6-1 Introduction

Chapter Five displays the results achieved by the current research. These results provide clear answers to the study’s research questions presented in Chapter Three, Section-3-5-3. Thus, the aim of this chapter is to discuss these results.

6-2 Predictors and Outcome Variables

Figure 4-1 of Chapter Four displays the main elements of the framework of the current study. The figure displays the arrangements by which the variables of the study were analysed either as antecedents or outcomes.

Before we proceed to discuss the results achieved from analyzing variables tackled by this study in relation to relevant literature, it is essential that we determine how we identified them. Because we have three types of variable, we need to identify them and their sources.

The first batch of these variables consists of respondent personal data. These variables (age, gender, marital status, education level, tenure and employment status) were presented in Part B of the HRM practices survey (see appendix A). Thus, participants were the main source for identifying these variables. The second group of variables consists of HRM practices factors which are part of the study instrument used in the current research. The main source for developing these variables was the perceptions of education institution employees towards HRM practices in their organization.

Finally the third package of variables tackled by this study consists of average number of forms sold against per seat per year (AFS). They were calculated from data obtained from institution statistical reports and the feedback of the administration staffs.

6-3 Discussion of the results

As discussed above, a number of variables were examined in this study. They were grouped into three main categories: respondent data, HRM practices scores and AFS.
Each of these categories consists of a number of variables. Taking into account these backgrounds about the study’s variables, the following sections reveals discussions relevant to the results achieved by the current research.

6-3-1 Employee Personal Data

As stated above, a number of employee personal data was tackled in this study. A discussion of the results relevant to these variables is presented below.

6-3-1-1 Employee Age

Table 5-2-1 presented in Chapter Five displays the frequency and percentage distributions of respondents for each category of the three age groups (less than 35, 35 to less than 45, 45 to less than 55, 55 plus). Employees of the age category “45 to less than 55” represent 44 percent of the total sample. Such a result somewhat agrees with the fact that recruitment for teachers have not taken place in the last seven years so the average age of the staffs is ever increasing. Around fifty percent of the faculties in colleges are in the “55 plus” age group with college ten having seventy percent in this category. Same is the state of other colleges also like college 7 is having around fifty percent, college 8 around seventy percent and college 9 having around sixty percent in the age category of “55 plus”. On the other hand the schools have comparatively less average age. School 3 was having around sixty percent in the “35-45” age category.

The results achieved from analyzing the relationship between employee age as an antecedent and HRM practice factors relevant to professional climate as outcome variables indicate that employee age categories are related. This was due to the fact that differences in the mean score ratings of the perceptions of employees towards HRM practices relevant to professional climate in their organization across employee age categories were statistically significant.
6-3-1-2 Employee Gender

The results of analyzing the distribution of employee gender indicate that there is almost equal distribution of male (52%) and female (48%). There are fifty-four percent females in schools and thirty-eight percent females in colleges who responded to the questionnaire. The results achieved from analyzing the relationship between employee gender as an antecedent and HRM practice factors relevant to professional climate and personal growth as outcome variables indicate that employee age categories are related. This was due to the fact that differences in the mean score ratings of the perceptions of employees towards HRM practices relevant to professional climate and personal growth in their organization across employee age categories were statistically significant.

6-3-1-3 Employee Marital Status

Results of the current study indicates that more than seventy-eight percent of the respondents are married. Such macro level result is in agreement with the fact that around ninety-eight percent of the respondents are above the age of 35 years.

The results achieved from analyzing the relationship between employee marital status as an antecedent and HRM practice factors as outcome variables indicate that employee marital status categories are unrelated. This was due to the fact that differences in the mean score ratings of the perceptions of employees towards HRM practices in their organization across employee marital status was statistically insignificant.

6-3-1-4 Employee Education Level

Employee education levels were grouped into three categories: Class 12 or less (<12), Undergraduate level/BEd, Masters level/Med and Above Masters level. Sixty-four percent of the total respondents were having Master degree or above. This is expected as the qualification for Assistant professors in colleges is Masters degree and growing number of teachers are doing MEd in order to get themselves promoted in the institution.

The results achieved from analyzing the relationship between employee Employee Education Level as an antecedent and HRM practice factors relevant to professional climate, rewards and recognition, affiliation and supportive superior as outcome variables
indicate that Employee Education Level are related. This was due to the fact that differences in the mean score ratings of the perceptions of employees towards HRM practices relevant to professional climate, rewards and recognition, affiliation and supportive superior in their organization across employee marital status were statistically significant.

6-3-1-5 Employee Length of Service (Tenure)

Length of service refers to the number of years an employee has spent with his/her current organization. It was grouped into four categories: 6 months to less than 5 years, 5 to less than 10 years, 10 years or less than 20 years and more than 20 years. The researcher decided not to include any employee in the study unless he/she had spent a minimum of 6 months with his/her current organization. The main reason was that employees who have spent less than 6 months with their organization might lack sufficient work experience to form an adequate judgement on HRM practices in the organization.

The descriptive statistics reveal that more than fifty percent of the respondents have “5 to less than 10 years” experience in the organization that they are currently working. A total of eighty percent of the respondents have experience in between 5 to 20 years.

Conducting bivariate analysis between this variable, employee length of service, as a predictor or antecedent variable and each of the HRM practices reveals that the differences observed in the mean score ratings of the perceptions of employees towards HRM practices relevant to professional climate relevant to personal growth, rewards and recognition and affiliation were statistically significant.

6-3-1-6 Employee Occupation

From the employee viewpoint, participants are either teaching or non teaching. Analyzing the mean score ratings of the perceptions of these two groups towards the HRM practices in their organization reveals that the differences observed in the mean score were statistically insignificant. Thus result infer that there is a level of agreement between the two groups.
Summary

These remarks indicate that this study has been able not only to fill this gap in the literature in terms of having employees and managers respond to the same set of HRM practices for the purpose of identifying levels of agreement about the operation of HRM practices in their organization, but also to reveal that David Guest’s assumptions of low level of agreement, in this case, was invalid. Reviewing section 5-5-2-19 to section 5-5-2-24 of Chapter Five, which display the mean score ratings of the perceptions of the members of these two groups towards HRM practices in their organization revealed that the mean score ratings provided by the non-teaching staffs were higher than the one provided by teaching staffs.

David Guest, who is a British academic, says that we should not be surprised by low levels of agreement between the superior and subordinates about the operation of HRM practices, but this study conducted in Jharkhand in India reveals the opposite. This implies other factors like culture also plays a part when such relations are to be considered.

This also means that this line of research is very specific and cannot be generalized and supports the claims which call for tailoring Western management theories and models to fit a non-western environment before being adopted (Anastas, 1980). Restated, the effectiveness of HRM depends upon the source of theories and models also other factors such as technological changes, national cultures/traditions, industry/sector characteristics, legislation/regulation, organizational structure, top management commitment and the line involvement. (Kane and Palmer, 1995).

Second, the results of this study demonstrate its clear relevance to the line of research to which it belongs, namely the relationship between HRM practices and organizational performance.

In the previous section how the existence of HRM policies (e. g. , training) or lack of them (e. g. , financial) might influence the behaviour of employees in relation to the management of human resources. It seems that HRM policies might force managers to undertake HRM practices although they may lack a systematic approach. This implies that developing HRM practices just to meet the requirements of HRM policies seems to result in significant differences in the perceptions of the customers, namely human
resources. Such a situation may prevail in work environments which have HRM policies, but lack relevant HRM procedures.

Finally the results of analyzing the relationship between education settings as a predictor variable and HRM practices as outcome variable reveal that two HRM practice factors (rewards and recognition and affiliation) emerged as being related to institution settings.

6-3-2 Education Institution Performance Indicators

One might ask why the researcher did not cover more education performance indicators. This is a legitimate question. The answer is that a number of drawbacks were strong enough to force the researcher to limit his original plan of incorporating as many education performance indicators as possible in the current research. Some of the problems were as follows:

- Performance indicators datas (e.g., curricular and extracurricular results, perception of parents/ students/ teachers about the institution, attrition rate of teachers, results of a common test for students-schools and colleges separately) were either not at all available or were not actual reflection of the performance of the institution. For example, the results of a CBSE/ICSE school in the final exams is quite different from the results of a state board school and

- Collecting data from the institutions was a tedious and cumbersome task. For the record, the researcher had to spend nearly five months collecting the questionnaires and an average of 15 days per institution to get the data relevant to AFS. This period would have been longer had the researcher not had taken the help of a influential person. The researcher takes this opportunity to thank those workers who helped him in collecting data relevant to AFS.

Further details on how AFS were calculated are presented in Chapter Four, section 4-6, as well as in Chapter Five, section 5-7.

6-3-2-1 Average Number of Forms Sold Against per Seat per Year (AFS)

Average number of forms sold against per seat per year, which is derived from dividing the total number of forms sold each year (TFS) by the total number of seats open for
admission at the entry level (TOS). Thus the higher the number of forms sold by the institution, higher the AFS.

The results of this study indicate that AFS vary across institutions. Although differing from institution to the next, the general trend over time is for very small improvements. These improvements were inconsistent over the three year period covered by the study.

6-3-3 Human Resource Management Practices Factors

In Chapter Five, six HRM practices factors considered by the researcher. This were part of a survey instrument developed by Haiyaf Salih Al-Amri for his research on institutions in Saudi Arabia. These HRM practices factors were analysed as predictor variables.

Discussion of the results of such bivariate relationship analyses was presented in section 6-3-1 above. They were analysed, as we will see in the next section, as predictor variables while regarding AFS as outcome variable.

6-3-4 Discussion of the Results Achieved from Assessing Relationships between HRM Practices Factors and AFS

Two main types of relationships were tackled by this study:-

- The relationship between employee personal data and HRM practices factors; and
- The relationship between HRM practices scores and education institution performance indicator.

So far we have discussed the results relevant to the first type of relationship. Thus the rest of this chapter will discuss results achieved from assessing the relationships between HRM practice factors and education institution performance indicator.

To reiterate, the assessment of this relationship between HRM practices and education institution performance indicator was conducted at the level of education institutional settings. Before proceeding further, two issues need to be explained:-

1. A challenge faced by the researcher when he tried to integrate his findings relevant to the relationship between education performance indicators and HRM practices
factors with the findings of other studies. The researcher did not find any reference study which considers AFS as the performance indicator. That shows that there is a lack of study in the education sector. Thus the researcher admits that he is aware of no studies that has examined the relationship between a number of HRM practices scores and AFS. This, should not simply, however, that within the existing literature there is no scope for examining the relationship between specific HRM variables and AFS. For example, research has shown that job satisfaction, which is an HRM outcome, is related to absenteeism and grievances (Porter et al, 1974), to customer satisfaction (Shian, 1990). Moreover, McNeese-Smith (1996) examined the relationship between specific aspects of leadership and employee productivity, job satisfaction and organizational commitment. Thus, the other option was to integrate the results of this study with the findings of other studies tackling the relationship between different aspects of HRM (e.g., training) and some aspects of organizational performance (e.g., sales per employee); and

2. Although we have assumed that an increase that an increase in the level of the importance attached to HRM practices is associated with an increase in AFS, it would not be possible to conclude that such an assumption indicates any causality relationship. This is because we did not systematically manipulate either of the two sets of measures. Moreover, we cannot assume a causality relationship between each pair of HRM practices factors and AFS, for we cannot systematically manipulate the two sets of measures. Nevertheless, it is logical to argue that undertaking HRM practices such as training employees, fostering their organizational affiliation and rewarding them for achieving outstanding performance leads to improvements in aspects of organizational performance. Otherwise there is no justification for employee training programs. This is a logical argument, but again we have to be careful not to conclude that the training of employees causes an improvement in the academic performance of the students unless we can actually measure we can measure the improvement in academic performance. This is why, once we have detected a consistent pattern of relationship between two variables in a non-experimental study, we say that the two variables are related.
Because such arguments sound logical and practical, we will interpret our findings accordingly. Stated differently, our interpretation of HRM practices factors, which have a consistent pattern of relationships with AFS, is that such variables do have impacts or effects upon organization performance indicators. This is particularly important because such relationships between the two sets of variables can be taught, monitored and evaluated (McNeese-Smith, 1996).

Now we will discuss the results achieved from assessing the relationship between the two sets of data, namely HRM practices factors and AFS. Our main goal in these discussions is to interpret why some HRM practices factors have a consistent pattern of relationship with education institution performance indicator while others contradict our assumption. Moreover, we will elaborate on potential implications of the current study results for future studied which may focus on the line of research as well as on HRM policies and practices and how they should be undertaken within the context of organizational performance.

Three consistent pattern of relationships, which were identified between HRM practices factors and educational institution performance indicators, fulfil our assumption. 2 of them were across school setting and one across college setting.

Across school settings, the two consistent patterns of relationships are as follows:-

- HRM practices relevant to affiliation and AFS.
- HRM practices relevant to rewards and recognition and AFS.

Across college settings, the two consistent patterns of relationships are as follows:-

- HRM practices relevant to affiliation and AFS in colleges.

Across institutions, the consistent pattern of relationships are as follows:-

- HRM practices relevant to affiliation and AFS
- HRM practices relevant to supportive superior and AFS
- HRM practices relevant to rewards and recognition and AFS
- HRM practices relevant to training and development and AFS
- HRM practices relevant to personal growth and AFS
Conducting an assessment of relationships between the two sets of data across the two levels of analysis has helped to detect the extent to which a consistent pattern of relationship exists. Moreover, it has helped to detect how frequently each of the HRM practices is associated with education institution performance indicator across the levels of analysis. For example HRM practices relevant to affiliation have positive relationships in both the setting that is the school and the college while HRM practices relevant to rewards and recognition have positive relationships in schools.

The results achieved across institution settings may reflect one point of difference that is the difference in perception relevant to rewards and recognition. But the question one may ask why some HRM factors have relationships with performance factors in accordance with the current study’s assumption while others go exactly in the opposite direction. Tornow and Wiley (1990), who studied relationships between employee perceptions of management practices and organizational performance indicators in a large, multinational computer organization, found that employee perception of their organization’s culture for success consistently showed positive relationships with organizational performance measures. Interestingly, they found that employee satisfaction with pay and benefits showed negative relationships with organizational performance indicators. They suggested that these elements of job satisfaction were less reflective of management practices that deal with organizational success. Moreover, Wiley (1990) found that conditions conducive to effective financial performance, such as size and volume of business, are less likely to be related to such dimensions of employee and customer satisfaction as friendliness. They suggested that performance relationships between employee and customer attitudes depend on the nature of the organization and the measure used. Thus, can we say that HRM practices relevant to affiliation is more effective of management practices that deal with AFS compared with, for instance, HRM practices relevant to supportive supervision which has no relationship with AFS? Although the researcher based on his 7 years work experience in the education industry in Jharkhand, is aware of no systematic HRM practices relevant to personal growth in most of the Jharkhand institutions (e. g., career development plans), three organizational issues which were not reflected directly in the HRM practice survey may have contributed to such clients. These are the education technology infrastructures possessed by...
schools/colleges, the multicultural environment due to the diversity of a institution workforce, and employee salaries and benefits.

Because the education technologies available in schools might be advanced, compared to colleges in the state, these school employees might consider these technologies offer them an important opportunity for their personal and professional growth. Moreover, the workforce in Jharkhand is diverse. Thus, it is quite conceivable that one institution (institution 3) hosts employees from more than seven different states. This diversity in the workforce and their culture might also be an important issue in fostering employee personal growth with respect to learning about other cultures.

Education professionals particularly school teachers with BEd degree and Assistant professors of colleges enhance their personal growth by studying for higher education degrees and sharpening their skills while maintaining their jobs. The researcher is aware of many such cases both in schools and colleges who have earned degrees from other states of India while employed in Jharkhand. To appear in these examinations, the education professionals have to take leave for a minimum of 10 days as they have to travel to a different state to appear for the exams. This means that HRM practices of HRM practices may reflect not only education management personnel handle the management of human resources, but also how the elements of both internal and external environments of the institution interact in a way which shapes employee perceptions on how their institution is managed in general. This may call, therefore, for incorporating other factors into the HRM factors survey developed for the current study (Appendix A). For example, in addition to assessing the extent to which direct HRM practices (e. g. , training) influence employee perceptions we may need to incorporate what might be called indirect HRM issues (e. g. , organizational culture and education technology infrastructures) into this instrument as information about the institute.

Now that we have discussed the results of this study on their merit, the rest of this section will reveal the extent to which the results may be integrated with similar findings in other studies.
Huselid (1995), Russell et al. (1985), Delaney and Huselid (1996), Ryan et al. (1996) and Ngo et al. (1998) reported consistent positive relationships between HRM practices relevant to training and development and a number of organizational performance indicators. Moreover, a positive link was established between affiliation and performance (Ngo et al., 1998) as well as between supportive supervision and organizational performance (Ryan et al., 1996).

McNeese-Smith (1996) reported the following significant relationships between HRM factors and organizational performance indicators (n = 471). All correlation coefficients are statistically significant at p<.001:

- 0.23, 0.28, and 0.35 between challenging the process and employee productivity, job satisfaction and organizational commitment respectively;
- 0.22, 0.24, and 0.28 between inspiring a shared vision and employee productivity, job satisfaction and organizational commitment respectively;
- 0.19, 0.32, and 0.36 between enabling others to act and employee productivity, job satisfaction and organizational commitment respectively;
- 0.25, 0.28, and 0.35 between modeling the way and employee productivity, job satisfaction and organizational commitment respectively; and
- 0.18, 0.26 and 0.30 between encouraging the heart and employee productivity, job satisfaction and organizational commitment respectively.

These organizational performance indicators were developed from the perceptions of employees. Thus, McNeese-Smith (1996) used what Hoque (1999, p. 440) called 'the common-method variance' approach, which means that the same respondent provided data for both sets of measures HRM practices factors and organizational performance indicators. As a matter of fact, the majority of studies investigating the relationship between HRM and aspects of organizational performance used this method. Such an approach leads, as suggested by Delaney and Huselid (1996, p. 966) to “a number of potential problems because data are collected from a single source”. This is also the case with the McNeese-Smith's study.

As we have seen in Chapter Three, Huselid (1995) examined the impact of specific Human resource management practices (e.g., enhancement of employees skills) on
specific aspects of organizational performance in US firms (e.g., sales per employee and gross rate of return on capital). He reported that HRM practices relevant to enhancement of employees' skills are significantly correlated with sales per employee as well as with gross rate of return on capital.

Russell et al. (1985) who explored the impact of training and supportive supervision on the volume of sales per employee as a measure of organizational performance in retail stores, reported insignificant relationships between each of these HRM factors and sales per employee.

Ngo et al. (1998) investigated the impact of training and employee retention on sales growth and net profit as measures of organizational performance in multinational corporations, and reported the following Pearson's correlation coefficients (n=253):

- 0.21 between training and sales growth (p < 0.01);
- 0.31 between training and net profit (p < 0.01);
- 0.15 between employee retention and sales growth (p < 0.05); and
- 0.28 between employee retention and net profit (p < 0.01).

Delaney and Huselid (1996) investigated the impact of a number of HRM practices (e.g., training) on perceptions of employees toward organizational performance (e.g., quality and client satisfaction) and market performance (e.g., growth in sales and profitability) and reported the following Pearson's computed correlation coefficients (n=590):

- 0.06 between training and the perceived organizational performance (p < 0.05); and
- 0.19 between training and the perceived market performance (p < 0.001).

Although the results of the current study seem to be in line with those reported by other studies, some issues need elaboration. They are:

- The results of the current study were achieved from analyzing relationships between HRM practices and organizational performance not only in a developing country, but also in a unique situation in that this was probably one of the first such study to be focused on the education sector, at least, in East Singhbhum.
Those other studies were conducted in profit-making enterprises in developed environments and thus the organizational contexts might contribute to the differences;

- Studies focusing on the assessment of relationships between HRM practices and organizational performance indicators, including the current one, used different methods to measure HRM data as well organizational performance data; and
- The majority of the other studies used subjective or perceptual performance data while the current study used objective or factual performance data.

However, one common factor, which links the current study with others, is the use of the cross-sectional research design. Thus, it seems logical to conclude that the ideal situation with which to compare our results is one based on both a comparable environment and measures of both issues: HRM practices and organizational performance. By integrating our results with the findings of other studies, we can see how far we were able to add to the existing literature on the relationship between HRM practices and organizational performance. Moreover, our attempt to explore the relationship between ERM practices and performance indicators in institutions seems encouraging. To build on this attempt, further endeavor by both academics and practitioners is essential.

Based on the results of the current research, specific recommendations and implications, which may help in making future interventions more successful in tackling the relationship between HRM practices and organizational performance indicators, are presented in the following section, the conclusions.