Impact of High Commitment HRM practices on the Non-Academic Staff Performance: Mediating role of Affective Commitment and Job Satisfaction

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ABSTRACT

Purpose: The purpose of this study is to scrutinize the relationship between non-academic staff and student support services by developing a conceptual model of the mediation impact of affective commitment and job satisfaction on the relationship between high commitment HRM practices and non-academic staff performance.

Design/Methodology/Approach: For this study, primary data has been collected from survey methods of 250 respondents from non-academic staff and students of HEIs in public and private sectors. In order to examine the mediating mechanism of variables, 8 hypotheses were constructed based on the conceptual model and literature study and tested using the SPSS 25 and Smart PLS using the bootstrapping approach.

Findings: The study's findings demonstrate that high-commitment HRM practices have a statistically significant influence on non-academic staff perceptions of behavioral outcomes such as affective commitment and satisfaction. Likewise, the extracted results show a statistically positive association between non-academic performance and student support services.

Implication/Originality/Value: HEIs carry out HCHRPs, they will be able to replicate the level of organizational commitment and job satisfaction of their administrative staff which lead to student support services.

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Introduction

The student support service is influenced by how students or learners experience the university (Adejare et al., 2020) and there is much concern in the literature about student development and their learning affairs (see, for example, Komives & Woodard., 2003). However, education support services through teaching/faculty, research development, library, examination and writing services, have been given broad consideration (see, for example, Moti, 2019; Nasidi et al., 2019). While in the other aspects of the administration, this support service is somewhat overlooked, like parking, international corporative department, library, accommodation, security, scholarship student programs, and parking. The administrative support services are needed to ensure the smooth and excellent operation of HEIs and the development of the students (Noor et al., 2020). However, administrative services are generally viewed as encouraging for the student’s learning experience in university and are given no importance because of their non-academic nature.

This suggests that the approach the administration delivers to the students can influence their experience and results. According to the HEIs context, insignificant student support services by the administrative staff may make the students feel unwelcome and may lower their morale and consequently contribute to their reluctance to enrol in particular university sectors (Adejare et al., 2020). Thus, it is required to focus on providing high quality student support services and practise to enhance the skills and provide training programmes to the administrative staff who serve the students (Akoojee & Nkomo., 2007). However, it is necessary to overcome the challenges and issues and make reforms to the potential of students to enrol them, assist them in creating simple learning pathways, and support them in achieving their learning objectives and even their entry into the labour market. The little research conducted in Pakistan (Iqbal & Mahmood, 2011; Khan, 2006) has highlighted the need for improved student support services in Pakistan HEIs.

Shahzad et al. (2008) demonstrated that HR practises have a significant positive relationship with employee performance in developing countries like Pakistan, but this research was limited to the public sector of universities in Pakistan. In Pakistan, the literacy rate is extremely low. Poor performance among many factors is considered the main cause of this problem (Cheema et al., 2022; Shahzad et al., 2010). From the point of view of social exchange theory (SET), high commitment HRM practises are seen as the organization's commitment to employees that are considered to correspond with greater commitmenter (Ahtisham-ul-Haq, 2020; Ahtisham-ul-Haq et al., 2021). Although, the effect of HCHRM practises on employee performance is not straightforward, as a result, there is a need to resolve the 'black box' or mediating mechanisms (Aklamanu et al., 2016; Andreeva & Sergeeva, 2016). Hence, it is supposed that if HEIs carry out HCHRP, they will be able to replicate the level of organisational commitment and job satisfaction of their administrative staff.
Figure 1: Conceptual Model (Authors’ compilation)

**High-Commitment HR Practices**
1. Internal Hiring
2. Rigorous selection process
3. Extensive Training and development
4. Teamwork
5. Greater employee empowerment
6. Effective communication
7. Reward for performance
8. Role charity with reduced status difference
9. Job security
10. Participation in decision making

**Affective Commitment**

**Job Satisfaction**

**Perceived Performance of administrative staff**

**Student Learning Experience**
Literature Review

High Commitment HRM practices and Employee Performance

Recently, scholars have given proper attention to looking carefully at the association between employee performance and HR practices (Aktar et al., 2015). Becker & Huselid (1998) have made it clear through research-based evidence that the HR system is a significant constituent that can assist the employee's performance to get a competitive advantage and to be more effective. During this era, different studies have provided impressive evidence on the relationship between high-commitment HRM practices and employee performance, in the context of HEIs in Pakistan (Ahmed & Shahzad, 2011; Ahtisham-ul-haq et al., 2018; Shahzad et al., 2010a). Yew (2007) has revealed that the behavior, attitude, and perception of employees have been greatly ignored in preceding research conducted on high commitment HRM and employee performance relationships in HEIs.

To understand the mechanisms or "black box" from the HRM literature, one present conceptual trend is used that directs HR practices and policies to determine employee performance. In various studies, scholars and researchers are concerned to understand how initiatives of HRM impact HCHRM, which determines employee performance in proper order (Huselid & Becker, 2011; Maltarich et al., 2010). Many of these theoretical models are included in the scientific literature that explicate the mechanisms through which the relationship between high-commitment HRM and performance is measured. Study of the literature review shows that these models of different researchers, i.e., (Purcell et al., 2003; Wright & Nishii, 2006) are employed many times with short intervals in empirical as well as theoretical studies.

Human Resource Management, Organizational Commitment and Job satisfaction

Gould-Williams (2007) has asserted in the same pattern that workers’ positive behaviour gives out from the perception of employees about how committed the employees are to them. It is reasoned that HRM practises participate in the establishment of positive relationships with organisational commitment and job satisfaction in the university sector of Pakistan and with workers, particularly when employees’ requirements are carefully weighed to which they act with favourable behaviour and attitude (Sial et al., 2011). However, many studies have been conducted to explore the positive and direct influence of HRM practises (as input) on organisational commitment and job satisfaction as resultant variables (Gould-Williams et al., 2015; Marescaux et al., 2013). According to Ashar et al. (2013) organisational commitment and job satisfaction are a dynamic and voluntary phenomenon in which university employees are committed to expecting something reciprocally. This means that the experts should discover an intention in return of committed employees that reflects organisational commitment as a voluntary and dynamic phenomenon in which the committed employee often expects something in return. As a result of implementing HRM practices, universities may increase organisational commitment and job satisfaction and may affect employee performance. Researchers have identified three of the most significant reasons for change in HEIs, including organisational commitment, availability of career opportunities, and job satisfaction (Asghar et al., 2022; Ashar et al., 2013).

Administration Performance

This amazing success was achieved with the great contribution of all employees. This is the result of strong interaction and mutual association between non-academic staff and academic staff at the university level (Sajid & Nauman, 2019). Unfortunately, under normal circumstances, outstanding achievements tend to be due to the contribution of academic staff and whole credit at the superior level is given to the academic member, and while non-academic staff is treated as second-class level (Haider, 2008). The involvement of academicians in some important administrative tasks has worsened the situation and further reduced the participation of non-academic staff. Likewise, rare emphasis has been placed on the behavior of non-academic staff and the factors that can positively or negatively affect their behavior (Akhtar & Tariq, 2014).
authors claimed that the sources of their dissatisfaction, commitment, and motivation, and how to resolve their problems in such a manner that they remain at the superior level of their performance, have not been completely explored (Akhtar & Tariq, 2014).

Student Support Services: A major challenges of HEIs of Pakistan
In the context of higher education, student support services has implications for how students learning experience the university and there has been a great deal of concern in literature about student satisfaction (client services and student development) see, for example, (Komives & Woodard, 2003). However academic support services (library, faculty, and teaching services) have received significant attention see, for example, (Bell & Frost, 2012) rare is known student support services that deal primarily with non-academic issues like accommodation, healthcare, sports, financial services. Nonacademic support services are necessary to run a successful university and assist students. Non-academic services are traditionally seen as a responsibility of university facilities and are underestimated due to their non-academic nature. Thus, students are demanding that universities offer affordable and high quality education that is responsive to their needs.

Summary of Hypotheses
8 hypotheses have been stated depending on the conceptual model and literature review of past studies. These hypotheses are stated below:

H1: High-commitment HR practices have influence significantly to affective commitment

H2: High-commitment HR practices have a significant impact on job satisfaction.

H3: Affective commitment is linked to a greater level of perceived employee performance

H4: Job satisfaction is linked to a greater level of perceived employee performance

H5: High-commitment HR practices influence significantly to perceived employee performance

H6: Perceived employee performance influence significantly to student support services

H7: There is a positive relationship among the HCHRM practices and perceived employee performance is mediated by affective commitment

H8: There is a positive relationship among the HCHRM practices and perceived employee performance is mediated by job satisfaction

Methodology
In the paper, we followed the positivism paradigm, which helps in quantitatively describing reality and also offers the essential characteristics of a selected sample (Muqadas et al., 2017). In this study, we employ a survey research approach, directing our research question to a somewhat large sample of the public or large population. Respondents for this study are non-academic staff and students of private and public universities in Pakistan. In this study, a random sampling method was utilized, which means that each respondent had an equal chance of being selected. The representative sample of 250 respondents from Pakistan's universities sector was drawn from this population. In this study for assessing the measurement model, the CFA tool was utilised for the instrument rationality, while SEM tool was used to test the reliability and rationality, convergent and discriminant validity. Furthermore, the fitness of the frame model with the collected data was assessed and tested by employing CFA (Tanakinjal et al., 2010). Whereas convergent validity was used to assess factor loading value, discriminant validity, measure
composite reliability, the heterotrait-monotrait ratio (HTMT) and the Fornell-Larcker test.

**Result and Analysis**

**Demographic profile**

| Respondent's Demographic Detail | Frequency | %  |
|---------------------------------|-----------|----|
| **Gender** (N = 250)            |           |    |
| Male                            | 169       | 68 |
| Female                          | 81        | 32 |
| **Age** (N = 250)               |           |    |
| Under 30                        | 144       | 58 |
| 30 – 39                         | 79        | 32 |
| 40 – 49                         | 10        | 4  |
| 50 – 59                         | 12        | 4  |
| Above 60                        | 5         | 2  |
| **Qualification** (N = 250)     |           |    |
| Others                          | 1         | 1  |
| High school                     | 7         | 3  |
| Associate degree                | 97        | 39 |
| Bachelor Degree                 | 117       | 48 |
| Master’s Degree                 | 28        | 11 |
| MPhil or PhD                    | -         |    |
| **Sector** (N = 250)            |           |    |
| Public                          | 181       | 73 |
| Semi govt                       | 9         | 4  |
| Private                         | 60        | 23 |
| **Staff Rank** (N = 250)        |           |    |
| Manager/Supervisor              | 2         | 1  |
| Officer                         | 26        | 10 |
| Assistant Officer               | 75        | 33 |
| Others                          | 147       | 59 |
| **Type of contractual appointment** (N = 250) | | |
| Permanent staff                 | 207       | 72 |
| Part time Staff                 | 39        | 27 |
| Daily wages staff               | 4         | 1  |
| **Salary in Rupees** (N = 250)  |           |    |
| Below Rupees 25,000             | 82        | 33 |
| Rupees 25,000- Rupees 40,000    | 124       | 49 |
| Rupees 40,000- Rupees 70,000    | 30        | 13 |
| Above Rupees 70,000             | 14        | 5  |

(Authors’ compilation)

As per table 2 show that construct’s items were loaded. Table 2 comprises that all items factor loading range of proposed cut off value of 0.5. The construct was defined and estimated, and the factor loading resulting value ranged between 0.655 to 0.938. The CR factor loading value varied between 0.921 and 0.959, which is above than the threshold of 0.7 (Hair et al., 2010). As per the table 2 shows the convergent validity and confirms that all latent constructs had AVE resultant values more than the standard level of 0.5; the resultant values varied from 0.690 to 0.853. The AVE resultant value was greater than 0.5 which indicates that the latent construct explained more than half of its factors. As shown in Table 3, all of the HTMT resultant values for first-order constructs were less than 0.90 and met the HTMT 0.90 threshold (Gold et al., 2001). As a result, it is confirmed from finding that discriminant validity for all of the first constructs has been well established.
| commitment HRM practices | HCHRM 2 | 0.874 |
|--------------------------|---------|-------|
|                          | HCHRM 3 | 0.863 |
|                          | HCHRM 4 | 0.854 |
|                          | HCHRM 5 | 0.865 |
|                          | HCHRM 6 | 0.872 |
|                          | HCHRM 7 | 0.655 |
|                          | HCHRM 8 | 0.759 |
|                          | HCHRM 9 | 0.816 |
|                          | HCHRM 10 | 0.856 |

| Affective Commitment | AC 1 | 0.820 |
|----------------------|------|-------|
|                      | AC 2 | 0.860 |
|                      | AC 3 | 0.877 |
|                      | AC 4 | 0.841 |
|                      | AC 5 | 0.856 |
|                      | AC 6 | 0.833 |
|                      | AC 8 | 0.849 |

| Job Satisfaction | JS 1 | 0.869 |
|------------------|------|-------|
|                  | JS 2 | 0.868 |
|                  | JS 3 | 0.898 |
|                  | JS 4 | 0.787 |

| Employee Perceived Performance | EP 1 | 0.938 |
|---------------------------------|------|-------|
|                                 | EP 2 | 0.921 |
|                                 | EP 3 | 0.926 |
|                                 | EP 4 | 0.907 |

| Student Support Services | SSS 1 | 0.947 |
|--------------------------|-------|-------|
|                          | SSS 2 | 0.878 |
|                          | SSS 3 | 0.846 |
|                          | SSS 4 | 0.847 |
|                          | SSS 5 | 0.843 |
|                          | SSS 6 | 0.913 |

(Authors’ compilation)

Table 3: Heterotrait-Monotrait Ratio

|          | AC EPP HCHR HM JS SSS |
|----------|-----------------------|
| AC       | EPP 0.437             |
| EPP      | HCHR HM 0.494 0.456   |
| HCHR HM  | JS 0.434 0.388 0.478  |
| JS       | SSS 0.447 0.424 0.418 0.364 |

(Authors’ compilation)

Table 4: Direct Relationship

| Effects | Relationships | Beta  | Mean  | (STDEV) | t-Value | P Value |
|---------|---------------|-------|-------|---------|---------|---------|
| H1      | HCHR HM -> AC | 0.469 | 0.471 | 0.049   | 9.527   | 0.000   |
| H2      | HCHR HM -> JS | 0.437 | 0.439 | 0.044   | 9.961   | 0.000   |
| H3      | AC -> PEP     | 0.234 | 0.237 | 0.048   | 4.910   | 0.000   |
| H4      | JS -> PEP     | 0.149 | 0.151 | 0.052   | 2.846   | 0.005   |
| H5      | HCHR HM -> PEP | 0.431 | 0.433 | 0.043   | 9.962   | 0.000   |
| H6      | PEP -> SSS    | 0.400 | 0.402 | 0.042   | 9.573   | 0.000   |

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The path coefficients are shown in Figure 2. The bootstrapping results are shown in Figure 2 and Table 4 and Table 5. The following are the detailed results:

**Testing Direct Effect**
As per in Table 4, It is confirm from the results found in the output of the algorithm and bootstrapping PLS-SEM that there is a positive and significant relationship between HCHRMP practices and affective commitment (β = 0.469, t = 9.52, p < 0.05) and job satisfaction (β = 0.437, t = 9.96, p < 0.05). Therefore, Hypothesis 1 and 2 is accepted. As per in Table 4, It is confirm from the results found in the output of the algorithm and bootstrapping PLS-SEM that there is a positive and significant relationship between affective commitment and perceived employee performance (β = 0.234, t = 4.91, p < 0.05); job satisfaction and perceived employee performance (β = 0.149, t = 2.84, p < 0.05). Therefore, Hypothesis 3 and 4 is accepted. As per in Table 4, It is confirm from the results found in the output of the algorithm and bootstrapping PLS-SEM that there is a positive and significant relationship between HCHRMP practices and perceived employee performance (β = 0.431, t = 9.96, p < 0.05). Therefore, Hypothesis 5 is accepted. As per in Table 4, It is confirm from the results found in the output of the algorithm and bootstrapping PLS-SEM that there is a positive and significant relationship between perceived employee performance and student support services (β = 0.400, t = 9.57, p < 0.05). Therefore, Hypothesis 6 is accepted.

**Testing Indirect/Mediating Effect**
The findings of the mediation analysis are reported in Table 5. Table 5 depicts the study's acceptance and rejection of mediating hypotheses. As per Table 5, it is confirmed from the results that affective commitment mediates the association between HCHRMP practises and employee perceived performance. The indirect effect of affective commitment between HCHRMP practises and employee perceived performance were positive and significant (β = 0.110, t = 4.360, p < 0.05), which signifies partial mediation in the model. Therefore, Hypothesis 7 is accepted. As per Table 5, it is confirmed from the results that job satisfaction mediates the association between HCHRMP practises and employee perceived performance. The indirect effect of job satisfaction between HCHRMP practises and employee perceived performance were positive and significant (β = 0.065, t = 2.701, p < 0.05), which signifies partial mediation in the model. Therefore, Hypothesis 8 is accepted.

### Table 5: Mediation Analysis

| Effects | Relationships  | Beta | Mean  | (STDEV) | t-Value | P Value |
|---------|----------------|------|-------|---------|---------|---------|
| H11     | HCHRMP -> AC  | 0.110| 0.112 | 0.025   | 4.360   | 0.000   |
| H14     | HCHRMP -> JS  | 0.065| 0.066 | 0.024   | 2.701   | 0.007   |

(Author's compilation)
Discussion
The discussion of research findings enables researchers to examine the manuscript's problems and concerns from many perspectives in order to fill the gap and understand the rationale behind the ideas from the study while also comparing and contrasting it with the literature. According to the findings, affective commitment and job satisfaction partially mediate the association between HCHRM practices and perceived employee performance, supporting the mediation relationship (Haruna & Marthandan, 2017; Kuppuswamy et al., 2017). In fact, Bowden & Wood (2011) argued that affective commitment and job satisfaction are influential motivators of trustworthiness in the context of HEIs. This research is to address the problems and concerns that higher education institutions have in establishing how to effectively create enduring committed and satisfying relationships with students that can withstand the emotional need of HEIs.

Students, institutions, and non-academic employees all participate in such a relational loop. According to the findings, there is a significant relationship between perceived employee performance and student support services in HEIs in Pakistan (Cadag, 2017; Joseph, 2016). As a result, students are observed participating in the responsibilities and goals of non-academic service offices. They also show that they are aware of the challenges experienced by non-academic staff members. HEIs in Pakistan, as a developing country, are now dealing with major issues pertaining to the performance of non-academic staff and student support services. This study suggests that if HCHRM practices are applied, they will have a significant influence on affective commitment and job satisfaction, which significantly influence the employee's perceived performance, which will lead to advancement in student support services. As a result, the research model anticipated and examined in this study might be highly useful for HR practitioners in Pakistan's HEIs.
Conclusion
The mediating relationships in this research are found in: a) HCHRM practices, affective commitment, and employee perceived performance; b) HCHRM practices, job satisfaction, and employee perceived performance; and c) a positive direct relationship between employee perceived performance and student support services. Therefore, the results alleviate the researchers' concerns about inconsistent findings in the literature about the relationship between HRM-employee performance and employee performance-student support services, which were based on either empirical or theoretical study. In the context of the HEIs in a non-western nation like Pakistan, research has created a significant empirical and theoretical contribution to the HRM literature by unlocking the mediation mechanism or 'black box.' The empirical evidence has been provided to support the causal chain of HRM-employee performance and employee performance-student support services in the context of the HEIs of Pakistan. Student support services have a significant influence on perceived employee performance, and administrations' understanding of HR practices has an influence on employees' perceived performance through their effect on attitude and behavioural outcomes such as affective commitment and job satisfaction of non-academic employees. The findings of this research highlighted the need to use relationships in a set of human resources rather than high-commitment HRM approaches in isolation. Furthermore, the mediating influence of high-commitment HRM practise on non-academic staff performance is being investigated. The need for examining non-academic staff performance in dealing with diversified, commercialised aims, and contemporary HEI expansion is emphasized. The perspectives of SET have provided rigorous theoretical support for understanding the causal link.

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