

Staff Satisfaction with Human Resource Management Practices at the University of Education, Winneba

Dorothy Oppong Frimpong (Mrs.)

Office for Institutional Advancement, University of Education, Winneba, P. O. Box 25, Winneba, Ghana

*Email of the corresponding author: doro2gh@gmail.com

Abstract

The study investigated the level of satisfaction of staff with human resource management (HRM) practices at the University of Education, Winneba (UEW), their level of commitment and their intention to exit. Descriptive survey design was used for the study. Stratified and simple random sampling techniques were used to sample 120 respondents out of a total population of 1,143 full time staff from the Winneba campus of the University. A fifty-item questionnaire was used to collect relevant information on various HR practices from the respondents. Three research questions and two hypotheses were formulated to guide the study. Frequency tables were used to present the responses. Pearson's correlation was used to test the hypothesis. The major findings were that respondents were satisfied with HRM practices of the University. Respondents were also committed to the University and had no intention to leave. Respondents, however, were dissatisfied with some aspects of training, development and communication practices. The study revealed a strong positive relationship between staff satisfaction with HRM practices and commitment to the University. It was therefore concluded that the high commitment of staff resulted from staff satisfaction with HRM practices. Again, the low level employee turnover stems from confidence of staff in the structure of the University. Lack of communication could be attributed to some lapses in the administrative procedures in the University. Based on the findings, it is recommended that the University reviews its training and development programmes, explore several channels of downward communication, see to the implementation of its induction programmes, and introduce the use of electronic-HR.

Keywords: staff satisfaction, human resource management, human resource management practices

1. Introduction

Human resource management (HRM), in simple terms, is concerned with how people are managed (Mullins, 2007). However, the term human resource management has come to mean more than this because human beings are different from the other resources (e.g. raw materials, equipment and machinery) that are used in an organisation. People have thoughts and feelings, aspirations and needs. The term HRM has, thus, come to refer to an approach, which takes into account both the needs of the organisation and the needs of its people (Mullins, 2007). To Mullins (2007), the objective of HRM is to develop and maintain a level of morale and human relationships that evoke willing and full co-operation of all people in the organisation in order to attain optimum operational performance.

Human resource management has been considered as an ideal set of practices (Huselid, 1995; Delaney & Huselid, 1996). These practices have been labelled 'high performance', 'high commitment', 'high involvement', or 'best fit' practices (Gould-Williams, 2004). These practices include the use of more advanced selection methods, a serious commitment to employee involvement, substantial investment in training and development, the use of individualised reward systems and harmonised terms and conditions of employment as between different groups of employees (Torrington et. al., 2005). The debate on which practices are the 'high performance', according to Torrington et. al. (2005), is one of the most significant academic controversies in the HR field at present. At root, it is about whether or not there is an identifiable 'best way' of carrying out HR activities which is universally applicable.

In part, this reflects the eclectic approach taken by researchers in evaluating the effects of a range of HRM practices. For instance, Becker, Huselid, Pickus and Spratt (1997) included rigorous recruitment and selection, performance-contingent compensation systems, and management development and training activities as part of their 'high commitment' group. Delaney, Lewin and Ichniowski (1989) used a more extensive list that included performance appraisal, job design, grievance procedures, information sharing, attitude assessment and labour participation.

Human resource management practices have been found to have an impact on organisational performance and employee behaviour. Results from empirical studies indicate that HRM practices have a positive link with organisational performance and employee behaviour. For instance, HRM practices have been found to influence employee turnover, absenteeism, employee commitment, and productivity (Yu & Egri 2005; Huselid, 1995, Bowen & Ostroff, 2004). It is on this premise that this study seeks to find out the level of satisfaction of staff of University of Education, Winneba (UEW) with HRM practices in the University and how best management can improve upon the practices in order to attain low employee turnover and high employee

commitment in the University.

2. Statement of the Problem

A lot of studies have been conducted on the effect of HRM practices on productivity, employee turnover and customer satisfaction with concentration on public organisations (Yu and Egri (2005), Gould-Williams (2004), Becker & Gerhart, 1996; Delaney & Huselid, 1996; Huselid, 1995; Arthur, 1994). Also, very few studies (Yu & Egri, 2005; Gould-Williams, 2004) concentrated on the impact of HRM practices on employee satisfaction/attitude. This may be a significant omission in the light of the claim that these practices are 'universally applicable' (Wood 1995, cited in Gould-Williams, 2004). This article's departure is to look at public organisations and in this case a university.

3. Purpose of the Study

The study sought to find out the extent to which staff of University of Education, Winneba are satisfied with HRM practices and their concerns with the practices, their level of commitment to the University and intention to leave the University. It also found out the relationship between staff satisfaction with HRM practices and their commitment to the University.

4. Research Questions

1. To what extent are staff satisfied with HRM practices at UEW?
2. To what extent are staff committed to the University?
3. What is the relationship between staff satisfaction with HRM practices and commitment to UEW?

5. Hypotheses

H₀: There is no significant relationship between employees' satisfaction with HRM practices and employees' commitment to an organisation.

H₁: There is a significant relationship between employees' satisfaction with HRM practices and employees' commitment to an organisation.

6. Meaning of Human Resource

Human resource refers to the people that work for an organisation. People who work for an organisation bring their own perceptions, knowledge, skills, feelings and attitudes towards the organisation, systems and styles of management, their duties and responsibilities, and the conditions under which they are working. Human resource is the most important assets of any organisation and a resource that needs to be managed, but it is important to note that unlike physical resources, people are not owned by the organisation and without people, an organisation is nothing. This has brought about the increasing use of the terminology 'people management' or the 'management of people'.

7. Human Resource Management Defined

The Chartered Institute of Personnel and Development (as cited in Mullins, 2007, p. 481) define HRM as "the design, implementation and maintenance of strategies to manage people for optimum business performance including the development of policies and processes to support these strategies and the evaluation of the contribution of people to the business." Torrington, Hall and Taylor (2005) also say that HRM is commonly used in two different ways. It is used generically to describe the body of management activities. On the other hand, the term is used to denote a particular approach to the management of people, which is clearly distinct from 'personnel management'.

The effective management of people in an organisation is said to give a competitive advantage to an organisation. Hence, writers purport that organisational human resource policies can, if properly handled, provide a direct and economically significant contribution to firm performance (Mullins, 2007; Cascio, 1992). The presumption is that more effective systems of HRM practices, which simultaneously exploit the potential for complementarities or synergies among such practices and help to implement a firm's competitive strategy, are sources of sustained competitive advantage. This is because, when effective systems of HRM practices are in place to the satisfaction of staff, it becomes difficult for competitors to poach them to their organisation. Unfortunately, very little empirical evidence supports such a belief (Huselid, 1995).

Mullins (2007) advises that no matter how genuine and well intended HRM policies are, they must be practically and effectively integrated vertically and horizontally throughout the organisation. Similarly, Osterman (1987) argues that there should be an underlying logic to a firm's system of HRM practices and that certain policies and practices fit together. For instance, smaller organisations are less likely to use temporary employees and more likely to invest in innovative work practices such as skills training and incentive compensation.

8. Human Resource Management Practices

Even though there are a number of HRM practices, the study reviewed literature on the following: recruitment and selection, training and development, information sharing (communication), inter-personal relationships, and pay systems.

8.1 Recruitment and Selection

Rue and Byars (2000) define recruitment as seeking and attracting a supply of people from which qualified candidates for job vacancies can be selected. Recruitment is an organisational activity that influences the number and types of applicants who apply for jobs and whether the applicants accept the jobs that are offered (Ivancevich, 2004). The overall aim of the recruitment and selection process should be to obtain at minimum cost the number and quality of employees required to satisfy the human resource needs of the organisation (Armstrong, 2006).

Armstrong identifies three stages of recruitment and selection. These include defining requirements, attracting candidates and selecting candidates. The first stage (defining requirements) involves identifying the number and categories of people required through human resource planning. The second stage (attracting candidates) primarily involves identifying, evaluating and using the most appropriate sources of applicants, that is, internal or external. The third and final stage (selecting candidates) involves choosing from applicants a suitable candidate to fill a post (Cascio, 1992).

8.2 Training and Development

Training consists of planned programmes designed to improve performance at the individual, group, and/or organisational levels (Cascio, 1992) by making sure that jobholders have the right skills, knowledge and attitudes required to help the organisation to achieve its objectives. Development, on the other hand, prepares employees to take on increased responsibilities within the organisation. Different individuals have their own needs and aspirations. HRM therefore involves finding out about the needs and aspirations of individual employees, for example, through the appraisal process and then creating the opportunities for employees to improve themselves. Providing formal and informal training experiences such as basic skills training, on-the-job experience, coaching, mentoring and management development can further influence employees' development (Huselid, 1995).

In practice, according to Bogardus (2004), orientation is often just a superficial indoctrination into a company's philosophy, policies and rules. Orientation has more significant and lasting effects than most people might expect. Improper orientation causes new employees to face a kind of "cultural shock" which is a situation whereby new employees find that the new job is not quite what they imagined it to be. Meanwhile, an effective orientation programme can help lessen the impact of this shock (Cascio, 1992).

Cascio (1992) comments that organisations normally provide training to those who are most likely to profit from it; individuals also prefer to be trained in the things that interest them and in which they can improve. For training and development to be effective in terms of business success, it should be linked up with business strategy. Those organisations that do consider HR development at a strategic level usually see it as a key to implementing business strategy in a reactive way (Torrington et. al., 2005). Though development prepares employees to take on increased responsibilities within the organisation, Torrington et. al. (2005) comment that development is something employees take as their responsibility rather than as the sole responsibility of employers. This assertion is true as career development provided by employers tend to increase employee retention than those provided by employees themselves (Green et. al., 2001).

8.3 Communication

Communication is the process of passing information and understanding from one person to another. Organisations function by means of the collective action of people, yet each individual is capable of taking independent action which may not be in line with policy or may not be reported properly to other people who ought to know about it. Good communications are therefore required to achieve coordinated results (Armstrong, 2006). Effective communication, according to Marfo-Yiadom (2005), strengthens relationships, reinforces goal-directed behaviour, and helps to create a bond of confidence among individuals working in organised groups.

Good two-way communications are required so that management can keep employees informed of the policies and plans affecting them, and employees can react promptly with their views about management's proposals and action. Bogardus (2004) advises that organisations provide avenues for "bottom-up" communications as well as "top-down" communications. This, Bogardus claims, aids retention and results in greater productivity because the employees have the ability to influence their daily work. A number of communication channels are available to make sure that messages get across. These include the use of intranet system, magazines, newsletters, bulletins, notice-boards, and team briefing.

8.4 Interpersonal Relationship

Relationships exist in organisations among colleagues, between superiors and subordinates and between management and labour unions. Harmonious working relations between labour and management are critical to the success of every organisation. To achieve long-term success, labour and management must learn to accommodate one another's needs, rather than repudiate them. By doing so, management and labour can achieve two goals at a time: increase productivity and improve the quality of work life (Cascio, 1992).

Effective employee relation programmes are key elements in retaining employees, avoiding unionisation of the workforce (Borgadus, 2004) and reducing stress or anxiety (Reeves, 2003). To achieve good interpersonal relations in all the various categories of relationship, Cascio (1992) proposes that there should be (1) mutual trust and respect for one another; (2) honesty in dealings with one another; (3) effective communication within and between the two groups; (4) problem solving in order to resolve real issues between the parties; (5) timely resolution of grievances; (6) consistency in contract interpretation; and (7) good supervision in terms of work and contract administration.

8.5 Pay Systems

Pay is basically a transaction, as an employer pays \$X in exchange for generally specified time, skills, commitment and loyalty. The potential elements of any pay system include the basic rate, plussage, benefits, premia, overtime, incentive and bonus. Pay is one of the main influences on the degree to which people value their employment (Torrington et. al., 2005) and that pay is a critical element for attracting and retaining employees in an organisation (Bogardus, 2004). This means payment systems which enhance the chances that an organisation's employees will seek actively to contribute to the achievement of its goals must be developed. In the view of Torrington et. al. (2005), the objectives for the payment contract differ according to whether one is the recipient (employee) or the administrator of the payments (employer). On the part of employers, there is a conviction among employers that it is prestigious to be a good payer. Employers also have the objective of paying rates that are sufficiently competitive to retain qualified and experienced employees. Again, employers use pay to facilitate control of operation and potentially save money. In practice, however, employees use overtime for control more extensively than employers. Employers also use the payment contract (e.g. incentive payment systems) to motivate employees to improve their performance as well as using it to initiate change in the organisation. On the side of employees, their objective for the contract for payment relates to the purchasing power of the pay, the composition of the pay, the fairness of the pay and how relative the pay is compared with others. Other objectives are the fact that employees see pay as a right to have a share of the company's profit and also as an indication of the recognition of their contributions. It is, however, doubtful if financial recognition has a significant and sustained impact on performance.

The most important objective of any pay system, according to Torrington et. al. (2005), is fairness or equity. Several theories for determining equitable payment for work have been propounded (Milkovich & Newman, 1990; Sweeney, McFarlin & Inderrieden, 1990). These theories have three points in common. Firstly, each theory assumes that employees perceive a fair return for what they contribute to their jobs. Secondly, all the theories include the concept of social comparison, whereby employees determine what their equitable return should be after comparing their inputs (skills, education, effort, etc.) and outcomes (pay, promotion, job status, etc.) with those of their co-workers. Lastly, the theories assume that employees who perceive themselves to be in an inequitable situation will seek to reduce that inequity. They may do so by mentally distorting inputs or outcomes, by directly altering inputs or outcomes, or by leaving the organisation.

9. Empirical Review

The empirical review looks at works done by researchers on organisational commitment and employee satisfaction with HRM practices. The findings of the researchers have been discussed below.

9.1 Organisational Commitment

Empirical works (Gould-Williams, 2004; Huselid, 1995) have consistently found that the use of effective human resource management practices enhances firm performance, decreases employee turnover and better employee behaviour. Employee commitment is defined as individual's psychological bond to the organisation including a sense of job involvement, loyalty and a belief in the value of the organisation (O'Reilly as cited in Mullin, 2007). The extent to which members of staff have a sense of commitment to the organisation contributes to a healthy organisational climate. Genuine commitment requires not just a recognition or understanding of what the organisation expects but an emotional and behavioural response from staff.

Organisational commitment is a multidimensional construct comprising three components: affective commitment (emotional attachment, loyalty, identification and involvement with an organisation), continuance commitment (turnover intentions), and normative commitment (feelings of obligation to an organisation). Of these three components, affective commitment has been found to be the most consistent and strongest predictor

of positive organisational outcomes (Meyer & Allen, 1997). Torrington et. al. (2005) merged affective and normative commitment of Meyer and Allen (1997) and came up with two dimensions: attitudinal commitment and behavioural commitment. Attitudinal commitment included loyalty and support for the organisation, strength of identification with the organisation, a belief in its values and goals and a readiness to put in effort for the organisation. Behavioural commitment concerned remaining with the company and continuing to pursue its objectives.

Iverson and Buttigieg (1999 as cited in Yu & Egri, 2005) identify three types of antecedents to organisational commitment: personal (job expectation, job values, organisational tenure, and work motivation); job related (co-worker support, job security, promotional opportunities, pay and management receptiveness); and environmental (job opportunities). Another important influence on organisational commitment is job satisfaction (Mullins, 2007). High organisational commitment is associated with decreased turnover intentions, employee experienced burnout, absenteeism, as well as acceptance of change, innovation, flexible employees and better quality (Iles, Mabey & Robertson, 1990; Walton, 1985; Yu & Egri, 2005).

The influence of HRM practices on employee organisational commitment has been studied. A study of the impact of high commitment HRM practices on public sector workers in Wales by Gould-William (2004) revealed employees' relationship with their superiors, communication, performance-related pay and job variety to be significant predictors of job satisfaction and organisational commitment. Yu and Egri (2005) explain that organisational commitment is enhanced by high-involvement HRM practices relating to selective staffing procedures, performance appraisal, rewards and benefits, training and career development, and job security. Practices on affective commitment are strongly and positively related to desirable work behaviours than other types of organisational commitment (Yu & Egri, 2005).

The positive relationship between organisational commitment and satisfaction with HRM practices, according to Andrews (as cited in Yu & Egri, 2005), can be explained by social exchange theory which posits that individuals and organisation enter into exchange relationship in which the provision of benefits between parties creates obligations to reciprocate. For instance, organisations that provide high assurances of job security invoke a reciprocal employee attitudinal and behavioural commitment to the organisation. Similarly, the provision of training and development communicates an organisation's long-term commitment to enhance individual employee skills and abilities (Huselid, 1995). While working conditions may not enhance employee commitment, dissatisfaction with this hygiene factor (Herzberg, 1968 as cited in Yu & Egri, 2005) is expected to have a negative effect on employee commitment.

9.2 Employee Satisfaction with HRM Practices

Research by Yu and Egri, 2005, and Boselie and van der Wiele, 2002 on employee satisfaction with HRM practices revealed that employees are more satisfied with their organisation's recruitment, compensation and job security practices (Yu & Egri, 2005; Boselie & van der Wiele, 2002). Yu and Egri (2005) conducted a research with 113 line workers and supervisors in manufacturing shops in China. In their study, they found that employees were satisfied with their working conditions. This, according to the researchers, was expected given the newer, more modern factory that the employees worked in. No significant differences in satisfaction with employee selection, performance management and training practices were recorded by Yu and Egri (2005).

In the study by Boselie and van der Wiele (2002) on employee perceptions of HRM and total quality management (TQM) and the effects on satisfaction and intention to leave in the Netherlands, it was revealed that a higher level of employee satisfaction was correlated with a lower level of having the intention to leave the organisation; salary, insight in goals and objectives, co-operation within/between units, leadership and customer focus seemed to have effect on intention to leave the organisation. Information sharing had a positive relationship with intention to leave. Older employees were more satisfied with HRM/TQM than younger employees. Females were more satisfied than males. The researchers concluded that positive perception of employees on HRM/TQM leads to higher level of satisfaction and less intention to leave the organisation.

10. Methodology

10.1 Research Design

The research design used for the study was the descriptive survey. Gravetter and Forzano (2006) point out that surveys and questionnaires are used extensively in the behavioural sciences as relatively efficient ways to gather large amounts of information. In general, one other real strength of the survey research is its flexibility. Notwithstanding the advantages that the survey method has, it has some weaknesses also. Survey research tends to have low response rates and non-response bias. Responses can also be difficult to analyse or summarise especially with open-ended questions. Again, the quality of a survey study depends on the accuracy and truthfulness of the participants.

To overcome the weaknesses associated with the research design in this study, the questionnaires were administered and retrieved personally by the researcher to ensure a higher rate of return. The researcher made

sure that the questions to be answered or statements to be responded to were clear and not ambiguous. Again, participants were assured of the confidentiality and anonymity of their responses. As a result, the study achieved 82% rate of return as 98 out of 120 questionnaires were retrieved.

10.2 Population

The target population for the study comprised staff of the University of Education, Winneba. This consisted of both academic and administrative staff. The accessible population from which the sample was drawn comprised 1,143 members of staff on Winneba campus. The choice of Winneba campus was based on the fact that Winneba is the main campus of the University and has the largest number of employees. The details of the study population have been presented in Table 1.

Table1. Population of University of Education, Winneba as at February 9, 2011

Category	Rank	Campus				Total
		W'ba	K'si	M'pong	Aj'ko	
Academic	Senior Members	281	59	25	10	375
Administrative	Senior Members	80	19	10	3	112
	Senior Staff	220	68	23	6	317
	Junior Staff	562	181	106	27	876
Grand Total		1143	327	164	46	1680

Source: Planning Unit, UEW

10.3 Sample Size Determination and Sampling Procedure

The sample for the study comprised 120 respondents from a total accessible population of 1,143 (Planning Unit, UEW, February 2011). The sample was made up of 60 academic staff and 60 administrative staff. The stratified and simple random sampling techniques were used to draw respondents for the study. In this study, the nature of work (teaching, that is academic, and non-teaching, that is, administrative) done by staff was the basis of stratification. The stratum for academic staff was further divided into Faculties. Ten (10) respondents were randomly selected from each Faculty to respond to the research instrument.

The stratum for administrative staff was also further divided into Senior Members, Senior Staff and Junior Staff. The simple random sampling technique was used to select twenty (20) respondents from each group to respond to the research instrument. The study used stratified and simple random sampling techniques to draw respondents for the study because the stratified sampling technique is generally applied in order to obtain a representative sample (Kothari, 1994). Though the number of respondents from each stratum was not proportionate to the strata, the researcher believed that having equal respondents from each stratum would not affect the result of the study since the study was not finding out which category of staff was satisfied than the other.

10.4 Data Collection Instrument

A self-developed questionnaire was used to collect the data. The questionnaire was made up of three main parts covering fifty (50) items. The first part asked personal background information regarding age, gender, educational level, marital status, rank and number of years employed in the University. Part two of the questionnaire focused on the research questions finding out the extent to which staff were satisfied with HRM practices of the University. A 4-point Likert scale (ranging from strongly agree to strongly disagree) was used to measure the level of staff satisfaction with HRM practices and the attitude of staff. Respondents responded to statements covering HRM practices, intention to leave the organisation, and employees' commitment to the University. The final part of the questionnaire elicited information on employees' complaints about HRM practices and suggestions as to how best management can improve upon its HRM practices.

To ensure face, content and construct validity, the data collection instrument was submitted to lecturers who have expert knowledge in research for scrutiny and possible modification.

10.5 Pre-testing of Instrument

Donald (1990) stressed the need for a pre-testing because it helps the researcher to decide whether the study is feasible and worthwhile to continue. It also provides an opportunity to assess the appropriateness and practicality of the data collection instrument as it reveals ambiguities, poorly worded questions that cannot be understood (Frankel & Wallen, 2000). The questionnaire for this study was pre-tested at Mampong campus of the University with respondents having the same characteristics as in the main study. The rationale for the pre-test was to validate the instrument for the main study. Two recommendations by respondents during the pre-testing, (a) the addition of "Uncertain/Undecided" to the Likert scale and (b) the addition of some HRM practices could not be added to the main study because the researcher needed a 'yes' or 'no' answer to the

questions and hence avoided the option “Uncertain/Undecided”. Again, it was not possible to cover every HRM practice in the study.

11. Discussion of Findings

11.1 Satisfaction with HRM Practices

The study found a higher level of staff satisfaction with the University’s recruitment and selection (71.2%); interpersonal relationship, motivation and recognition (74.1%); job security (76.55%) and labour-management participation (72.2%). The study, however, revealed staff (55.1%) were not pleased with the training and development programmes offered by the University even though staff (76.6%) admitted that the University offers training opportunities. Responses (63.3%) also revealed that the University is committed to its training and development programmes and that 54.0% indicated that staff have had training within the last three years. Staff also indicated their dissatisfaction with downward channel of communication as staff were not informed about developments in UEW (48.9%) and not properly informed about matters relevant to them (54.1%). Induction programmes were also not organised as expected (56.1%) even though the University has a formal induction programme for recruits. Respondents (60.2%) also indicated that they were not satisfied with the overall salary, bonus and benefit practices of the University. It was also revealed that the University does not relate pay with performance (57.1%) and that staff (56.1%) are being underpaid.

Though pay is one of the main influences on the degree to which people value their employment (Torrington et. al., 2005) and a critical element for attracting and retaining employees in an organisation (Bogardus, 2004), this seems not to be so in the case of the staff of the University. This is because staff of the University intend to spend the rest of their career with the University (62.2%) though they are getting underpaid. Other factors such as job security, interpersonal relationships, recognition and conditions of service that the University offers might have caused staff of the University not to quit their jobs even though they believe they were underpaid.

11.2 Organisational Commitment

The study also found a higher level of commitment by staff to the University and a low level of employee turnover. Responses from respondents attest to the fact that respondents are committed to the University as they enjoy discussing the University in a positive sense (76.6%); the University’s problems are their problems (72.5%); feel part of the University (73.5%); have a strong sense of belonging to the University (70.4%); and would recommend the University as a good organisation to work for (72.5%). This level of commitment confirms the fact that satisfaction with HRM practices are antecedents to organisational commitment. This affirms Andrews, cited in Yu & Egri, (2005) that positive relationship between organisational commitment and satisfaction with HRM practices is as a result of the fact that individuals and organisations enter into exchange relationship in which the provision of benefits between parties creates obligations to reciprocate. The low level of employee turnover was also expected as high organisational commitment is associated with decreased turnover intentions, employee experienced burnout, and absenteeism.

11.3 Testing of Hypotheses

The purpose of these hypotheses was to ascertain whether staff satisfaction with HRM practices is correlated to staff commitment to their organisation.

H₀: There is no relationship between employees’ satisfaction with HRM practices and employees’ commitment to an organisation.

H₁: There is a positive relationship between employees’ satisfaction with HRM practices and employees’ commitment to an organisation.

The hypotheses were statistically tested using Pearson’s correlational method.

Table 2. Correlation Matrix (Pearson’s *r*) for Satisfaction with HRM Practices and Commitment to an Organisation

	Satisfaction with HRM Practices	Staff Commitment
Satisfaction with HRM practices	1	.682**
Staff Commitment	.682**	1
Significance (2-tailed)	.000	.000

***p* < 0.01 (two-tailed)

As shown in the table above, the test revealed that there was a high statistically significant positive correlation between staff satisfaction with HRM practices and their commitment to the organisation (*r*=0.682; *n*=96; *p*<0.01). This result is consistent with the research hypothesis by suggesting that the more staff are satisfied with HRM practices the more they become committed to the organisation they are working for. This result has also confirmed earlier studies that high-involvement HRM practices enhance organisational

commitment (Yu & Egri, 2005; Gould-Williams, 2004). The null hypothesis was therefore rejected.

12. Conclusions and Recommendations

On the basis of the findings from the study, it could be concluded that the high level of satisfaction of staff with the HRM practices of UEW led to strong staff commitment to the University. Again, the low level of employee turnover in the University derives from confidence of staff in the institutional practices of the University.

Following the research findings and conclusions, the following recommendations have been made for policy and practice:

1. Management of the University should review its training and development programmes since most of the staff were not satisfied with training and development programmes.
2. Strengthening of downward communications so that management can keep employees informed of the policies and plans affecting them. It is advised that organisations provide avenues for “bottom-up” as well as “top-down” communications. This aids retention and results in greater productivity because the employees have the ability to influence their daily work (Bogardus, 2004). The University can make use of a number of communication channels to ensure that information is disseminated to the rank and file. These include the use of intranet system, magazines, newsletters, bulletins, circulars, notice-boards, and team briefing.
3. Management should intensify its induction programmes for staff.
4. HR staff should take refresher courses in HR to update their knowledge.
5. Electronic HR should be used to keep data on staff just as the Online Student Information System (OSIS) has been designed for database on students.

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