

## A Study of Job Satisfaction of University Teachers with HR Policies

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### Abstract

The study is about the association of job satisfaction of university teachers with HR policies. Job satisfaction is one of the main factors that eventually lead to employee performance, productivity, and general organizational success. HR policies like promotion reward policy, training and development policy, and health and safety policy contribute largely to the environment and to the job satisfaction level of employees. The purpose of this research is to measure the effect of HR policies on the job satisfaction of university teachers and to discover which factors lead to their total satisfaction. Quantitative research methods are used in data collection from university teacher members. The quantitative phase involves the administration of a structured survey to a more extensive sample of university teachers to get quantitative data for statistical analysis. The research conclusions presented employee satisfaction as something that could be deduced from their loyalty to company goals, their performance, their turnover, and their motivation. The foremost advice resulting from the examination was that employers should ascertain the extent to which employees value their reward system and devise strategies that would not only ensure equitable but an adequate provision of the reward for employees. Universities should create attractive reward plans and strategies that employees will clearly understand, and that will be ingrained in the organization's culture to ensure that productive employees stay. There is a need to provide fair and sufficient promotional opportunities for employees in order to maximize employee job satisfaction, and thus, efficiency in work performance will increase. While dealing with health and safety issues, it is necessary to inject some variety in an employee's current tasks and to develop their skills in health and safety management, thus enabling them to have a say in decision-making.

**Keywords:** Job Satisfaction, HR Policies, University Teachers

### Introduction

Human resources are deliberated as the most supportive and appreciated resources in the world. A successful organization relies on the acquisition and enhancement of human resources. In today's world its provision is the core focus of all organizations. Present-day managers, researchers, organizers, and practitioners believe that HR plays an important part in the progress, flourishing and advancement of business environment (Maicibi, 2013). HR shows important part in the accomplishments and development of an organization; thus, the quality of human resources is required to maintain and develop an organization (Jumady, Sugiarto, & Latief, 2021). Around the world, Human resource policies and employee satisfactions are extensively studied. Various scholars

and experts believe that a sound HR policy promotes employee satisfaction and consequently increases organizational productivity Tiangco 2023 found that employee's job satisfaction and engagement is dependent on the duration/period of employee. Additionally, his research found an increasing association between employee involvement and work happiness. Stejin 2004 explored that Human resource policies positively impacted employee satisfaction while there was no significant effect of personal; age, gender, and education factors that affect employee satisfaction. Furthermore, William-Gould (2003) studied HR policies, which are linked to higher levels of employee happiness, workplace trust, commitment, and professed organizational effectiveness.

Barbito 2004 suggests that as part of human resource policies, organizations should retain the right balance among their employees. By doing this, encouragement and motivation will develop among employees. Jeet and Sayeeduzzafar (2014) also said that job satisfaction and hard worker employees are produced due to well-established, organized and maintained human resource policies. Hence it also develops motivation, productivity, and effectiveness among individuals (Memon, Panhwar, & Rohra, 2010). Therefore, the completion of the administration's goals, aims, and objectives revolves around the employee's job satisfaction. For an institute to succeed, its employees must be motivated, satisfied, skilled or competent (Lamba & Choudhary, 2013).

Conversely, Tiangco (2023) talked about six variables compensation, promotions, benefits, acknowledgment and awards, opportunity for career advancement, training, as well as the three aspects of involvement/engagement at work which have an impact on job satisfaction. These variables are cognitive, emotional, and physical (Javed, Javed et al. 2019) assessed three HRM performances as well as the three aspects of involvement/engagement at work, which have an impact on job satisfaction. According to the results of this study, conducted by random sampling using a questionnaire used by 400 teaching and non-teaching teachers, including HRM practices, significantly influenced job satisfaction among both government and private workers. In some studies, HRM implementation/practices and Job satisfaction are a black box. There are lots of reasons behind this fact. (Khalid, Rehman et al. 2016) mentioned in his research that public organizations do not examine stable and steady performance, and in Pakistan's public organizations, low performance is the visible result of inadequate HRM practices. This study addressed that public organizations are still unaware of HRM practices. They need to use them and promote systematically approved procedures like faculty training/development, performance reviews, health safety policy, etc., rather than following traditional practices. During the past few years, academic scholars and researchers have studied and paid more attention to employee behavior, motivation, and performance. For an organization to grow and succeed, employee behavior and satisfaction are essential. Academic studies have shown that motivated and satisfied employees perform better than unhappy/dissatisfied employees, and keeping employees satisfied can also affect turnover and absence rates. Furthermore, in schools of higher learning, Teachers who are highly satisfied with their jobs exhibit more enthusiasm while teaching students and providing them with quality education. Five elements for HRM practices were suggested by Gurbuz, (2009): involvement, empowerment, job rotation, self-directed work teams, and contingent compensation. Also, job satisfaction is directly and significantly influenced by these factors.

### **Research Objectives**

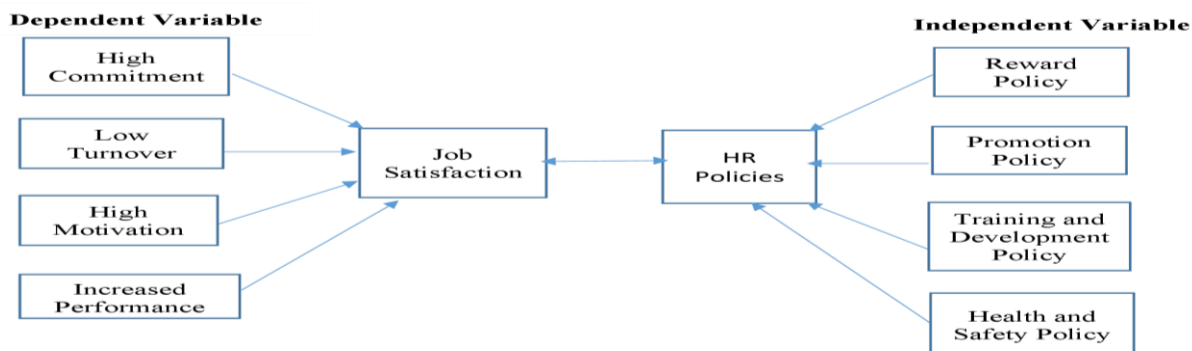
1. To find out the relationship between job satisfaction and HR policies of university teachers
2. To examine differences in the job satisfaction of public and private university teachers with HR policies.
3. To study the level of job satisfaction of male and female university teachers with HR polices.

### **Research Hypothesis**

1. There is a significant relationship between job satisfaction and HR policies of university teachers.
2. There is a significant difference in the job satisfaction of public, private, and semi-

- government university teachers with HR policies.
- There is a significant difference in the job satisfaction level of male and female university teachers with HR policies.

## Research framework



**Fig. 1** Framework of the Study

## Literature Review

Human resources are a group of people who make up an organization's workforce. The HR department is responsible for the recruitment and development of employees (Qasim, et.al, 2012). Barbeito 2004 cited that HR policies need to provide equal access and share among all individuals of an organization. This equivalent distribution promotes and leads to quality of work, effective organizational and employee's performance. Recruitment practices, job descriptions, benefits for various employment kinds, employment terms (such as at-will, equal opportunity), and rules for external service, disability accommodations, actively, struggles of attention, and termination are all covered by human resource policies. They set guidelines and requirements for workers within the company (Memon, Panhwar, & Rohra, 2010). Job satisfaction is considered as an important indicator for an organization. It is a state of mind that results from summing up and balancing many specific likes and dislikes about the job. Conversely, it is the joyful emotional condition that results from a worker's employment (Parker, 2008). Adamy (2016) believed that an individual's performance is dependent on work motivation and satisfaction. The process of improving teachers' work efficiency and performance involves changing educators' behavior so that the objective can be met. If a teacher is motivated, education quality will be automatically enhanced and promoted.

### **Relationship between HRM policies and Job satisfaction of university faculty**

The most crucial resource for any organization is its human capital. The total performance of an organization depends heavily on its ability to maintain effective and knowledgeable personnel. Motivated teachers' members can improve the company's profitability and competitiveness. (Danish & Usman, 2010). A well-structured and effective human resource policy, according to Jeet and Sayeeduzzafar (2014), boosts employees' commitment to their jobs and hard effort. Additionally, it encourages effectiveness, inspires work ethics, and boosts teachers' performance, which raises employee productivity and job satisfaction (Memon, Panhwar, & Rohra, 2010). Organizational performance is significantly affected by the abilities, talents, and levels of experience of its employees. As a result, gaining competence and job satisfaction among employees requires providing adequate human resource policies and training. Companies that are excellent at ensuring effective and efficient succession and who are anxious with the development of their trained employees and their education are commended, according to Osman-Gani and Chan (2009). It is crucial to invest in human resource training and development if you want to create an organization that fully develops its employees possible on an individual, team, and organizational level. Human resource strategies should be able to maintain the proper number of administrative teachers through rewarding, growing,

and training people for good administrative performance, promote a positive workplace, raise standards, encourage teamwork, and increase productivity (Barbeito, 2004). By doing this, they encourage their teachers to act professionally and have a good attitude at work.

### **Relationship between Employment satisfaction and the reward policy**

According to Sutherland and Hill (1995) a reward policy is an important factor that outlines the benefits that teachers receive for dedicating their time and efforts to achieving corporate goals. When employees are given prizes based on merit, it motivates them to put in additional struggle so they can profit from the compensations that come with great performance, according to Gohari et al. (2013). Terera and Ngirande (2014) stated that the institutes primary intrusion to achieve a prominent level of worker gratification or satisfaction is the reward program. With the monitoring advantages, this strategy will satisfy the essential demands of the public. Workers of the company would have a straightforward strength from monitoring benefits, which would help them within the company.

There is no such empirical data to support the claim that compensation alone raises or lowers employee happiness. The author believes that even well-compensated individuals may still be unsatisfied if they do not like the nature of their job. A great wage cannot be the main element in determining job satisfaction. According to Shoaib, Noor, Tirmizi, and Bashir (2009) to create strategies that would guarantee that their employees receive fair and adequate compensation, owners must comprehend the worth that workers place on their reward systems. When appropriate reward systems are understood by employees and integrated into the culture of the company, employee productivity rises (Shechtman, 2008). An employee who is valued more highly than others have a better likelihood of staying on the job.

### **Relationship between Job satisfaction and promotion policies**

A company's promotion policy outlines the steps it will take to promote or transfer personnel from their current levels of responsibility to higher-level roles. Soh (2019) stated that an employee being promoted means that he or she goes up the hierarchy of the organization and into a more responsible position. With promotion, both an employee's salary and the extent of their responsibility and control can considerably increase. While the employees are receiving recognition from their company, the rivals will be assisted in identifying the most productive individuals in the industry. The perception that they are making a valuable contribution can boost employee happiness. According to Muhammad and Akhter (2010), companies which offer sufficient prospects for advancement tend to boost employee work satisfaction more than those that do not. It's crucial to remember that offering employees opportunities for promotion that are fair and reasonable given their skills and talents promotes employee loyalty and benefits companies by raising productivity and job satisfaction (Danish & Usman, 2010). To maximize worker productivity and job satisfaction in this situation, institutions must assure parity in employee promotions.

### **Relationship between Job satisfaction and training/development policy**

According to Kennedy (2009), the purpose of teaching is to help employees acquire the necessary degree of knowledge or skill to improve their performance. Increasing teachers' competencies and maximizing their contribution to the company are considered as being vital for the development of intellectual capacity (Nkansah, Gyimah, Sarpong, & Annan, 2023).

Nkansah et al., (2013), Researchers believe that teaching is a method for enhancing an employee's basic competence and capacity. An individual who has received education can better display the ideal and thorough job expertise as well as aid the organization increase output and satisfy market demand. Positively impacts client satisfaction and the standard of work life. Shahnaz, Jewel (2006), HR-based organizations, and the fashion sector were included in this study, which included HRM practices from two separate organizations that the author had combined. The HR department's recruitment, training, and development practices are used to gauge how much commitment between the 2 businesses may be associated with HRM practices. The research used in these firms' HR strategies is comparable. Kouhy, Vedd, Yoshikawa, and Innes (2009) made a connection between the effectiveness of an

organization's HR policy. The majority of HR regulations about teamwork, recruiting, training, and selection were examined in this study paper. The author states in her research conclusion that an organization's HR practices have a direct impact on its output. Getting training that improves abilities and capability is a crucial aspect of what job candidates seek; therefore, organizations that don't offer enough employee development programs won't be able to achieve the highest degree of employee approval and will experience problems with turnover. Hertzberg (1968) suggested that training be a hygiene component, therefore it may not be the main influence on employee happiness. However, Rowold (2008) observed that training was explicitly created to achieve a certain objective: an increase in job satisfaction.

### **Relationship between Job satisfaction and health & safety policy**

According to the safety literature, a company's safety climate is defined as a consistent set of employee views and expectations. The term "professional well-being and safety" refers to all the elements and circumstances that have an impact on or have the potential to have an impact on worker health and safety. Fitness and safety-conscious organizations have rules that direct administration and teachers in making sure that their employees' working conditions are injury-free. Saraha Russel (2011), this research conducted in the healthcare industry. This study has been conducted for organizations that are both public and private. The primary goal of the study is to discuss HR procedures related to employee career development. The author contends that employee carrier policies must be strengthened by the organization's HR policies. Hudson (2012) believes that encouraging workplace health and safety has a straight supportive impact on workers' productivity. Good professional fitness and safety institute practices would contribute to the development of a healthy office culture and, in turn, would improve the productivity of all workers. According to him, it also allows for a great teacher's performance, which fosters innovation and creativity. Many scholars, notably Ward et al. (2008), think that enhancing working health and safety improves organizations right away. Indicators that the top leadership of the organization "cares" about its employees include motivation for work, career participation, security atmosphere, administrative tasks commitment, job satisfaction, intellectual health, and happiness. A professional health and safety system that is well-managed results in safer working conditions and better employee performance. Their performance has been good or even better, which is a positive record of these results that have supported the person's ability to perform very well at work and have also supported the company in achieving its goals as it provides a full account of the situation, thus ensuring that there is very little bias in the data collection (Kothari, 2003).

### **Data Collection Method**

Quantitative data was collected from the employees of the University through a closed-ended questionnaire. Questionnaires were preferred since they are user-friendly, as respondents could fill them in their free time, and quicker to administer. It contained 62 items and three sections. The first is the demographic information of the teachers. The second is based on the factors regarding the Job Satisfaction levels: High Commitment, Low Turnover, Increased Performance, High Motivation. And last section is based on the factors that are related to the Human Resource Policies: Reward, Promotion, Training and Development, and Health and Safety Policy. Further, to ensure the instrument's reliability, a pilot study was carried out to clarify and identify any misunderstandings, lines that could not be easily interpreted, and those that were poorly constructed, and even those that were irrelevant. Three respondents who were randomly selected from the target population and did not form the final study sample were given questionnaires. The outcomes of the pilot test were evaluated by means of Cronbach's alpha with a set lower limit of acceptability of Cronbach's alpha of 0.7. The researcher used questionnaires to collect data from the sample respondents and practiced the drop-and-pick method. Therefore, the researcher delivered the questionnaires to the respondents' workplace and in cases where the specific respondents were not available, the questionnaires were left at the workplace with a request that they be handed over to the respondent.

**Table 1** Target population

Study Units	Frequency	Percentage
University 1	50	25
University 2	50	25
University 3	50	25
University 4	54	25
Total	204	100

Four different universities (Public, Semi government and Private) located in Lahore were used to collect data. A random sampling methodology was used to select the university faculty members in a way that every single person in the target population had an equal chance of being a participant in the study and thus addressing the sampling bias (Creswell, 2014). Further, this research design provides a stronger external validity of the findings and makes them more reflective of the wider population of university professors.

### Sample Size and Sampling Procedure

In this sample, there were 204 respondents who consisted of lecturers, tutors, professors, researchers, and other academic staff. The sample size of the respondents representing different academic ranks gave a representation of diverse work experience and views. The wider and more diverse sample makes the results more reliable and valid (Etikan, Musa, and Alkassim, 2016). As a result, the sample size was sufficient to perform a parametric statistical analysis (correlation and ANOVA).

**Table 2** Sample Size

Study Units	Target Population
Tutor/Instructors	54
Lecturers	50
Professors	50
Researcher/other	50
Total	204

### Data Analysis and Interpretation

This section provides the analyzed data concerning the association of university teacher job satisfaction with HR policies in Pakistan.

**Table 3** Response Rate

Type of Response	Frequency	Percentage
Filled in questionnaires that were returned	204	100
Questionnaires not returned	0	0
Total	204	100.0

The response rate of the study respondents has been illustrated in Table 3 below. It was found that among the 204 questionnaires that were distributed, 204 questionnaires (representing 100% of the total questionnaires distributed) were returned fully complete. A response rate of 100% or more,

according to Mugenda and Mugenda (2003), is perfect for analyzing and reporting the views of the whole population.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	56	27.5	27.5	27.5
	Female	148	72.5	72.5	100.0
	Total	204	100.0	100.0	

**Table 4** Demographic Variable (Gender)

Table 4 shows the gender of respondents; the table showed that there were 56 male respondents and 148 were female respondents. The total number of respondents was 204.

**H<sub>1</sub> There is a significant relationship between job satisfaction and HR policies of university teachers.**

**Table 5** Correlation Between Relationship Between Job Satisfaction and HR Policies of University Teachers

		LOWTUR							
		HM	NOVER	IP	HM	RP	PP	TDP	HSP
H	Pearson	1	.767**	.688**	.725**	.642**	.499**	.116	.091
	Correlation Sig. (2-tailed)		.000	.000	.000	.000	.000	.099	.196
LOW TURNOVE R	Pearson	.767**	1	.742**	.754**	.653**	.516**	.101	.288**
	Correlation Sig. (2-tailed)	.000		.000	.000	.000	.000	.149	.000
IP	Pearson	.688**	.742**	1	.707**	.723**	.662**	.132	.265**
	Correlation Sig. (2-tailed)	.000	.000		.000	.000	.000	.059	.000
HM	Pearson	.725**	.754**	.707**	1	.761**	.662**	.284**	.245**
	Correlation Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
RP	Pearson	.642**	.653**	.723**	.761**	1	.683**	.281**	.274**
	Correlation Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
PP	Pearson	.499**	.516**	.662**	.662**	.683**	1	.566**	.359**
	Correlation Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
TDP	Pearson	.116	.101	.132	.284**	.281**	.566**	1	.430**
	Correlation Sig. (2-tailed)	.099	.149	.059	.000	.000	.000		.000
HSP	Pearson	.091	.288**	.265**	.245**	.274**	.359**	.430**	1
	Correlation								

The correlation analysis reveals strong and statistically significant relationships between overall job satisfaction (H) and several HR policy dimensions. Job satisfaction shows strong positive correlations with LOWTURNOVER ( $r = .767$ ,  $p < .01$ ), IP ( $r = .688$ ,  $p < .01$ ), HM ( $r = .725$ ,  $p < .01$ ), RP ( $r = .642$ ,  $p < .01$ ), and PP ( $r = .499$ ,  $p < .01$ ), indicating that improvements in turnover management, interpersonal policies, high motivation, reward policies, and performance policies are closely associated with higher job satisfaction among university teachers. However, the correlations between job satisfaction and TDP ( $r = .116$ ,  $p > .05$ ) as well as HSP ( $r = .091$ ,  $p > .05$ ) are weak and not statistically significant, suggesting that training and development programs or health and safety policies do not strongly influence job satisfaction in this sample. The HR policy dimensions also exhibit strong intercorrelations with each other, especially between HM, RP, IP, and LOWTURNOVER, reflecting that HR policies in universities tend to reinforce one another. Overall, the results indicate that certain HR policies—particularly motivation, reward systems, and turnover policies—play a significant role in shaping job satisfaction, while others have minimal impact.

**H<sub>2</sub> There is a significant difference in the job satisfaction of public, private, and semi-government university teachers with HR policies.**

**Table 7** One Way ANOVA for Teachers Job Satisfaction Across University Types

		Sum Squares	of df	Mean Square	F	Sig.
H	Between Groups	2.844	2	1.422	2.607	.076
	Within Groups	109.625	201	.545		
	Total	112.469	203			
LOWTURNOVE R	Between Groups	6.457	2	3.228	3.643	.028
	Within Groups	178.132	201	.886		
	Total	184.589	203			
IP	Between Groups	.902	2	.451	.366	.694
	Within Groups	247.373	201	1.231		
	Total	248.275	203			
HM	Between Groups	15.461	2	7.731	10.823	.000
	Within Groups	143.571	201	.714		
	Total	159.032	203			
RP	Between Groups	9.281	2	4.641	6.007	.003
	Within Groups	155.285	201	.773		
	Total	164.566	203			
PP	Between Groups	3.423	2	1.711	2.665	.072
	Within Groups	129.078	201	.642		
	Total	132.501	203			
TDP	Between Groups	1.807	2	.903	1.481	.230
	Within Groups	122.563	201	.610		
	Total	124.370	203			
HSP	Between Groups	2.475	2	1.237	2.556	.080
	Within Groups	97.300	201	.484		
	Total	99.775	203			

Overall, the hypothesis that "there is a significant difference in job satisfaction across university types" is partially supported. Significant differences exist for certain aspects of job satisfaction influenced by HR policies: LOWTURNOVER (teachers' perception of HR policies reducing turnover), HM (possibly high motivation or morale), and RP (reward policies). While no significant differences were found for the other aspects of job satisfaction (H, IP, PP, TDP, HSP). Public, private, and semi-government university teachers differ in certain dimensions of job satisfaction as affected by HR policies, but not in all dimensions. This suggests HR policies impact some aspects of job satisfaction more than others, depending on the type of university.

**Table 8** Post HOC test for Teachers Job Satisfaction Across University Types

Dependent Variable	(I) University Type	University(J) Type	Mean universityDifference (I-J) Std. Error Sig.			
			Mean	Std. Error	Sig.	
LOW TURNOVER	Tukey HSD	Public	Private	.42440*	.15762	.021
			Semi-Government	.15259	.16072	.610
		Private	Public	-.42440*	.15762	.021
			Semi-Government	-.27181	.17197	.256
		Semi-Government	Public	-.15259	.16072	.610
			Private	.27181	.17197	.256
HM	Tukey HSD	Public	Private	.65227*	.14151	.000
			Semi-Government	.35981*	.14429	.036
		Private	Public	-.65227*	.14151	.000
			Semi-Government	-.29245	.15439	.143
		Semi-Government	Public	-.35981*	.14429	.036
			Private	.29245	.15439	.143
RP	Tukey HSD	Public	Private	.50664*	.14717	.002
			Semi-Government	.26999	.15006	.172
		Private	Public	-.50664*	.14717	.002
			Semi-Government	-.23665	.16056	.306
		Semi-Government	Public	-.26999	.15006	.172
			Private	.23665	.16056	.306

The mean difference is significant at the 0.05 level.

The ANOVA results indicate that there are significant differences among public, private, and semi-government university teachers in certain aspects of job satisfaction influenced by HR policies. Specifically, LOWTURNOVER ( $p = 0.028$ ), HM ( $p < 0.001$ ), and RP ( $p = 0.003$ ) show statistically significant differences, while other dimensions such as H, IP, PP, TDP, and HSP do not. Post-hoc Tukey HSD tests further clarify these differences. For LOWTURNOVER, public university teachers reported significantly higher satisfaction than private university teachers (mean difference = 0.424,  $p$

= 0.021), whereas differences involving semi-government teachers were not significant. For HM, public university teachers scored significantly higher than both private (mean difference = 0.652,  $p < 0.001$ ) and semi-government teachers (mean difference = 0.360,  $p = 0.036$ ). Regarding RP, public university teachers again reported higher satisfaction than private teachers (mean difference = 0.507,  $p = 0.002$ ), with no significant differences involving semi-government teachers. These results suggest that public university teachers experience higher job satisfaction in certain HR policy dimensions, particularly in reducing turnover, motivation, and reward policies, compared to private and semi-government teachers. Overall, the hypothesis that “there is a significant difference in job satisfaction among public, private, and semi-government university teachers with HR policies” is partially supported, indicating that HR policies impact some aspects of job satisfaction differently depending on university type.

**H<sub>3</sub> There is a significant difference in the job satisfaction level of male and female university teachers with HR polices.**

**Table 6** Independent Samples Test of Job Satisfaction of Male and Female Teachers with HR Policies

	F	Sig.	t	df
H	1.938	.165	.829	202
			.935	129.280
LOW TURNOVER	13.195	.000	2.530	202
			3.104	159.125
IP	5.744	.017	1.491	202
			1.786	149.980
HM	5.107	.025	.945	202
			1.017	116.103
RP	14.974	.000	.659	202
			.808	158.655
PP	6.280	.013	-.249	202
			-.267	115.700
TDP	2.133	.146	-1.313	202
			-1.230	87.855
HSP	.005	.944	.580	202
			.599	105.929

Equal variances assumed and Equal variances not assumed

An independent samples t-test was conducted to examine gender differences in job satisfaction related to human resource policies among university teachers. Levene’s test indicated unequal variances for LOWTURNOVER, IP, HM, RP, and PP, so the corrected t-tests were interpreted where appropriate. Results showed a significant difference in perceptions of LOWTURNOVER, with female teachers reporting higher satisfaction than male teachers,  $t(159.13) = 3.10$ ,  $p = .002$ , 95% CI [0.14, 0.61], Cohen’s  $d \approx 0.49$ . No significant gender differences were found for H ( $t(202) = 0.83$ ,  $p = .408$ , 95% CI [-0.13, 0.33]), IP ( $t(149.98) = 1.79$ ,  $p = .076$ , 95% CI [-0.03, 0.54]), HM ( $t(116.10) = 1.02$ ,  $p = .311$ , 95% CI [-0.12, 0.39]), RP ( $t(158.66) = 0.81$ ,  $p = .420$ , 95% CI [-0.13, 0.32]), PP ( $t(115.70) = -0.27$ ,  $p = .790$ , 95% CI [-0.27, 0.20]), TDP ( $t(87.86) = -1.23$ ,  $p = .222$ , 95% CI [-0.42, 0.10]), or HSP ( $t(105.93) = 0.60$ ,  $p = .550$ , 95% CI [-0.15, 0.28]). These findings indicate partial support for the hypothesis: gender differences in job satisfaction were evident only for perceptions of low turnover, while other HR policy dimensions did not show significant differences between male

and female teachers.

## **Conclusion and Discussion**

This research was aimed at investigating the correlation of satisfaction at work and Human Resources policies among university teachers. Findings from the study suggest that employee satisfaction is affected by a wide range of Human Resources policies such as those related to reward, promotion, and health and safety. The study has found that there are very strong positive interrelations between job satisfaction and well-organized HR policies. Nonetheless, the impact of some HR dimensions was not significant, thus, the relationship between them is subtle and different for various employee demographics and types of universities.

### **HR Policies and Job Satisfaction**

The study confirmed that universities implementing well-structured HR policies significantly improve the job satisfaction of their teachers. The most effective policies concerned motivation, rewards, and managing turnover.

### **Gender Differences**

The analysis showed gender differences in job satisfaction, particularly in relation to the perceptions of turnover, with female teachers showing higher levels than their male peers in some HR dimensions.

### **Variations Across University Types**

Significant differences in job satisfaction were recorded among public, private, and semi-government universities. Public university teachers generally reported higher satisfaction related to the HR policies, particularly in turnover reduction and motivation resulting from clear reward structures.

### **Ineffective Policies**

On the other hand, training and development policies and health and safety management had a relatively weaker association with overall job satisfaction, indicating that universities should reassess and make improvements in such areas to achieve effective employee engagement.

## **Implications for University Management**

The findings of this study have several implications for university management:

- **Strategic Human Resources Policy Improvement**  
Universities should invest in revising and improving their human resources policies considering employee expectations to fit with job satisfaction. There must be a focus on appealing reward systems with transparent and well-advertised equitable promotion channels.
- **Gender-Sensitive HR Practices**  
Managers should take into consideration the gender phenomenon in job satisfaction and develop a more inclusive approach regarding different perceptions and satisfaction levels expressed by teachers.
- **Focus on Underperforming Areas**  
Because of the lower levels of relationship between training/development and health/safety policies with job satisfaction, universities need to review current practices and discuss employees' needs and expectations concerning these important areas.

## **Future Research Directions**

In the future, longitudinal research might investigate how adjustments in HR policies affect job satisfaction over time. The consideration of different employee groups, such as part-time or doctoral teachers, may also provide additional insights into specialized HR needs. The study has underlined the increasingly critical contribution of HR policies toward shaping employee satisfaction in academic institutions. To create a work environment that is supportive of employees and guarantees higher organizational performance, universities should focus on the strategic development of their HR practices.

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