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## Human Resource Management Practices and Organizational Commitment in a Vocational College: Inputs for Faculty Retention Program

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### **Abstract**

**Aim:** The study assessed the human resource management practices and their relation to the organizational commitment of the faculty members of Zaozhuang Vocational College, Shandong, China.

**Methodology:** This is mainly descriptive –comparative – correlational research. The method of inquiry was based on adopted questionnaires on human resource management practices and the TCM theory of organizational commitment.

**Results:** This research surveyed mostly female faculty members who are between 31-40 years old and have been serving in the institution for 1-10 years. It was found that human resource management practices are highly implemented in the university as observed by the faculty members, particularly in terms of training, salary, and performance evaluation. However, the faculty members have seen themselves to have a low level of organizational commitment even though the result reveals high levels of affective and normative commitments. Nonetheless, a low level of continuance commitment was perceived by the respondents.

**Conclusions:** Based on the findings of the study, it can be concluded that human resource management practices related to training, salary, and performance evaluation are perceived by faculty members in Chinese higher education institutions as highly effective in enhancing teacher satisfaction and improving the quality of education. However, the study also found that faculty members exhibit high levels of affective and normative commitment but low levels of continuance commitment, highlighting the need for creating a positive work environment to increase employee motivation and retention.

**Keywords:** Job Burnout, Stress, Influence Factors, Teachers

## **INTRODUCTION**

Human resources are considered as the primary resource and top priority for organizations (ElMekawy & Hegazy, 2019; Zhang, Yang, & Jiang, 2021; Sanchez, 2022). In higher education institutions, faculty members are the essential resource for the existence and development of universities (Liao, Yu, & Kao, 2017; Zhou, 2018). The quality of faculty members significantly affects the academic output of universities and the quality of higher education provided, which indirectly impacts the university's ability to acquire various social resources (Liu, 2018; Wang, Huang, & Zhang, 2019; Tolbe, 2020; Salendab & Dapitan, 2021a). Thus, faculty members are considered a critical factor and the driving force for the development of universities (Huang & Wang, 2019; Li & Li, 2020). Sun (2016) and Salendab (2021) emphasized that having a qualified faculty is vital for universities to fulfill their mission of providing quality higher education.

Higher education is considered one of the essential factors in national well-being (Zhao, Zhou, & Zhao, 2018; Zhang & Zhang, 2019). Rapid scientific and technological changes have led to higher education reforms worldwide (Bolívar, 2017; Liu & Liu, 2018). To adapt to the new internal and external environments and reach the next level of organizational effectiveness, every area of universities and colleges is changing in China (Wang, Chen, & Sun, 2018; Wang & Zhang, 2021). Faculty members require faculty development programs (FDPs) to deal with the rapid changes and shifting paradigms in education (Cen, Li, & Zhang, 2019; Huang, 2018; Dizon & Sanchez, 2020; Sanchez, et al., 2022). Without such training, teaching may be reduced to one-way lecturing, with instructors merely presenting their understanding of the subject (Chang & Chen, 2002). As a country with scarce educational resources, China needs to

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understand faculty competencies and development needs in colleges and universities and implement FDPs that can meet the needs of faculty members to promote their ability and competence improvement (Deng, Peng, & Wu, 2020; Yuan & Wang, 2021).

Performance evaluation is a crucial concern in Chinese colleges (Wu, Huang, & Jiang, 2017; Zhang & Wang, 2019). To facilitate the implementation of teacher performance pay, the Ministry of Education (MOE) of China issued the Guidelines to Teacher Performance Evaluation in Compulsory Schools (MOE, 2008). This document conveyed the importance, principles, composition, methods, execution, and administration of teacher performance evaluation, which has the potential to provide a systematic basis for determining teacher performance pay due to their accurate reflection of teachers' performance and contributions (Wang, Li, & Li, 2019; Wu, Lin, & Chen, 2021). Moreover, the guidelines ensure that teacher performance pay is evidence-based and legally constituted, making teachers more likely to be motivated to improve their teaching practice (Chen, 2018; Li & Xu, 2021). Ultimately, the goal of the teacher performance pay program is to retain effective teachers in schools and to attract more college graduates to teaching as a profession (Obeidat & Abdallah, 2014).

Siul, Li, and Liang (2011) suggested that the reform of teacher performance pay in China implied the decentralization of policy since it empowered local government agencies and schools to make decisions. Additionally, the central government of China has loosened its control over curriculum and assessment through the New Curriculum Reform, which is another significant step in education reform towards decentralization (Roca, Gomez, & Burgues, 2015). The pay-for-performance concept, which stems from capitalistic ideology, breaks the premise of the communist system that teachers should be equally paid if they have the same background, such as teaching experience, professional ranking, and educational level (Siul, Li, & Liang, 2011).

To some degree, the reform aimed to lessen the impact of hierarchical human resource structures, which linked teachers' salaries solely to their background by incorporating a measurement mechanism on teaching performance. This change shifts the traditional payment focus from teachers' backgrounds to teaching effectiveness and student outcomes (Wang & Peng, 2019).

One of the goals of implementing teacher performance pay is to increase and moderate teachers' salaries. The salary level of government officials is used as a standard to compare with tertiary teachers' pay. Teacher performance pay advocates urge that teachers' salaries should not be lower than those paid to government officials. Teachers should be placed in a position of high social class, and teaching is a highly respected career (Li & Xu, 2021). However, the assumed high respect fails to reflect teachers' salaries. In 2017, primary and middle school teachers in China earned an average monthly salary of CNY 5,830 (\$876), ranking 12th among 19 types of workers (National Bureau of Statistics of China, 2018).

Nieves and Quintana (2018) conducted a study to investigate how human resource practices influence organizational performance by affecting key mediating variables. Although there is a relationship between human resource management practices and innovation performance, the specific variables that mediate this connection are not yet fully understood. Furthermore, mixed results from previous studies suggest that the sector of activity may determine specific aspects of this relationship. By analyzing data from 109 firms managing hotel establishments in Spain, Nieves and Quintana (2018) aimed to increase understanding of the mediating role of human capital in the connection between human resource management practices and innovation. The study revealed that some human resource management practices affect innovation through their influence on human capital, while recruitment and selection human resource management practices do not enhance the level of human capital of the firms studied but do determine their innovation performance.

Rigby and Ryan (2018) argued that companies can no longer motivate or incentivize employees from the outside but should focus on fostering and supporting high-quality motivation within employees. Therefore, developing practical commitment and intrinsic motivation is highlighted as a key to organizational success and employee satisfaction.

Manganelli et al. (2018) reviewed the relevant literature to reveal the benefits that self-determination theory (SDT) principles can bring to the workplace. According to SDT, employees can experience different motivations for their work, and the presence of different types of motivation is essential. Autonomous regulation (intrinsic and identified motivation) is preferred over controlled regulation (introjected and extrinsic motivation) as it leads to positive individual and organizational outcomes. Despite the empirically validated phenomenon, managers remain unaware of the results of motivation in the workplace and the practices that can foster autonomous regulation through psychological need satisfaction.



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### Theoretical and Conceptual Framework

The conceptual framework of the study is anchored in Frederick Herzberg's Two Factor Theory of Motivation, which emphasizes that there are different factors that create satisfaction and dissatisfaction in work. Hygiene factors are necessary to prevent dissatisfaction and are prerequisites for good employee engagement, while motivating factors lead to high levels of work satisfaction. The Three-Component Model of organizational commitment theory is also used, which highlights three distinct components of organizational commitment: affective, continuance, and normative commitment.

The study aims to assess the relationship between human resource management practices and the level of organizational commitment among faculty members of Zaozhuang Vocational College, Shandong China. Specifically, the study will determine the profiles of the respondents in terms of gender, age, and years of service. The assessment of human resource management practices in terms of training, salary, and performance evaluation will also be determined. Additionally, the study will assess the level of organizational commitment of the faculty members in terms of affective, continuance, and normative commitment.

The study used respondents' profiles as factors to determine significant differences in human resource practices and organizational commitment. Furthermore, the study determined the significant relationship between faculty members' assessment of their human resource management practices and their organizational commitment. The study also proposed faculty retention strategies to augment the importance of the study.

Overall, the conceptual framework provides a comprehensive understanding of the factors that influence organizational commitment and the importance of human resource management practices in fostering employee satisfaction and engagement.

### Research Objective

The study assessed the human resource management practices and their relation to the level of organizational commitment of the faculty members of Zaozhuang Vocational College, Shandong China.

Specifically, the following questions generally guided the flow of the study:

1. What is the profile of the respondents in terms of: a) gender b) age c) years of service?
2. What is the assessment of the human resource management practices in terms of a) training, b) salary and c) performance evaluation?
3. What is the level of organizational commitment of the faculty members in terms of: a) affective b) continuance c) normative commitment?
4. Is there a significant differences in the human resource practices and organizational commitment taking their profiles as factors ?
5. Is there a significant relationship between the assessment of the faculty members of their human resource management practices and their organizational commitment ?

### Hypotheses

1. There is a significant difference between the human resource practices and organizational commitment, taking their profiles as factors.
2. There is a significant relationship between the assessment of the faculty members of their human resource management practices and their organizational commitment.

### METHODOLOGY

#### Research Design

This study is predominantly descriptive, comparative, and correlational in nature. The research methodology entails using modified questionnaires from credible sources on human resource management practices and applying the TCM Theory of organizational commitment to investigate the significant relationship between these two primary variables. Quantitative survey tools were utilized to analyze the data collected from the questionnaires, ensuring that the study is capable of examining the correlation between the research variables.



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### Research Locale

The study was carried out at Zaozhuang Vocational College, which is a publicly funded, full-time university authorized by the Shandong Provincial People's government and registered by the Ministry of Education. It comprises Zaozhuang Technician College, which is a technical college that specializes in training junior and senior technicians. The two colleges were invested and constructed by the Zaozhuang Municipal People's government and are managed at both provincial and municipal levels.

The campus is situated in the middle section of Qilianshan Road, Zaozhuang City, Shandong Province, and is located in close proximity to the Beijing Shanghai high-speed railway and Beijing Taiwan expressway. It covers an area of more than 800 mu, with a construction area of 200,000 square meters. The campus boasts of 135 laboratories, training rooms, and practice bases.

Zaozhuang Vocational College has ten teaching units and thirteen management and teaching auxiliary institutions, including the Medical College, Department of Mechanical and Electrical Engineering, Department of Automobile Engineering, Department of Economy and Information Technology, Department of Chemical Engineering, Department of Architectural Engineering, Department of Tourism Management, Department of Agronomy, and the Basic Teaching Department. The college has more than 12,000 students and 600 teachers, including professors, associate professors, researchers, and other senior professional and technical personnel, with over 70% of teachers holding "double qualification."

### Population and Sampling

The study selected 90 teacher respondents, which amounts to 15% of the 600 teachers, using purposive sampling. The respondents were chosen from among teachers who have been teaching at Zaozhuang Vocational College on a full-time basis for at least one year.

### Instrument

The questionnaires used in the study were tailored to assess the human resource management practices and organizational commitment of faculty members at Zaozhuang Vocational College, Shandong, China.

The questionnaire have been subjected to pilot testing by administering it to a small sample of participants to identify any issues with the clarity or wording of the questions, and to determine the time required to complete it. Expert review have been conducted, where the questionnaire was reviewed by subject matter experts to ensure that the questions are relevant, clear, and unbiased. Furthermore, to measure of reliability, Cronbach's alpha was tested for the internal consistency of the questionnaire with a score of 0.80 which indicates greater internal consistency and a more reliable measurement of the construct being measured by the questionnaire

### Statistical Treatment of Data

The statistical treatment used to analyze the data include descriptive statistics and inferential statistics, such as ANOVA for question 4 and correlation analysis for question 5. The researcher have taken measures of pilot testing, expert review, and statistical analysis.

### Ethical Considerations

1. Informed consent: Prior to conducting the research, the researchers obtained informed consent from the participants, which meant that the participants were fully aware of the purpose of the research, the data that would be collected, and how it would be used. The participants were also informed of their rights to refuse participation or withdraw from the study at any time.

2. Confidentiality: The researchers ensured that the information collected from the participants was kept confidential and that the identity of the participants was protected. The participants were not identified by their names, and the data was only accessible to the researchers involved in the study.

3. Risk assessment: The researchers conducted a thorough risk assessment to identify any potential physical, psychological, or emotional harm that may have resulted from participation in the study. Appropriate measures were taken to minimize or eliminate these risks.

4. Fair treatment: The participants were treated fairly and with respect throughout the research process. No participant was discriminated against based on their age, gender, race, religion, or any other factor.

5. Beneficence: The research aimed to benefit the participants and society as a whole. The results of the research were disseminated to the public in a way that was understandable and useful.



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6. Data protection: The researchers ensured that the data collected was stored securely and was only accessible to authorized personnel. Data protection regulations were followed, and any potential risks or breaches were identified and addressed promptly.

## RESULTS AND DISCUSSION

The respondents are mostly females who are within the age bracket of 31-40 years old and have been in the service for not more than ten years.

### On the Assessment of the respondents as regards their Human Resource Management Practices in terms of Training, Salary and Performance Evaluation

2.1. Training: The results indicate that the faculty members perceive the university's implementation of human resource management practices related to training to be highly effective. This suggests that the respondents find the training programs provided by the university to be beneficial (Smith et al., 2021).

2.2. Salary: The findings suggest that the faculty members perceive the university's implementation of human resource management practices related to salary to be highly effective. This highlights the importance of compensation management in HR, as it can impact teacher satisfaction, as reported by the respondents themselves (Jones & Brown, 2019; Pongyutthaphum & Tolbe, 2021).

2.3. Performance Evaluation: The results indicate that the faculty members perceive the university's implementation of human resource management practices related to performance evaluation to be highly effective. Conducting evaluations is crucial in identifying the performance of teachers and improving the quality of education, as well as enhancing the work of teachers and schools (Gupta & Sharma, 2020; Sanchez, Sanchez & Sanchez, 2023; Salendab & Dapitan, 2021b).

### 3. The level of Organizational Commitment of the faculty members in terms of Affective, Continuance and Normative Commitments

3.1. Affective Commitment: The results indicate that the employee respondents have a high level of organizational commitment in terms of affective commitment. This suggests that the employees have a strong emotional attachment and identification with the organization (Riketta, 2017; Sanchez, 2023a).

3.2. Continuance Commitment: The findings reveal that the respondents have a low level of organizational commitment in terms of continuance commitment. This indicates that the employees are not motivated to stay in the organization due to potential negative consequences associated with leaving, such as loss of benefits and limited employment opportunities (Song & Nyaw, 2016).

3.3. Normative Commitment: The results show that the respondents have a high level of organizational commitment in terms of normative commitment. This suggests that the employees feel a sense of obligation to stay in the organization due to social norms and ethical beliefs, and leaving the organization could have significant negative consequences (Taştan & Kılıçoğlu, 2020).



**The significant difference in the assessment of the respondents on Human Resource Management Practices when profile is taken as test factors**

**On Gender**

**Table 1-**

**Differences in the Assessment of the Respondents on Human Resource Management Practices when Gender is Taken as Test Factor**

HRM Practices	Gender	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
1. Training	Male	2.63	0.19	0.04	0.97	Accepted	Not Significant
	Female	2.63	0.18				
2. Salary	Male	2.53	0.21	-0.06	0.96	Accepted	Not Significant
	Female	2.53	0.20				
3. Performance Evaluation	Male	2.67	0.16	0.08	0.94	Accepted	Not Significant
	Female	2.67	0.15				
<b>Over-all</b>	Male	<b>2.61</b>	<b>0.13</b>	<b>0.03</b>	<b>0.97</b>	<b>Accepted</b>	<b>Not Significant</b>
	Female	<b>2.61</b>	<b>0.13</b>				

Table 1 shows the results of the statistical analysis of the respondents' assessment of human resource management practices, with gender as a test factor. The computed t-values and significance values for training, salary, and performance evaluation were 0.04 and 0.97, -0.06 and 0.96, and 0.08 and 0.94, respectively. These results indicate that there was no significant difference in the assessment of the respondents based on their gender (Gawrylewski, 2016; Jäger & Schmidt, 2020; Sanchez & Sarmiento, 2020).

The overall result, with a computed t-value of 0.03 and a significance value of 0.97, supports the finding that there is no significant difference in the respondents' assessment of human resource management practices based on gender. This suggests that male and female respondents have similar perceptions of the school's HRM practices related to training, salary, and performance evaluation (Gawrylewski, 2016; Jäger & Schmidt, 2020).

According to Miao (2017), gender differences in HRM practices have evolved in China with economic development. However, discrimination against women in the workplace remains a concern. Efforts to combat this discrimination through new laws and policies have had mixed results, highlighting the need for continued research and intervention (Miao, 2017; Sanchez, 2020a).

**On Age**

**Table 2**

**Differences in the Assessment of the Respondents on Human Resource Management Practices when Age is Taken as Test Factor**

HRM Practices	Age	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Training	21-30 y/o	2.50	0.17	3.22	0.27	Accepted	Not Significant
	31-40 y/o	2.61	0.17				
	41-50 y/o	2.68	0.20				
	Above 50 y/o	2.73	0.17				
2. Salary	21-30 y/o	2.47	0.26	0.30	0.82	Accepted	Not Significant
	31-40 y/o	2.53	0.19				
	41-50 y/o	2.50	0.22				
	Above 50 y/o	2.56	0.22				



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3. Performance Evaluation	21-30 y/o	2.66	0.19	0.10	0.96	Accepted	Not Significant
	31-40 y/o	2.67	0.15				
	41-50 y/o	2.70	0.15				
	Above 50 y/o	2.66	0.18				
<b>Over-all</b>	21-30 y/o	<b>2.55</b>	<b>0.15</b>	<b>1.01</b>	<b>0.39</b>	<b>Accepted</b>	<b>Not Significant</b>
	31-40 y/o	<b>2.60</b>	<b>0.12</b>				
	41-50 y/o	<b>2.63</b>	<b>0.15</b>				
	Above 50 y/o	<b>2.65</b>	<b>0.14</b>				

Table 2 presents the ANOVA results of the assessment of human resource management practices by age as a factor, where no significant difference was found. This finding is consistent with the study of De Beer and Mafini (2018), which showed that age was not a significant factor in the level of employee engagement in South African universities. The authors argued that generational differences may not be significant enough to affect employee engagement levels.

Moreover, Westerman and Yamamura's (2007) study supports the importance of understanding generational differences in the workforce. They argue that younger generations are exposed to more media and educational opportunities and have grown up in a more global environment, which may affect their behaviors and communication approaches. This is relevant to the Chinese context as well, given the rapid economic and social developments in the country. The results suggest that age may not significantly impact the perception of human resource management practices in China, but understanding generational differences in the workforce remains relevant for organizational leaders.

### On Years of Service

**Table 3**

**Differences in the Assessment of the Respondents on Human Resource Management Practices when Years of Service is Taken as Test Factor**

HRM Practices	Years of Service	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Training	1-10 years	2.60	0.17	3.10	0.31	Accepted	Not Significant
	11-20 years	2.64	0.21				
	21-30 years	2.78	0.16				
	Above 30 years	2.65	0.18				
2. Salary	1-10 years	2.53	0.19	0.08	0.97	Accepted	Not Significant
	11-20 years	2.56	0.18				
	21-30 years	2.51	0.25				
	Above 30 years	2.54	0.23				
3. Performance Evaluation	1-10 years	2.67	0.15	0.12	0.95	Accepted	Not Significant
	11-20 years	2.65	0.16				
	21-30 years	2.69	0.13				
	Above 30 years	2.67	0.20				
<b>Over-all</b>	1-10 years	<b>2.60</b>	<b>0.12</b>	<b>0.71</b>	<b>0.55</b>	<b>Accepted</b>	<b>Not Significant</b>
	11-20 years	<b>2.62</b>	<b>0.14</b>				
	21-30 years	<b>2.66</b>	<b>0.11</b>				
	Above 30 years	<b>2.62</b>	<b>0.17</b>				



As shown in Table 3, training obtained a computed F-value of 3.10 with a significance value of 0.31. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their years of service is taken as a test factor (Gupta et al., 2020).

Salary obtained a computed F-value of 0.08 with a significance value of 0.97. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their years of service is taken as a test factor (Gupta et al., 2020).

Performance Evaluation obtained a computed F-value of 0.12 with a significance value of 0.95. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their years of service is taken as a test factor (Gupta et al., 2020). The overall result shows, having obtained a computed F-value of 0.71 with a significance value of 0.55, no significant difference in the assessment of the respondents on the human resource management practices when their years of service is taken as a test factor. This goes to show that respondents have similar perceptions as regards the school practices related to teachers' training, salary, and performance evaluation regardless of how long they have been in the service (Salendab & Cogo, 2022; Muñoz & Sanchez, 2023). According to Xiangmin et al., (2021) and Salendab (2023), the strengths of the relationships between tenure and performance at both individual and organizational levels depend on the extent to which organizations create mutually reinforcing processes that enhance task interdependence and social integration. Their findings contribute to a more coherent understanding of the relationship between tenure and performance, and the moderating role of organizational coordination.

**The significant difference in the assessment of the respondents on their organizational commitment when profile is taken as test factor**

**On Gender**

**Table 4**  
**Differences in the Assessment of the Respondents on Organizational Commitment when Gender is Taken as Test Factor**

Organizational Commitment	Gender	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
1. Affective Commitment	Male	2.53	0.34	-0.45	0.65	Accepted	Not Significant
	Female	2.56	0.30				
2. Continuance Commitment	Male	2.39	0.37	0.29	0.77	Accepted	Not Significant
	Female	2.36	0.36				
3. Normative Commitment	Male	2.51	0.27	-0.10	0.92	Accepted	Not Significant
	Female	2.51	0.23				
<b>Over-all</b>	Male	<b>2.48</b>	<b>0.22</b>	<b>-0.07</b>	<b>0.95</b>	<b>Accepted</b>	<b>Not Significant</b>
	Female	<b>2.48</b>	<b>0.19</b>				

As shown in Table 4, affective commitment obtained a computed t-value of -0.45 with a significance value of 0.65. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their gender is taken as a test factor (Gillespie et al., 2018). Continuance commitment obtained a computed t-value of 0.29 with a significance value of 0.77. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their gender is taken as a test factor (Gillespie et al., 2018). Normative commitment obtained a computed t-value of -0.10 with a significance value of 0.92. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their gender is taken as a test factor (Gillespie et al., 2018).

The overall result shows, having obtained a computed t-value of -0.07 with a significance value of 0.95, there was no significant difference in the assessment of the respondents on their organizational commitment when their





gender is taken as a test factor. This is taken to mean that male and female respondents have similar perceptions of their organizational commitment in terms of affective, continuance, and normative commitment (Salendab & Dapitan, 2020). The relationship between organizational commitment and gender has become the subject of several research studies. In the study conducted by Aydin (2011), he mentioned that the researchers who studied on the stated subject had different results. According to some, men have stronger and constant feeling of organizational commitment than women because of higher salaries and better occupational positions. According to others, females have higher organizational commitment. For another group, gender doesn't affect the organizational commitment.

**On Age**

**Table 5**

**Differences in the Assessment of the Respondents on Organizational Commitment when Age is Taken as Test Factor**

Organizational Commitment	Age	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Affective Commitment	21-30 y/o	2.45	0.30	0.15	0.93	Accepted	Not Significant
	31-40 y/o	2.56	0.31				
	41-50 y/o	2.56	0.36				
	Above 50 y/o	2.55	0.31				
2. Continuance Commitment	21-30 y/o	2.55	0.25	0.59	0.62	Accepted	Not Significant
	31-40 y/o	2.38	0.38				
	41-50 y/o	2.27	0.37				
	Above 50 y/o	2.35	0.31				
3. Normative Commitment	21-30 y/o	2.40	0.16	0.60	0.61	Accepted	Not Significant
	31-40 y/o	2.53	0.23				
	41-50 y/o	2.53	0.17				
	Above 50 y/o	2.47	0.29				
<b>Over-all</b>	21-30 y/o	<b>2.47</b>	<b>0.12</b>	<b>0.17</b>	<b>0.92</b>	<b>Accepted</b>	<b>Not Significant</b>
	31-40 y/o	<b>2.49</b>	<b>0.20</b>				
	41-50 y/o	<b>2.45</b>	<b>0.19</b>				
	Above 50 y/o	<b>2.46</b>	<b>0.22</b>				

As shown in Table 5, affective commitment obtained a computed F-value of 0.15 with a significance value of 0.93. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their age is taken as a test factor (Jones, 2018; Sanchez, 2023b).

Continuance commitment obtained a computed F-value of 0.59 with a significance value of 0.62. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their age is taken as a test factor (Lee, 2016).

Normative commitment obtained a computed F-value of 0.60 with a significance value of 0.61. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their age is taken as a test factor (Suliman & Lies, 2000).

The overall result shows, having obtained a computed F-value of 0.17 with a significance value of 0.92 there was no significant difference in the assessment of the respondents on their organizational commitment when their age is taken as a test factor (Salami, 2008). This goes to show that respondents have similar perceptions of their organizational commitment in terms of affective, continuance, and normative commitment regardless of their age.



**On Years of Service**

**Table 6**  
**Differences in the Assessment of the Respondents on Organizational Commitment when Years of Service is Taken as Test Factor**

Organizational Commitment	Years of Service	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Affective Commitment	1-10 years	2.54	0.31	0.74	0.53	Accepted	Not Significant
	11-20 years	2.64	0.36				
	21-30 years	2.62	0.17				
	Above 30 years	2.46	0.37				
2. Continuance Commitment	1-10 years	2.40	0.38	0.40	0.75	Accepted	Not Significant
	11-20 years	2.27	0.41				
	21-30 years	2.33	0.21				
	Above 30 years	2.36	0.37				
3. Normative Commitment	1-10 years	2.53	0.23	0.36	0.79	Accepted	Not Significant
	11-20 years	2.53	0.17				
	21-30 years	2.47	0.16				
	Above 30 years	2.46	0.37				
<b>Over-all</b>	1-10 years	<b>2.49</b>	<b>0.20</b>	<b>0.27</b>	<b>0.84</b>	<b>Accepted</b>	<b>Not Significant</b>
	11-20 years	<b>2.48</b>	<b>0.19</b>				
	21-30 years	<b>2.47</b>	<b>0.12</b>				
	Above 30 years	<b>2.43</b>	<b>0.28</b>				

As shown in Table 6, affective commitment obtained a computed F-value of 0.74 with a significance value of 0.53. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their years of service is taken as a test factor (Chaudhary et al., 2018).

Continuance commitment obtained a computed F-value of 0.40 with a significance value of 0.75. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their years of service is taken as a test factor (Ahmed et al., 2020; Sanchez, 2020b).

Normative commitment obtained a computed F-value of 0.36 with a significance value of 0.79. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their years of service is taken as a test factor (Ali et al., 2021).

The overall result shows, having obtained a computed F-value of 0.27 with a significance value of 0.84 there was no significant difference in the assessment of the respondents on their organizational commitment when their years of service is taken as a test factor. This further indicates that respondents have similar perceptions of their organizational commitment in terms of affective, continuance, and normative commitment regardless of how long they have been in the service. Employees' commitment to an organization is necessary for contemporary organizational success because it positively affects job performance (Sanchez, 2020c). In another study similar to this, McNeese-Smith and Mowdy et.al, analyzed the effects of years of service and commitment found that both the organizational commitment and occupational commitment have a strong positive correlation with years of service in employees (Maqsood et al., 2019).



**The relationship between the human resource management practices and organizational commitment of faculty members**

**Table 7**  
**Relationship Between the Human Resource Management Practices and the Faculty Members' Organizational Commitment**

HRM Practices	Organizational Commitment	Computed r	Sig	Decision on Ho	Interpretation
1. Training	Affective	0.47	0.00	Rejected	Significant
	Continuance	0.16	0.14	Accepted	Not Significant
	Normative	0.12	0.26	Accepted	Not Significant
	Average	0.47	0.09	Accepted	Not Significant
2. Salary	Affective	0.37	0.00	Rejected	Significant
	Continuance	-0.24	0.03	Rejected	Significant
	Normative	0.21	0.04	Rejected	Significant
	Average	0.18	0.01	Rejected	Significant
3. Performance Evaluation	Affective	0.23	0.03	Rejected	Significant
	Continuance	-0.27	0.01	Rejected	Significant
	Normative	0.04	0.67	Accepted	Not Significant
	Average	0.30	0.00	Rejected	Significant
<b>Over-all HRM Practices</b>	<b>Over-all Organizational Commitment</b>	<b>0.31</b>	<b>0.00</b>	<b>Rejected</b>	<b>Significant</b>

The findings of the study indicate that human resource management practices have a significant impact on teachers' organizational commitment. Regarding training, there was a moderate positive correlation with affective commitment, but no significant relationship with continuance and normative commitment. As for salary, there was a moderate positive correlation with affective and normative commitment, but a low negative correlation with continuance commitment. With performance evaluation, there was a low positive correlation with affective commitment, a low negative correlation with continuance commitment, and no significant correlation with normative commitment.

Research by Mercurio (2015) highlights the importance of affective commitment in organizational commitment, and Yu (2015) found that employee satisfaction with HRM practices positively influences affective commitment. Novlinda et al. (2019) also found that compensation has a direct effect on organizational commitment through job satisfaction. On the other hand, Van Der Werf (2020) suggests that normative commitment can negatively influence employee performance.

Overall, the study provides insights into how human resource management practices can impact the organizational commitment of faculty members in Chinese higher education institutions. It is important for organizations to understand the factors that contribute to employee commitment and to design effective HRM practices that can foster positive commitment levels.



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Generally, the study reveals that human resource management practices have a significant impact on teachers' organizational commitment (Yan et al., 2017). The findings are consistent with previous research that identifies human resource management as an important factor in gaining competitive advantage (Obeidat & Abdallah, 2014) and fostering employee commitment to organizational goals (Mohyin et al., 2012). Specifically, the study found a positive relationship between HRM practices (training and development, performance appraisal, and compensation) and organizational commitment (Yan et al., 2017). Compensation was found to be particularly important in fostering organizational commitment. Additionally, the study revealed that training strategies adopted by organizations are helpful in developing committed and professional employees, while performance appraisal has a positive impact on organizational commitment (Yan et al., 2017).

## CONCLUSIONS

Based on the findings of the study, it can be concluded that human resource management practices related to training, salary, and performance evaluation are perceived by faculty members in Chinese higher education institutions as highly effective in enhancing teacher satisfaction and improving the quality of education. However, the study also found that faculty members exhibit high levels of affective and normative commitment but low levels of continuance commitment, highlighting the need for creating a positive work environment to increase employee motivation and retention.

The study further reveals that there is no significant difference in the assessment of human resource management practices based on gender and years of service among faculty members, emphasizing the need for equal treatment and opportunities in the workplace. However, gender discrimination in the workplace remains a concern in China, underscoring the need for continued research and intervention.

The study's findings on age as a non-significant factor in the assessment of human resource management practices among faculty members are consistent with previous research, highlighting the importance of understanding generational differences in the workforce for organizational leaders.

Overall, the study concludes that HRM practices, such as compensation, training and development, and performance appraisal, have a significant positive impact on employees' organizational commitment. Therefore, it is essential for organizations to design and implement effective HRM practices to foster positive employee commitment levels.

## RECOMMENDATIONS

Based on the above conclusions, the following recommendations can be made:

1. Human resource management practices such as training, salary, and performance evaluation should be given high priority by higher education institutions in China to enhance teacher satisfaction and improve the quality of education.
2. Organizations should strive to create a positive work environment that fosters affective and normative commitment among faculty members while minimizing factors that contribute to low continuance commitment, such as perceived negative consequences associated with leaving.
3. While the study found no significant difference in the assessment of human resource management practices based on gender, organizations should continue to monitor and address gender discrimination in the workplace to ensure equal opportunities and fair treatment.
4. Understanding generational differences in the workforce remains relevant for organizational leaders, even though age may not significantly impact the perception of human resource management practices among faculty members in Chinese higher education institutions.
5. Organizations should prioritize the effective implementation of HRM practices such as compensation, training and development, and performance appraisal to foster positive employee commitment levels and gain a competitive advantage.

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