

Human Resource Management Influences on Job Attitudes and Operational Efficiency

Dwi Prasetyo^a, Tri Joko Raharjo^b, Joko Widodo^c, Ahmad Rifai^d,
Harianingsih^e, Arief Yulianto^f, Angga Pandu Wijaya^g, ^aPoliteknik Ilmu
Pelayaran Semarang, Indonesia, ^{b,c,d,e,f,g}Universitas Negeri Semarang,
Indonesia, Email: ^adwiprasetyo@pip-semarang.ac.id,
^btrijokoraharjo@mail.unnes.ac.id, ^cjokowidodo@mail.unnes.ac.id,
^drifaipis@mail.unnes.ac.id, ^eharianingsih@mail.unnes.ac.id,
^fariefyulianto@mail.unnes.ac.id, ^gapwijaya@mail.unnes.ac.id

The attitude of professionals in the education sector for the rector, lecturer, and educational staff involved in a university is strongly influenced by the management of the human resources division. An approach is needed to manage professionals in the education sector and there is a lack of research concerning the process of approach to human resource management at the university. This article review attempts to explore the behaviour of educational professionals at the university using Snell's control theory. According to Snell, the leader is able to create specific control choices including behavioural control, input control and output control. The ability of university leaders to be able to manage professional education requires high commitment and cooperation without any unilateral domination which results in the formation of positive behaviour in the education professionals at the university. A higher positive attitude of the education professionals results in more efficient operational costs of the university.

Key words: *Job Attitude, Cost Efficiency, Education, Higher Education.*

Introduction

Management becomes important in providing educational services whose results are expected to be of high quality. The need to place great attention on the work that has been conducted in management encourages the university to improve the efficiency of operational funding and the performance of the workers (Sallis, 2014). The main challenge for human resource leaders where at the university is the leader how the approach is taken can have an impact on organisational performance (Freeman, 2015). Classically, the two approaches that are often

disputed are whether to choose a commitment-based approach or a control-based approach. The employment context changes as organisations face demographic and economic pressures, increased mobility of human resources through globalisation, and a greater shift towards a knowledge-based economy.

The success of an organisation now depends on maintaining business through human resources, and as globalisation increases, so does the need for the ability of a leader to manage an organisation. The ability of leaders is a demand for psychological control in developing effective strategies and managing risk (Nivlouei, 2014). In addition, it is also necessary to be able to manage problems that are universal and even acute in a developing market economy. In this research, case studies influence human resources management and leadership ability with the company's performance.

Human resource management focuses on each employee of the organisation, while the leader focuses on a collection of exclusive pools, people, positions, or practices that add the most value to the company (de Winne & Sels, 2010). Leaders consider the contextual value and differential contribution of the main actors in the organisation and develop a set of human resource management policies and practices to maintain maximum value. As such, leaders are the key transmission mechanism in which human resource management practices interact to influence organisational performance. High-performance work systems consist of a variety of practices, and most research in this area shows that this system contributes positively to organisational performance (Truss, Shantz, Soane, Alfes, & Delbridge, 2013). The result is improved skills (training), increased motivation (appreciation), and increased practice opportunities (work design). This research uses practices used by developing universities and includes training and development planning, recruitment and selection, performance appraisal, and workforce.

The relationship between human resource management and performance operates through various motivations related to the variable human capital. These variables include the creation of an appropriate climate, cognitive development, attitudes, and employee behaviour which each produces the potential for greater or lower commitment to higher productivity and better financial quality (Popaitoon & Siengthai, 2014). Thus, for resources to have performance advantages, they need to be effectively managed to create value, therefore, organisations need to develop dynamic capabilities that change the resource base and drive change. The leader who has the ability to be dynamic in which universities feel and change their skills, resources, and make leaders compete. Dynamic capabilities are focused on the future and develop the most adequate resource base - their value comes from their output (Donate, Peña, & Sánchez de Pablo, 2016). By seeing the chancellor as a dynamic capability, it is possible to begin to explain how the rector mediates the performance of connecting and changing the company's resource base, specifically through the way in which the chancellor develops social capital -

promotes collaboration and knowledge sharing, which impacts collaboration across the value chain. The practices adopted in this study include, inter alia, specific tasks to stimulate learning, project teams, networks, project work, international assignments, international project teams, internal and external, job rotation, training, and mentoring. Each of these is the practice of increasing opportunities, important in empowering and motivating employees, and improving networks. These practices encourage collaboration and teamwork and provide a work environment that stimulates and encourages knowledge sharing and increases the intensity of social interaction (Zhou, Hong, & Liu, 2013). They are features of specific horizontal work designs that can promote network flexibility and adaptability in various units. Management that incorporates these practices allows changes to be made to the composition of the network. As such, we argue that increasing social capital practices is needed to explain the relationship between human resource management and company performance. However, because expertise in the human resource management function is needed, there is a need for a moderating role for human resource management strategies and an alignment of service strategies.

Literature Review

Commitment Approach

The commitment approach as a way of leader makes a situation where an individual sits with the organisation (university) and his goals and desires to maintain his membership in the organisation (university). Educational professionals at the university believe and are willing to accept the goals of the university and will remain solid or will not resign from the university. Human resource management makes education professionals at the university believe in the values of the university, become involved (a willingness to do their best for the interests of the university), and loyal (have the desire to remain a member concerned) expressed by an employee of the university where he works (Osler, 2011). Recruitment is an important basis in determining the commitment of members of the organisation, namely lecturers and education when the university recruits lecturers and education personnel, it is necessary to know the commitment shown in this organisation to reduce the turnover of lecturers and education staff. In addition, the university requires the best performance of its members to achieve the goals and strategies that have been set when members become part of the organisation. For the first time, a commitment to the university's vision and mission can be tested to reduce the pressure on members. When a lecturer and educational staff have a high adaptation to the work environment to achieve goals, this can encourage convenience to improve the ability of members in achieving.

University leaders should take actions that lead to increasing the commitment possessed by members of the organisation for the first time is to improve the quality of the selection made

to find out and test how much sacrifice can be given to the university and be able to adapt to a good work environment. When members of the organisation have long been in to increase the commitment that needs to be done is through distributive justice obtained by members so that there is no possibility to move or reduce the performance that has been achieved previously. Fairness obtained by members is the principal or basis that becomes an important component in increasing commitment to the organisation. University leaders can make a policy related to performance, namely reward and punishment (Colquitt & Zipay, 2015). The implication that arises is that members feel that they cannot achieve the targets set. Then there will be a risk in the form of punishment that will be received so that there is an encouragement to improve performance. The reward strategy is needed so that members have the desire and motivation in achieving the prizes that have been promised by the leadership of the university. The reward and punishment strategy aims to reduce the decline in performance and the fading of commitments to the university.

Human resource management driving the employees is very interested in the goals, values, and goals of the university. Commitment to university means more than just formal membership because it includes an attitude of liking the university in which to take shelter and a willingness to strive for a high level of effort for the interests of the university in achieving the university's strategic plan (Mart, 2013). Human resource support consisting of lecturers and education personnel is an important part of achieving the strategy set by the organisation or university. The strategy used refers to the vision and mission of the university and the Ministry of Education and Culture, this is to equalise the success to be achieved. Human resources are parts that can be empowered to achieve things that have never been obtained before, therefore the existence of motivation is an important role in improving the quality of human resources and the ability to achieve predetermined targets. When the university's human resources are able to achieve the goals, it can be increased again in the following year so that the performance appraisal can run well and develop over time.

Control Approach

In this case, a number of universities in Indonesia prefer to implement a control-based approach specifically to influence the behaviour of lecturers and other education personnel based on Snell's theory. The result, in the short term, is a very strict control approach that can indeed affect the behaviour of professionals and reduce costs, however negative effects occur. Complaints were raised that the workload was extraordinary for supervisors and was operationally inefficient

Behavioural Control

Behavioural control seeks to regulate employee actions through standardised work. This is achieved if supervisors properly supervise all work, carry out operating procedures according to the rules and ensure that employees comply with the rules set by the leader (Soltantabar, Farsijani, & Bazazi, 2011). Behavioural control can help management in supervising the performance of employees who are working in a particular company or institution. The context used in this study is the university, so it can be classified that employees and those in this study are administrative employees or lecturers who work at universities in Indonesia. Performance can be measured from the results that have been given or proven by employees, in this case, are lecturers or educational staff who work at a university. Behavioural control can be done by monitoring the behaviour of employees that are tailored to the mission strategy and vision of the organisation. Vision is the goal to be achieved by the organisation in the long term, therefore the vision of employee behaviour can be arranged to remain in accordance with the corridor (Aubé, Rousseau, & Morin, 2007). The specified mission is a sign that aims to prevent behaviour that is not in accordance with the vision, therefore the mission is needed to achieve a vision in a company. A vision and mission that is revealed to be a strategy where the strategy regulates the actions taken by employees it is very closely related to organisational culture

Output Control

Output controls focus on employee behaviour through regulatory objectives. This requires communicating standards and communicating goals and then setting an example for staff to use their abilities to pursue the set targets (Hanaysha, 2016). Employees who are able to be regulated by the organisation can produce a work that can be used to improve ability and meet the goals set in the vision of the organisation. Therefore at the end of the employee's assessment juxtaposed with the performance that has been obtained to find out the goals that have been achieved (Al Mehrzi & Singh, 2016). Employees who are considered successful are able to show good performance means being able to meet the goals that have been targeted at the beginning when working this is part of the control output of the university a lecturer is considered to have succeeded and met the specified outputs if able to show publications with certain standards so fulfill one of the tasks that have been given in addition to publications lecturers are required to serve the community and provide teaching to students encourages the transfer of knowledge carried out by lecturers to the community and students this is very important to encourage increased ability and creativity in science (Vogt & Rogalla, 2009). The science is the basis that can improve the ability to be better in a society, therefore with the devotion of lecturers able to empower people who are less attentive so that they can better utilise the potential that exists to benefit financially. The knowledge that has been published can be useful for people around the world who read the publication because it can be accessed with the ease of current technology. It becomes a benchmark that determines the success of the university's output to meet the organisation's vision and mission strategy so that it can be controlled by the leadership of the college a lecturer who is able to make a broad impact through

writing and is expected to be able to influence others and provide motivation to spread enthusiasm and knowledge.

Input Control

Input controls equip the workplace with employees who have the right skills and abilities to carry out their work effectively. This includes a focus on employee socialisation to organisational values as well as significant investments in staff recruitment and training (Breugh, 2013). Universities get human resources in a form that can be empowered in the next phase, therefore control of inputs is an important action in maintaining the quality of the university. This aims to equalise members of the organisation that already exist within the university and new members who have finished the selection process (Campbell, 2012). The existence of inputs greatly influences the quality of organisations that have existed in and in previous times. Therefore, there is a need for rigorous entry selection for both lecturers and education staff. The selection is intended to maintain the ability possessed by the university in achieving the goals set. In addition, the university has an interest in improving the quality of its human resources through training and higher education (Albrecht, Bakker, Gruman, Macey, & Saks, 2015). Year after year, universities need academic and non-academic capacity building. Education and teaching of students that need to be done by lecturers is determined by the quality of the lecturer.

Role Theory

Role theory is a framework that defines how individuals behave in social situations and how this behaviour is considered. Roles in organisations are assumed to be generated by normative expectations. In the world of education, norms vary among groups of employees and reflect both the official demands of the university, the governing body of the profession, and the values associated with the commitment. Stakeholders and education service leaders may be subject to the role conflict they must face, which is called the antithesis norm (Kettunen, 2015). For instance, in the context of budget constraint education service, leaders may be supported by executives to provide services. Although not the best, however limited to services that can efficiently finance, this can lead to role conflicts for most education service leaders. While their main role is to do whatever is possible to support people to be smart or improve the quality of life of students. A role often leads to stress, tension, and dissatisfaction. Role conflicts also occur in the practice of human resource management.

Each educational professional group qualification is determined by a tertiary institution or government. The university also plays a role in determining various human resources obligations such as training, standard requirements for hiring, and performance evaluations (Biesta, 2015). The prevalence of some subsystems interacting with the preferences of universities and professional groups tends to create complexity for educational service

leaders who are responsible for implementing staff performance. As such, it is very important to have a deep understanding of how education service workers negotiate with differences in priorities and boundaries between these subsystems.

Discussion

In this study, the results show that a control-based approach to people in organisations such as universities is more effectively applied compared to the commitment approach. Below the results of interviews of each process in the management of human resource management at the university are explained, namely:

Effect of Behavioural Control on the Recruitment Process

The recruitment process at the university is very difficult and the requirements that must be included are very complicated. Educational professionals find it difficult to follow the recruitment process because the rules made do not support them. The difficulties that arise when someone wants to become a university member is a requirement that must be met. Sometimes someone who wants to register has limitations in regards to the necessary requirements, such as GPA or other qualifications and there then needs to be behavioural control in the selection test. University leaders need to form a committee in the selection of prospective members of the organisation. The establishment of the committee aims to get the best human resources when new university members, both lecturers and education staff, are expected to be able to contribute to the institutions that have become their workplaces. Selection is an important part in determining the quality of human resource input and there needs to be behavioural control for the team that selects university members. It can be concluded that behavioural control in selection is an important aspect and must be met to get the quality of human resources in accordance with the specified qualifications and be able to commit to the organisation

Effects of Behavioural Control and Output Control on Performance Appraisal

Executives do not have the authority to develop goals because the government determines priorities, but they have the wisdom to achieve goals. Lecturers and education personnel (reported to the executive) are evaluated using a strict monitoring mechanism and standard operating procedures without any known relationship to the university's strategic plan. Therefore, the leader explained he had to follow it regularly and strictly to meet lecturers and academic staff as well as comply with the procedures established to ensure patients have difficulty and it must be resolved leader earlier (Watt & Richardson, 2008). Such compliance is to enforce rules as a major part of performance evaluation. Assessment among staff is usually considered a form of filling activity and is not always done except in instances

where university results are not achieved (for example, student satisfaction levels are low in learning).

Effect of Behavioural Control on the Training Process

Behavioural control is the dominant approach to decisions around training and development for nursing and education staff. The training is well documented, monitored, and audited. For lecturers, compulsory training is compulsive even though non-compulsory training is minimally available (Serdenciuc, 2013). Likewise, continuous behavioural control is carried out to motivate staff. Although such practices support behavioural control, the development of specific skills and knowledge is carried out as a prerequisite for relinquishing control or moving from behaviour to output control in the future. In contrast to education staff, the approach adopted for lecturers who report to university leaders. When lecturers advance to a higher level, they are given the freedom to achieve knowledge exploration, for example attending a joint conference and participating in a research project.

Effects of Behavioural Control and Output Control on the Process of Giving Gifts and Awards

The results of the observation that prizes or awards are very difficult for lecturers to obtain because the submission requirements are difficult to obtain while their time is spent not only because they take care of lectures, but they also do administrative work. The leader also has difficulty in motivating the education staff. Lecturers can control and make priorities more freely at the university (Levačić, 2009). This study also found that the person who can occupy the position of university leadership in the field of human resources must be a lecturer. There are several opinions that there is a competition that has implications for the financial, performance, and strategic plans of the university. This is what causes educational staff to feel that the existence of human resource management does not have a significant influence. According to educators, leadership assignments are managed by the administration of the university. The use of excessive and sometimes inappropriate behaviour control results in feelings of frustration, hatred, dissatisfaction, ignorance, and negative perceptions from senior executives and universities. This is consistent across professional groups. Inefficient processes in carrying out human resource management functions see how the results of behavioural control affect work attitudes (Truitt, 2011). Vital goals and priorities for cutting costs lead to the development of behavioural control in the form of overly complex forms, duplication processes and bureaucracy.



Conclusion

This study provides insight into the human resource approach adopted by universities as providers of educational services and their implications for the attitudes of lecturers and education personnel using the Snell control approach.

From the study, it was found that behavioural control is the dominant form of control used for lecturers and education personnel. However, it also found a mixture between behaviour, output, and control inputs as well as a commitment-based element of human resource management for managing faculty.

Universities can reduce behavioural control but increase input and output control in order to improve the performance and efficiency of university operational financing. The use of behavioural control is very excessive at universities, it can indeed have a positive impact in the short term, however, this often results in inefficient long-term operations. The existence of executive "strengths" of university leaders who have different regulatory visions at the university further complicates human resource management practices. University leaders are responsible for planning, strategising, and coordinating education services. Leaders analyse the effectiveness of education services from various departments and work to achieve financial goals and maintain budgets.

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