranged from 0.598 to 0.927.

Table 3: Relationship between HRP-AS for teachers and its factors

| Factors | No. of items | Mean | SD | R&S | O | T&D | PA | C&B | WE |
|---------------------------------|--------------|---------|--------|--------|--------|--------|--------|--------|--------|
| Recruitment and Selection (R&S) | 6 | 22.029 | 3.661 | ----- | 0.371* | 0.387* | 0.442* | 0.378* | 0.467* |
| Orientation (O) | 6 | 18.448 | 5.621 | ----- | ----- | 0.547* | 0.574* | 0.397* | 0.483* |
| Training and Development (T&D) | 6 | 19.684 | 4.966 | ----- | ----- | ----- | 0.602* | 0.465* | 0.591* |
| Performance appraisal (PA) | 5 | 14.672 | 4.136 | ----- | ----- | ----- | ----- | 0.438* | 0.577* |
| Compensation and Benefits (C&B) | 5 | 16.726 | 4.920 | ----- | ----- | ----- | ----- | ----- | 0.582* |
| Working environment (WE) | 6 | 19.904 | 4.792 | ----- | ----- | ----- | ----- | ----- | ----- |
| ‡Total | 34 | 111.464 | 21.345 | 0.989* | 0.978* | 0.986* | 0.990* | 0.982* | 0.988* |

N=241 * Correlation is significant at the 0.01 level (2-tailed) ‡ Correlation of every factor with total scores was calculated by excluding sum of items of concerned factors.

Table 3 reveals the correlation among factors and factors with overall sum of HRP-AS. The inter-factor relationship is less stronger than each factor's contribution to the total scale which shows that each factor contributes into the scale but still its independence is established because of weaker relationship with other factors. The figure 2 graphically represents the correlation among different factors of HRP-AS.



Graphically representation of correlation among different factors of *HRP-AS* for teachers

5. Discussion and Conclusion

Human resource management has gained more attention from corporate or private sector than from government or public sector particularly educational sector. However, to achieve organizational goals and enhance employees' performance, effective management of HRs is equally important in any type of sector. None the less, sophisticated technologies and other resources alone can do very little to enhance the organizational performance unless the requisite HRP are in place. For this reason, universities need to carefully assess their existing HRPs and execute these practices effectively.

It is more important to execute HRPs effectively in organizations because as described by Robbins and Coulter (2006), if an organization does not take its HRM responsibilities seriously, employees' work performance and organizational goals accomplishment may suffer. It is also claimed that poorly designed and executed HRPs can cast adverse effects on the overall performance of any organization (Pucik, 1988). This may lead to dissatisfaction of the employees and may ultimately demoralise them. They may look for alternative means of employment. In the same way, effective execution of HRPs is obligatory to achieve the organizational goals and to enhance overall performance of the organization (Audretsch & Thurik, 2001; Bowen & Ostroff, 2004; Gelade & Ivery, 2003; Ostroff & Bowen, 2000). This leads to energizing the employees and heightening their morale and motivation.

Although many HRM assessment scales are available, the problem is that these scales are developed for corporate sector and most of the scales focus on the administration view point about the execution of these practices. The *HRP-AS* for teachers is an attempt to develop a validated assessment scale at university level in Pakistani perspective. This *HRP-AS* for teachers initially consisted of 60 statements and it was ensured that every aspect of HRPs made its representation in the scale. After peer review and constructive feedback of SMEs in the field, a pool of 34 statements was finely selected. The use of confirmatory analysis ensured the placement of indicators/statements in the six determined factors. Furthermore, the number of items in the scale (34 items) was intentionally kept medium to make it user friendly for respondents (teachers). During reliability and factor analysis, the fact was kept in mind that at least five statements should be there to measure any factor in this assessment scale, making psychometric properties of this scale more acceptable.

As this scale was only used in University of the Punjab, Lahore, so, it is recommended to be used in other GPSUs of Pakistan. It will ultimately increase the worth of this scale.

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