
Human Resource Management Practices and its impact on Job Satisfaction: Evidence from Teacher Librarians of Jaffna Zonal Education Office, Sri Lanka.

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Abstract

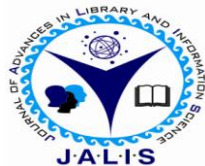
The reading habit of children reduced due to the exponential development of a digital system. Then reading must be promoted the schools to improve the students' ability in reading. Teacher-librarians manage the school libraries and their involvement and dedication play a key role in this aspect. This study was designed to assess the impact of Human Resource Management Practices on the Job Satisfaction of teacher librarians. The Ministry of education administered all school-related activities through well-defined channels. Necessary and relevant data were collected by using a questionnaire from 100 teacher-librarians among 116 of them in Jaffna Zonal Education Office, Sri Lanka. Training and development were the highest positively correlated factor with the correlation coefficient of 0.586 and then the performance appraisal is correlated with 0.575 with a 1% significant level. The study reveals that the Human Resource Management practices positively impact teacher librarians' job satisfaction. Priorities should also be given to teacher librarians for local and foreign scholarships to develop the professional skills of the teacher librarians.

Keywords

Human Resource Management; Job Satisfaction; Teacher Librarians.

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1. Introduction

Teachers are the backbone of society because they influence the conduct and attitudes of the pupils they educate on a long-term basis. Without a doubt, Teachers are the most crucial professionals of a country. Several researchers, including De Zoysa (1983) and Kumarasinghe (1994/95), have found that Sri Lankan school teachers are unsatisfied and undermotivated in their jobs. The researcher learned from interviews with Western Province education authorities and school principals that after the introduction of the 'teacher service', 'teachers', behavior toward their jobs did not show much improvement, despite the fact that it provides a significant increase in the level of salary and promotions." Job satisfaction is diminishing as a result of these factors and teachers are least motivated to fulfil the student's needs (Troman and Woods, 2000). However, in many nations, teacher unhappiness appears to be a major factor among teachers leaving the profession (Huberman, Grounauer and Marti, 1993).

Libraries in schools assist both students and teachers. A skilled frontrunner for the school libraries must be appointed. A qualified teacher-librarian will be suitable for this position but should have both teaching and librarianship credentials. To help students develop their literacy skills, teacher librarians should collaborate with school teachers. They must be capable and competent in order to do their work in the classroom.

The availability of additional resources such as human, money, machines, materials, methods, time, and knowledge contribute to the organization's ability to achieve its objectives. Human resources are the most significant of all the resources that an organization has, and the real achievement of the objectives is contingent on their availability. Successful human resource management (HRM) functions result in efficient and effective human resource usage, which leads to the achievement of corporate goals (Opatha, 2019).

Compensation, training and development, performance appraisal, employee participation, and career development are all HRM services that can contribute to job satisfaction and help employees cope with rising costs of living. To improve reader happiness, libraries should pay close attention to human resource management procedures.

Employees experience job satisfaction when their current level of performance is compared to their expectations. Employees are satisfied if the current level meets or surpasses their expectations; otherwise, they are dissatisfied. HRM and employee job satisfaction have numerous major benefits for the organization that must deal with numerous obstacles in order to exist and compete. Schools play a critical part in the development and improvement of Sri Lanka's literacy rate. As a result, the primary goal of this research was to determine the impact of human resource management strategies on teacher-librarian job satisfaction.

2. Literature Review

The related literature was reviewed to identify the most critical factors related to the HRM practices and job satisfaction to build the proper method to know the significant factors that determine the job satisfaction of the teacher-librarian

Aboramadan et al.'s (2020) investigation on higher education reported, HRM methods have a substantial impact on employee organizational commitment. Furthermore, job engagement mediated the relationship between performance appraisal and organizational commitment on the one hand, and rewards and remuneration and organizational commitment on the other. Also, recruitment, training, performance appraisal, career planning, employee participation, job definition, and compensation were conveyed to have a substantial impact on the higher performance of a university by Amin, Ismail and Selemani (2014). Furthermore, HRM methods such as training, performance appraisal, employee participation, job definition, and compensation have been demonstrated to influence the performance of the university. Employee job satisfaction and organizational commitment were positively correlated with human resource management. Job satisfaction, on the other hand, was found to be positively correlated with organizational commitment. Obviously, human resource management and job satisfaction were the independent variables that contributed significantly to the prediction of organizational commitment according to the study of Cherif (2020). Rana and Malik's (2017) study tell that selection, training, compensation, performance appraisal, and employee participation are all positively linked to organizational performance.

Katou (2017) analyzed HRM content, system and process and claimed that the HRM content shows a more positive correlation to work satisfaction and motivation than HRM process, but less so to organizational commitment. Furthermore, the HRM system is linked to organizational results in a sequential manner and has a substantial impact on job satisfaction and motivation. Researchers found various independent variables of Human Resource Management that are connected to job satisfaction in the past. We have chosen the most appropriate independent variables that can be examined further in the Sri Lankan Schools' education sector and to assess teacher-librarians job satisfaction using a conceptual framework that has been addressed in detail in the Methodology.

3. Problem statement

Several organizational studies have found that how a job is constituted has a substantial influence on employee motivation and overall satisfaction. Recent studies conducted in a number of developing nations have brought attention to the level of job satisfaction among teachers and have indicated the "intensification" of teachers' work (Hargreaves, 1994). The majority of schools do not have full-time teacher librarians. Teachers are frequently appointed as Teacher Librarians by their Principals to ensure that the library runs well. However, their contribution and engagement are dubious. Because, in addition to their library duties, teaching librarians must teach certain hours every week. Furthermore, teacher-librarians in Sri Lankan schools have significant hurdles in advancing their careers. Teacher librarians must acquire a postgraduate degree in education before being promoted; postgraduate degrees in library and information science will not be accepted. They have no job progression opportunities because they serve as teacher librarians. As a result of these factors, researchers are eager to learn whether teacher-librarians are happy with their jobs.

4. Objectives of the study

The current study especially investigates the association between Human Resource Management Practices and the Job Satisfaction of Teacher Librarians. The major objective of this study is to investigate the impact of human resource management strategies on teacher librarian job satisfaction. The research intended to accomplish the following precise objectives:

- a) To determine the degree and direction of the relationship between Human Resource Management Practices and Teacher Librarian Job Satisfaction.
- b) To investigate the key dimensions of Human Resource Management practices and their influence on teacher librarian job satisfaction.

5. Methodology

The current study was conducted to determine the influence of human resource management practices on teacher librarians’ job satisfaction. The researcher personally visited the respondents and gathered data from them. Researcher performed a pilot study and pre-test with 30 respondents to determine the viability of the research. This research was carried out at schools under the supervision of the Jaffna Zonal Education Office in Sri Lanka. Data was gathered through questionnaires and interviews. The study's population comprised of three Divisional Education Offices operating under the Jaffna Zonal Education Office. There were 116 teacher-librarians from 1AB, 1C, type II, and Type III schools in the study. The sample size was 100 teacher-librarians drawn from each category of schools in the Jaffna Zonal Education Office in Sri Lanka using a stratified random sampling approach. The percentage of response was 82%. The collected data is described in Table 1 given below.

Table 01: Details of Schools

No.	Divisional Education Offices (DEOs)	School Categories				Total
		1AB	1C	Type II	Type III	
1	Jaffna	08	06	11	06	31
2	Nallur	05	04	14	17	40
3	Kopay	05	03	15	22	45
	Total	18	13	40	45	116

(Source: Handbook of Zonal Education Office - 2021)

Conceptual framework

A framework for the study has been developed by evaluating the existing literature carefully. The independent factors in the model include remuneration, training and development, performance

appraisal, employees’ participation, and career development, whereas the dependent variable is job satisfaction of teacher librarians. The details described is drafted in the Figure - 1.

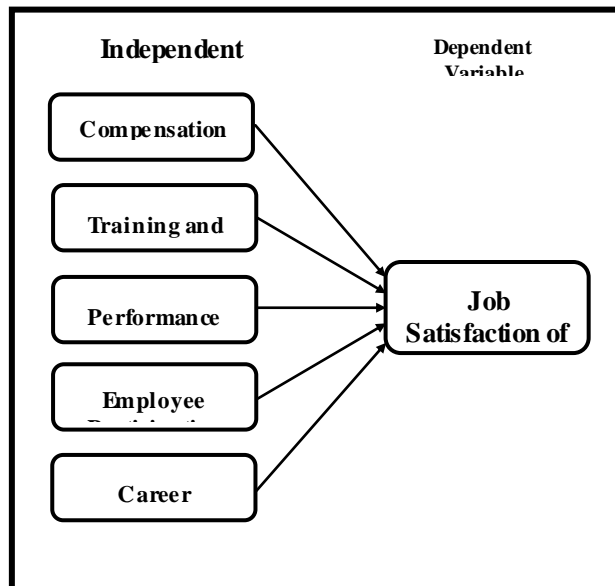


Figure 1: Conceptual framework with Dependent and Independent variables

6. Hypotheses of the research

The hypothesis was developed by relating the selected independent variables with the human resource practices identified. There were two types of hypotheses developed to check the correlation among the selected attributes of the Job satisfaction and HRM practices and to find the statistical significance were used logistic regression. The hypothesis derived were given below:

Hypotheses for correlation

1. There is a correlation between HRM practices and job satisfaction. Under this, the following sub hypotheses can be stated.
 - a. H₁: There is a correlation between compensation and job satisfaction.
 - b. H₂: There is a correlation between training and development and job satisfaction.
 - c. H₃: There is a correlation between performance appraisal and job satisfaction.
 - d. H₄: There is a correlation between employees’ participation and job satisfaction.

- e. H₅: There is a correlation between career development and job satisfaction.

Hypotheses for multiple linear regression

- 2. HRM practices have a significant impact on job satisfaction.

Under this, the following sub hypotheses can be stated.

- a. H₁: Compensation has significantly influenced on job satisfaction.
- b. H₂: Training and development have significantly influenced on job satisfaction.
- c. H₃: Performance appraisal has significantly influenced on job satisfaction.
- d. H₄: Employees' participation has significantly influenced on job satisfaction.
- e. H₅: Career development has significantly influenced on job satisfaction.

7. Data Analysis

Validity and Reliability

A total of 30 questionnaires were distributed to teacher librarians in the sampling region for the pilot project. The reliability analysis used in this study allows the researcher to see how well a scale delivers consistent findings. The questionnaire was given with salary, training and development, performance assessment, employee engagement and career advancement, and work satisfaction as characteristics of human resource management practices. The whole 60 questions were used under six primary criteria to determine the questionnaire's scale reliability.

Table 02: Cronbach Alpha Values

Variables	Cronbach Alpha Value
Compensation	.705
Training and development	.737
Performance appraisal	.857
Employees' participation	.770
Career development	.733
Job satisfaction	.921

The Cronbach's Alpha test was performed to assess the internal consistency of the responses obtained. The alpha should be at least 0.60 (n= 60) or higher (Sekaran & Bougie, 2009) to keep an item on an

appropriate scale. The test results indicate that the items have reasonably good internal consistency as shown in Table 02. The relationship between variables was investigated using correlation analysis, and the influence of Human Resource Management Practices on job satisfaction was determined using regression analysis. A standard questionnaire was issued to 100 teacher-librarians at the Jaffna Zonal Education Office to collect responses for the study. A total of 88 people has completed the survey, with 06 questionnaires being rejected due to missing information. It can be concluded that the internal consistency reliability is satisfactory.

8. Discussion of Findings

Compensation, training and development (TD), performance appraisal (PA), employees' participation (EP), and career development (CD) were the five independent factors considered in this research study. The influence of these factors on the dependent variable: SPSS was used to examine the job satisfaction (JS) of teacher librarians at the Jaffna Zonal Education Office. Descriptive analysis of the selected HRM practices on job satisfaction were tabulated in Table 03.

Table 03: Descriptive statistics of the variables

Variables	Minimum	Maximum	Mean	Standard deviation
Compensation	2.3	4.9	3.53	0.55
TD	1.8	5.0	3.28	0.73
PA	1.7	5.0	3.89	0.81
EP	2.8	5.0	4.02	0.53
CD	1.8	5.0	3.37	0.70
JS	2.4	4.9	3.70	0.60

EP has the greatest mean of 4.02 with a standard deviation of 0.53, while TD has the lowest mean of 3.28 with a standard deviation of 0.73, as seen in Table 3. The intensity and direction of the correlation between compensation, TD, PA, EP CD, and JS were determined using correlation analysis, and the findings are described in Table 04.

Table 04: Correlations matrix for human resource management practices and job satisfaction

	Compensation	TD	PA	EP	CD	JS
Compensation	1					
TD	0.311** (0.004)	1				
PA	0.070 (0.529)	0.184 (0.098)	1			
EP	0.138 (0.215)	0.273* (0.013)	0.173 (0.119)	1		
CD	0.506** (0.000)	0.167 (0.133)	0.205 (0.064)	0.144 (0.196)	1	
JS	0.526** (0.000)	0.586** (0.000)	0.575** (0.000)	0.521** (0.000)	0.468** (0.000)	1

Note: ** and * represents the significant levels at 1% and 5% (2 - tailed). Significant values are in the parentheses.

Compensation, TD, PA, EP, and CD are all positively connected with the dependent variable job satisfaction, as shown in the table above. The correlation coefficient (r) of 0.586 indicates that TD is the most positively correlated with job satisfaction, which is the highest value among the others, and that the correlation coefficient (r) of 0.575 indicates that PA is also positively correlated with job satisfaction at a 1% significant level. The correlation of coefficient for other variables also concludes that the above five HRM practices have positively correlated with job satisfaction in the study. Multiple regression analysis was used to investigate the influence of HRM practices such as compensation, TD, PA, EP, and CD on job satisfaction among teacher librarians at the Jaffna Zonal Education Office.

Table 05: Results of model summary and ANOVA

Model	Sum of square	df	Mean square	F - Value	Significant
Regression	24.003	5	4.801	59.835	0.000
Residual	6.097	76	0.080		
Total	30.100	81			

R	R-Square	Adjusted R - Square
0.893	0.797	0.784

Table 05 shows the ANOVA results, including the model summary, and the coefficient of correlation value (R=.89) indicates that the dependent and independent variables in the study have a strong linear relationship, so linear regression analysis will be used to examine the impact of HRM practices on job satisfaction. Furthermore, the adjusted R² is 0.784, which shows the proportion of the observed variability in job satisfaction that can be explained by the five variables employed in this study. The findings reveal that HRM practices such as compensation, TD, PA, EP, and CD account for 78 per cent of the variation in job satisfaction. Other factors connected to job satisfaction that are not shown in the above model account for the remaining 22%.

This variance is extremely significant, as evidenced by the F - Value of 59.83 with a significant value of 0.000, indicating that the model is well-fitting and explains the most probable combination of predictor variables that might contribute to the study's 1 per cent level of job satisfaction.

Table 06: Estimated results of multiple linear regression

Variables	Coefficients	Standard error	Standardized coefficients	t - value	Significant
Compensation	0.313	0.068	0.286	4.583	0.000
TD	0.261	0.047	0.314	5.548	0.000
PA	0.310	0.040	0.416	7.705	0.000
EP	0.347	0.062	0.303	5.584	0.000
CD	0.122	0.053	0.141	2.310	0.024
Constant	-1.280	0.312	-4.108	0.000

Table 06 shows that all of the above HRM strategies have a confident impact on job satisfaction among teacher librarians who work in libraries in the research area's selected schools, and they are statistically significant at the 1% and 5% levels. The coefficient of compensation has a positive sign, indicating that when teacher-librarians get compensation, their job satisfaction will grow, and the standardized coefficient of compensation is 0.286, indicating that money contributes 28 per cent to job satisfaction in this study. Furthermore, the regression analysis reveals that TD has a favourable influence on job satisfaction among teacher librarians, which is statistically significant at the 1% level.

As indicated in the table above, the coefficients of PA and EP both have positive signals, indicating that teacher librarians who have PA and EP have higher job satisfaction, and PA contributes to job satisfaction more than other variables in the model. The CD has a positive effect on job satisfaction among the HRM practices included in the above table, and it is significant at a 5% level, indicating that the greater the CD, the higher the job satisfaction. Finally, the projected findings of the aforementioned multiple regression analysis revealed that respondents' strong perceptions of all of the above HRM practices in their libraries will lead to increase job satisfaction. All of the independent factors (compensation, training and development, performance appraisal, employee participation, and career development) show a positive connection with teacher librarian job satisfaction. As a result, Human Resource Management techniques have an influence on teacher librarians' job satisfaction.

The selected variable model is significant, according to the findings of this study. The purpose of this study is to determine the degree and direction of the relationship between human resource management practices and the job satisfaction of the Teacher Librarian. The dependent variable job satisfaction of teacher librarians appears to be positively connected with compensation, TD, PA, EP and CD. Teacher librarians' job satisfaction is substantially connected with TD, with the largest ($r=0.586$) contribution to job satisfaction. HRM practices such as compensation, TD, PA, EP, and CD account for 78 per cent of the variation in job satisfaction.

Other factors connected to job satisfaction that are not shown in the above model account for the remaining 22%. It may be concluded that respondents' better perceptions of their school libraries' stated HRM practices will lead to increased

job satisfaction. As a result, Human Resource Management techniques have an influence on teacher librarians' work satisfaction.

Teacher librarians in schools have difficulties in advancing their careers. They had previously worked in school libraries and desired to pursue a postgraduate degree in Library and Information Science. However, there are no provisions in their service minutes allowing them to get promoted by completing a Library Science degree in Sri Lanka; instead, they must complete a Postgraduate degree in Education to promote. The service minutes must be changed, and a postgraduate degree in library and information science must be included for teacher librarians to be considered for promotion.

9. Conclusion

The purpose of the study is to determine the degree and direction of the relationship between Human Resource Management Practices and Teacher Librarians' Job Satisfaction. The study investigated the key dimensions of Human Resource Management practices and their influence on teacher librarians' job satisfaction. The results revealed that respondents' strong perceptions of all of the HRM practices in their libraries will lead to increase job satisfaction. All of the independent factors show a positive connection with teacher librarians' job satisfaction. The correlation coefficient (r) of 0.586 indicates that TD is the most positively correlated with job satisfaction, which is the highest value among the others. The findings further revealed that HRM practices such as compensation, TD, PA, EP, and CD account for 78 per cent of the variation in job satisfaction. Other factors connected to job satisfaction that are not shown in the model account for the remaining 22%. In this connection the five dimensions of HRM practices have highlighted their relationship and influence with job satisfaction. Teacher librarians' job satisfaction can be improved by the adoption of sophisticated Human Resource Management Practices.

10. Recommendations

1. The teacher librarians should properly be recognized by the educational authorities.
2. Awareness should be made to the Higher Educational Officials regarding the role of teacher librarians in the schools.

3. The authorities should incorporate the Information Literacy in the school curriculum in order to motivate the students' involvement in the school libraries.
4. There is no provision for increment / promotion to Teacher Librarians in acquiring Library Science qualifications. Due to this reason, teacher librarians do not like to update their knowledge and skills in Library Science field. It should be taken into consideration and rectified by the Ministry of Education.
5. The opportunities should be provided to teacher librarians in the schools for their professional development which would enhance their commitment and involvement.
6. The attention should be drawn by the authority in the teacher librarians' career development which helps to attract and retain valuable teacher librarians. Career satisfaction increases their motivation and productivity.
7. Priorities should be given to teacher librarians for local and foreign scholarships to develop their professional skills.

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