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# Study on Risk Management of Small Foreign Trade between China and Pakistan

By Saddam Fuad Huseein Alqadami

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Paper considers the adoption of qualitative research approach with the integration of positivism research philosophy. Several recent past researches have been analysed and discussed in detail. The findings have considered that there is an extensive need of integrating effective risk management in context to the small foreign trade, and focus needs to be incredibly laid on overall minimizing the risk occurrence to that maximum advantages can be extracted.

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STUDYONRISKMANAGEMENTOFSMALLFOREIGNTRADEBETWEENCHINAANDPAKISTAN

*Strictly as per the compliance and regulations of:*

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## I. Introduction

Emergence of globalization and existence of international markets have dynamically impacted on the way businesses should be conducted transforming business working environments into dynamically complex and competitive workplaces. Today, countries have started to recognize the importance of neighbor countries and how strong ties can assist countries to strengthen their relationships, make them really financially strong and extensively conduct businesses in order to enhance the foreign trade within the countries (Omri, et al., 2015).

Emergence and integration into global economy has extensively proven really powerful and significance means for the countries in promotion of the economic growth and development, and dynamically reducing the poverty rate of the country (Lardy, 2016). Over past twenty years, dynamic growth of the world trade has averaged seven percent every year, twice as rapid as the world's output. But, it needs to be considered that the trade is deliberated as a growth engine and accelerating force for a long much. Since the year 1947, when GATT that is General Agreement on Tariffs and Trade was developed and created global trading system has overall drastically benefited from the 8 round of the multilateral trades liberalization, and from the regional and unilateral liberalization (Ahmed, et al., 2016). It would not be wrong to state that indeed, last of the eight round led to establishment of WTO to assist growing body of the multi-lateral trade agreements.

Resulting integration and emergence of global economy has raised the living standards around globe. Most of the developing countries have overall shared in such prosperity, for instance, rise in the incomes. As group, the development countries have tended to become really significant part in the global trade, for instance, as mentioned in (Irshad, 2015) accounting for the one-third of the global trade, up from the early 1970s. Substantially, most of the developing countries have increased the exports of services and manufactures related to the traditional commodity export, and on other hand, manufactures have overall risen to eighty percent of the developing country's exports. Similarly, it is considered as mentioned in (Wei, 2015) that the trade between the developing countries have dynamically risen.

However, progress of the emergence and integration has not being uneven in the recent decades. The progress has been really impressive for number of the developing countries in different regions of Asia. These countries have extensively successful due to the aspect that they had chosen to participate in the global trade, assisting them to attract bulk of the FDI in the developing countries. In this aspect, we cannot neglect the significance of trade between Pakistan and China since embedded of the trade liberalization and several others related market oriented reforms, and Silk Route construction.

Pakistan and China are recognized worldwide due to their strong friendship relationships. Pakistan has been recognized one of the first countries that had recognized China as a country in year 1950. Pakistan and China relations initiated on the basis on the low ebb as the China was really disappointed over the latter joining of Western Military Alliance SEATO and CENTO. Pakistan expressed it's the desire of fostering the friendly relationships with the China even before the joining of SEATO (Kataria & Naveed, 2014). Bandung Conference has provided Pakistan an opportunity of dispelling mistrust of China and explains reasons of Pakistan for the joining of Western Alliances. Mohammad Ali being the Prime Minister of Pakistan assured the Chinese Premier Zhou Enlai overall ensured

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China that Pakistan had no aggression against China and it was all done to guard against the India's treat.

On occasion, Pakistan had criticized the expansionist policies of Soviet Union and overall appreciated policies of China. This overall resulted in dispelling of the China's misunderstanding and Premier of the China conceded membership of Pakistan with SEATO should no longer become a hurdle to the strong friendly relationships with China.

Following Since Indian War of the year 1962, Pakistan and China became really closer in forging the common strategic understandings. At that time, Pakistan overtly and extensively condemned India as aggressor. Soviet aid and American to the India during war resulted in China realizing and understanding the importance of Pakistan in the counter balancing regional as well as globe's power configurations. Thus, China realized geo-political importance of China and historic enmity with the India, result in China to overall seek to increasingly cultivate as well as consolidate its ties with the China in order to incredibly balance off the New Delhi. Moreover, on the other hand, geographical proximity of the Kashmir to dispute India and China boundary had overall contributed as one of the major factors and components in bringing Pakistan into strategic central phase of the South Asian policy of China (Javaid & Jahangir, 2015).

Since then, China and Pakistan relationship started to strengthen and became really stronger. In year 1963, China and Pakistan had signed the boundary agreement in demarcating boundary between the Chinese regions of Xinjiany. During the India and Pakistan War in 1965, China provided economic, moral and diplomatic support to country, Pakistan, and was Chinese ultimatum to the India of dismantling its overall military works on Chinese sides of China-Sikkin borders, resulting in the quick call for the ceasefires to the Security Council (Tan, et al., 2015).Moreover, during year 1971, the Pakistan and India conflict that led to the dismemberment of the Bangladesh from the Pakistan China extended its complete diplomatic assistance to the country Pakistan and incredibly condemned the India as the aggressor. Since that time, Pakistan and China ties are getting stronger and stable day by day.

Pakistan and China has been engaged and in future is engaging in number of developing projects that enhances overall the flow of trade between the countries. Pakistan and China have recognized the significance of the small foreign trade, however, it has been considered that such trade does involves some of the risk that is still big questionable. In this paper, we have conducted in-detailed study of conducting the risk management of the small foreign trade between Pakistan and China.

### a) *Small Foreign Trade*

Emergence and integration into global economy has extensively proven really powerful and significance means for the countries in promotion of the economic growth and development, and dynamically reducing the poverty rate of the country (Javid & Sharif, 2016). Over past twenty years, dynamic growth of the world trade has averaged seven percent every year, twice as rapid as the world's output. But, it needs to be considered that the trade is deliberated as a growth engine and accelerating force for a long much. Since the year 1947, when GATT that is General Agreement on Tariffs and Trade was developed and created global trading system has overall drastically benefited from the 8 round of the multilateral trades liberalization, and from the regional and unilateral liberalization (Alam, et al., 2016). It would not be wrong to state that indeed, last of the eight round led to establishment of WTO to assist growing body of the multi-lateral trade agreements.

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### b) *Problem Statement*

Since last couple of years, small foreign trade has been recognized to be really productive generating growth and development of the economy of developing countries like Pakistan. However, it does involve the risk which is most commonly not recognized or either ignored due to the aspect of its high number of benefits. Importance of conducting the risk management of the small foreign trade needs high consideration, and it does vary from country to country. In this paper, we have conducted and presented the study on risk management of Small Foreign Trade between China and Pakistan

*c) Research Objectives*

Paper, "Study on Risk Management of Small Foreign Trade between China and Pakistan" revolves around the following research objective:

- "To examine and highlight the risk management of Small Foreign Trade between China and Pakistan"

The paper is comprised of four remaining sections. In second section, literature review is presented with in-detailed discussions of past researches and theories that have been conducted by the past researchers in the similar domain. Third section presents research methodology in terms of identifying strategies, design and approaches adopted by the research. This section is followed by the section of discussion and analysis. Finally, on the basis of the discussions and analysis, conclusion is presented.

## II. Literature Review

Pakistan and China relationship has been well known and recognizable throughout the globe. Since last couple of years, with the growth and progress of the CPEC projects, there is a great probability that foreign trade between the countries would immensely increase. Lot of researches and theories have been conducted and presented by the past researchers regarding the risk management and foreign trade. This section of literature review presents and discusses the past researches and theories in-detail.

Risk is referred as the term that can defined as probability of the suffering harm from the hazard and hazard is deliberated as source of the risk that is known as to the actions that could cause the harm. It needs to be considered as mentioned in (Karmakar & Mukherjee, 2017) no industrial and trade sector is free of the risk belonging in context to its internal as well as external environment. In order to grow and gain high amount of profits whether it is specifically in terms of business or broadly country wise, the significance of risk management cannot be neglected at any instance.

China-Pakistan Economic Corridor is considered to be one of the fastest and really effective accomplishment progresses, with the nineteen early harvest projects that are being aimed at modifying and updating the transport infrastructure of Pakistan and can result in bridging country's long lasting energy deficit as mentioned in (Ali, 2017). The investment practices and policies, as well as financial services between two countries have involved and evolved to assist the projects that are been implemented and integrated under the CPEC, and have really nurtured enhancement and improvement of the professional practices and industrial linkages in the catering for enhancing investments.

In accordance to (Wolf, 2016) it has been considered and deliberated that the CPEC would open number of new grounds and platforms in context to the increasing the trade flow between both of the countries, however, it has been argued that to some extent, the industries of Pakistan might face some of the risk. For instance, it has been realized and recognized that textile industry of China has given Pakistan textile industry really fierce competition. In past, Pakistan's textile products were immensely exported to the European countries and were well known amongst the countries. However, today, China's textile is globally recognized at high quality and low pricing. It is considered that to some extent, the opening of CPEC might give Pakistan some competition, as with the easy and fast routing of China to other countries, whilst increasing lot of its exports all around the globe. It means that Pakistan's sales would also be impacted. Moreover, when viewing the scenario on the small aspect, number of small industries of Pakistan is evolved in textiles, from the uneducated women living in rural areas to the fashion designers in urban areas, their overall economic power and growth is impacted.

CPEC is considered to be one of the major parts of Belt and Road which is considerably of major interests in the professional networks around globe, and particularly, in Pakistan (Abid &Ashfaq, 2015). Generally, whilst the people have agreed that The Belt and Road would be really advantageous to Pakistan, there are increasing risks that country might be unable to repay loans that are obtained for the financing of the projects, that the China might dominate project an consequently, objectives of China would overall override Pakistan(Wang, 2017). Hence, it needs to be considered that B&R has generated both hopes as well as fears.

It has been considered in context to (Hsiao, 2017) that there are number of risks involved in the conduction of the small foreign trades. Firstly, foreign exchange risk, which is deliberated or defined as risk of the financial losses due to devaluation of the foreign currency against United States dollar. The foreign exchange risk is considered as one of the major reasons why number of the United States exporter prefers in selling in the United States dollars. Secondly, existence of the country risk, basically, country risk could be taken in terms of many forms such as unforeseen economic and political events that interprets the normal business activities and might affect the ability of the customers in paying on time. Similarly, convertibility risk that is considered as risk that local currency would not be overall convertible to currency needed in making the payments to exporters. Thirdly, transfer risk is defined as the risk in which there is a risk that buyer is really unable, due to several legal as well as other barriers for the transferring of the funds in foreign currency to placement of the payment when it is been due (Nabi, et al., 2017).

In context to the (Wei, 2015) putting forward the argument by (Dalin, et al., 2017) it is seemed to be really important for the country economists to focus on minimizing the occurrence of the risk involved in the foreign trade, and focus should be laid on the adoption and integration of the strategies in managing the risks.

## III. Research Methodology

Research needs to be appropriately bridged on the considering and integration of effective and specified research methodology. Research methodology clearly provides the set of the research methods and techniques that should be considered and indulged accordingly so that appropriate research can be carried out. Number of researches utilize different research designs and methodology depending upon the type of the research that is been carried on. Paper, "Study on Risk Management of Small Foreign Trade between China and Pakistan" is based on the qualitative research tools and instruments.

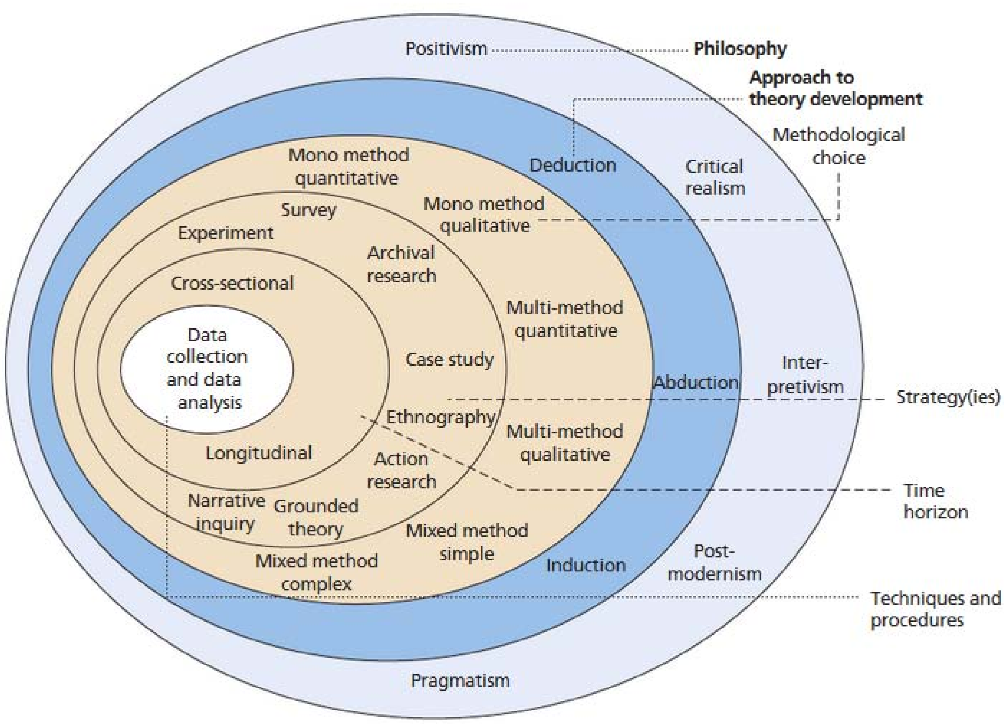


*Figure 1:* Research Philosophy and Approach

### a) *Research Design*

Adoption and integration of appropriate research design bears incredible importance in the conduction and presentation of paper. It evolves number of important research phases and stages that the researcher needs to cover in order to appropriately conduct the research with the combination of research strategies and policies. The paper, "Study on Risk Management of Small Foreign Trade between China and Pakistan" is qualitative in nature, and has been based on the qualitative research approaches and design. In this research, focus has been increasingly laid on the qualitative research design.

### b) *Research Philosophy*

Research philosophy as defined by (Thanh & Thanh, 2015) as a belief about perspective through which the data about the phenomenon need to be collected, analysed and utilized. Research, "Study on Risk Management of Small Foreign Trade between China and Pakistan" after considering in-depth analysis and viewing various different researches and papers, have adopted interpretivism research philosophy. Basically, interpretivism philosophy is based on the interpretivists contents which only through subjective interpretation as well as intervention in the reality could which the reality be completely understood. The research of the phenomena in the natural environment is deliberated as the major key to interpretivist philosophy with the combination of the subjective analysis. Interpretivism research philosophy completely revolves around the aspect that there are number of interpretations of the reality, but maintaining of all these interpretations are deliberated themselves a aspect of scientific knowledge which are incredibly pursuing.

Interpretivism research philosophy has been adopted in this paper because all the analysis and data is collected on the basis of the subjective analysis. No questionnaire or interview has been conducted, rather the focus has been laid on the considering of the current and existent theories and researches.

*c) Research Strategy*

Significance of the adopting appropriate research strategy in the appropriate and effective conduction of the paper cannot be neglected at any instance. It needs to be considered that research strategy needs to be adopted and considered in context to the research philosophy adopted. After considering in-detailed observation and examining the several related researches, action research strategy has been adopted. Basically, action research is overall deliberated as the form of the applied research in which research attempts in the development of the solutions or results which are of increasingly practical value to people to whom the research is immensely working, and on same time, development and design of the theoretical knowledge is considered and adopted.

Through the direct interventions in the issues, research aims in creating really practical, most often emancipatory, results whilst aiming to overall re-inform the existing theory in domain that is being studied. However, different researches mostly interpret the results and events differently. Personal ethics and values of researcher are really critical, since opportunity for the direct research intervention is really existent.

Secondly, subjective and argumentative research strategy has also been used. For instance, hermeneutics requires researcher in adopted and considering the creative and speculative stand, rather than only presenting the observer viewpoint. It is overall deliberated to be really useful technique since number of new theories could be built, with the generation of new ideas and subsequent testing.

*d) Research Approach*

Research approach needs high considered as it plays a vital role in the conduction of the research. Study, "Study on Risk Management of Small Foreign Trade between China and Pakistan" adopts inductive research approach. Inductive approach is most commonly referred as the inductive reasoning, beginning with theories and observations that are proposed towards end of research process as outcomes of observations.

Basically, as defined by (Kaplan, 2015), the inductive research approach is the search of the patterns from the observations and development of the explanation theoriesof those of the patterns. It is very important to increasingly emphasize on the aspect that the inductive approach do not implies disregarding theories in the formulation of research objectives and questions. It would not be wrong to stat that such approach overall aims in the generation of meanings from data set that is gathered and collected in order to effectively identify relationships and patterns in building the theory.

*e) Secondary Source of Data*

In this paper, the researcher has increasingly emphasized on the use and integration of secondary source of data. It needs to be considered that secondary source of the data is completely based on the past researches, theories, articles and journals that have been conducted by the previous researches on the similar research environment. In this research, the literature and information of Pakistan and China relationship, CPEC project, risk management and small foreign trade has been indulged and in-detailed discussed.

The data that has been collected from the researches and papers have been properly screened and accordingly analysed so that productive outcomes and results can be accomplished.

*f) Ethical Aspects*

It is very important that the researcher highly considers and deliberated ethical code of conduct during the complete research. It has been considered that ethical code of conduct not only assists in the smooth conduction of research operations, but also overall enhances the ethical credibility of the research. In this paper, the researcher has high considered the ethical aspects. No information has been misinterpreted and the copyrights have been highly considered. The aspects of biasness have been minimized and the focus has been completely laid on the presentation of the accurate outcomes and results.

## IV. Analysis and Discussions

In context to the data collected and evaluated, it has been really clear that Pakistan and China relationship in past and in future can play an immense role in the countries success and enhancement of the foreign trade. However, on the similar end, it needs to be discussed that there are number of risks that the relationship has posed to in context to the strengthening of the relationship and with the beginning of the CPEC project. Basically, CPEC project enhances and improves transportation and infrastructure of Pakistan, which combination of several other factors as well, as shown in the figure as followed:

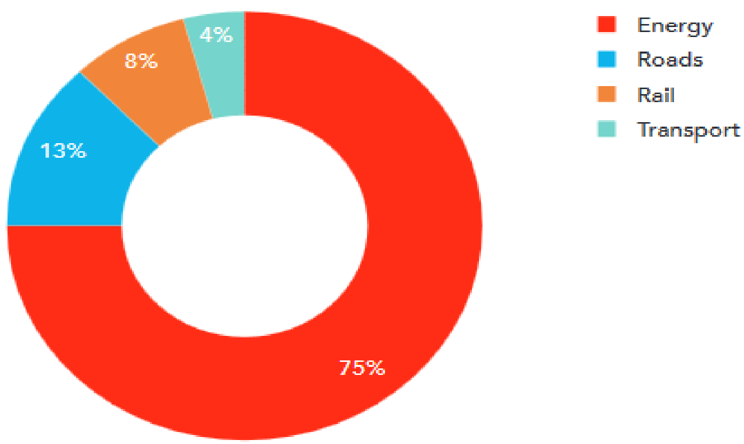


*Figure 2:* CPEC Investment Breakdown

With the great contribute of CPEC investment to Pakistan mainly in the four basic areas, that incudes energy, roads, rail and transport, however, on the other hand, it needs to be considered that fast routing of China to other Asian and European regions might also threaten the trade, especially exports of Pakistan in the other countries as well, for instance, industrial and textiles. Risk of the decreasing of the Pakistan's exports in the Asian and European countries needs high consideration.

Similarly, on the other hand, there are several also risks that can be also faced by the countries. Pakistan is deliberated to be the amongst really economic fluctuation country, where the country as well as businesses incorporated are facing lot of the threats due to the economic uncertainties. These risks have tend to have the negative impact on the China's progress. Similarly, it needs to be discussed that in last couple of years, Pakistan is facing lot of terrorism. Thus, the terrorism risk overall can pose lot of problems and issues for the country, and can overall minimize the revenue generation. For instance, in the recent incident, some of the Chinese engineers in Pakistan had been also face several terrorist incidents. It is considered that if all of these risks with the other related risks are well catered by the both, Pakistan's and China's government, and adequately managed with the integration of the good risk management approaches, then lot of advantages in the future can be extracted and obtained.

With the several risks, CPEC tends to provide really positive and good job creation opportunities in Pakistan as well. The figure below presents and identifies the Job Generation by CPEC in Pakistan in the sectors of Energy, transport and Gwader.

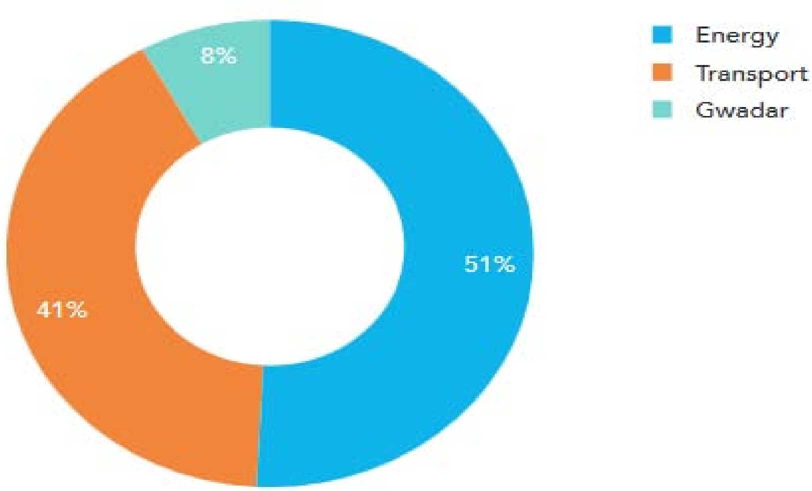


*Figure 3:* Job Generation by CPEC

This is considered to be really good prospective of the CPEC project enhancing and improving the employment rate in Pakistan. In next section, conclusion of the paper has been presented.

## V. Conclusion

In accordance to in-detailed analysis and discussions through considering past researches and implication of the practical approach, it has been considered that the small foreign trade significance to the countries cannot be neglected at any instance. Small foreign trade assists the country in strengthening their overall economic growth and development. Moreover, on other hand, the people involved in the small foreign trade can enjoy high profits and revenue generation. In context to Pakistan and China, both of the countries can enjoy the strengthening and growth of the small foreign trade. However, there is the existence of several amounts of the risks.

Pakistan is deliberated to be one of the countries that do faces uncertain economic fluctuations due to the increase political uncertainties. Thus, it is really important small foreign trade should consider the increasing aspect of such fluctuation and their impacts on the overall profitability and businesses. Similarly, it has been considered that if the country focuses and emphasizes on the development and adoption of the effective strategies and policies lot of issues regarding the risk occurrence of trade can be minimized. It is concluded that Pakistan and China are focused on really good relationship and both of the countries can extract and generated high opportunities. However, it is very important that countries minimize the occurrence of risk through consistent risk assessment and monitoring.

In future, more researches should be conducted on the broader aspect as Pakistan and China relationship is deliberated to be one of the most interesting topics. Moreover, on the broader aspect considering variety of other research parameters and environments as well, future researches should be bridged.

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# Job Satisfaction of Academic Staff: An Empirical Research Study on Some Selected Private Educational Institute at Dhaka City in Bangladesh

By Rashedul Islam & Md. Monzur Hossain
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*Keywords: job satisfaction, the academic staff of educational institute, working environment, pay and promotion, fairness, relationship with the co worker.*

*GJMBR-A Classification: JEL Code: J28*

JOBSATISFACTIONOFACADEMICSTAFFANEMPIRICALRESEARCHSTUDYONSOMESELECTEDPRIVATEEDUCATIONALINSTITUTEATDHAKACITYINBANGLADESH

*Strictly as per the compliance and regulations of:*

# Job Satisfaction of Academic Staff: An Empirical Research Study on Some Selected Private Educational Institute at Dhaka City in Bangladesh

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*Abstract-* The present workplace is experiencing a noteworthy move; factors, for example, globalization, developing economies, and enhanced innovation are continually introducing new difficulties and making new open doors for individuals. With these changes, people's perceptions regarding their jobs are also changing. To find out the real situation this study attempts to evaluate job satisfaction of different education institute academic staff at Dhaka, Bangladesh. It focuses on the relative importance of job satisfaction factors. Especially, demographic and environmental factors are given the most importance. To meet up the objectives the authors have used an survey to collected data from 100 respondents (covering 10 sample education institute) through a well-structured questionnaire. The study shows that organizational factors such as work conditions, pay, fairness, and promotion significantly influenced employee job satisfaction in educational institute . The respective data are analyzed with descriptive statistics, correlation and multiple regressions. Findings reveal that in education institute working condition, pay has not great impact on job satisfaction where promotion, level of fairness and recognition has great influence of job satisfaction. Finally the conclusion states that different kinds of activities like training, reward and recognition attempts organization may take to make their staff satisfied.

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## I. Introduction

Job satisfaction is considered to be the measure of employee satisfaction or contention with their work. This term is relatively new. Some number of factors tend to affect person's level of job satisfaction. A few of these factors are the salary and the nature of the job, the environment, Working conditions, and leadership. Concerned with job satisfaction is job design and job enrichment, job rotation and job enlargement are all performance methods. Other things that influence job satisfaction are the style of management as well as the culture, empowerment, employee involvement with the liberty to work autonomously. The Easiest and the most used way of measuring job satisfaction are using scales that record the employees' reactions and response to their job. This implies that the achievement of job satisfaction in order to have the commitment of the organization of strategies available that can prove fruitful but the choice an employee satisfaction or contention with their work should be made by the individual organization. This term is relatively new. It is said because not so depending on what human resource strategy they think right to meet up their objectives and requirements.

## II. Statement of the Problem

The best way to gain job satisfaction, however, is to make use of wage to join motivation and job satisfaction to organizational commitment *(Spector, P., 1997)*. Knowing that this would not be enough to bring about the kind of job satisfaction we need, other things came up that included training and skills development for employees *(Weins-Tuers, T.H., 2000)*. This could be applied through the very important principle of continuous learning for the organization. To get an overall holistic view, we need a different approach that targets and covers fair wages, employment conditions, benefits, to support motivation and satisfaction which would in turn increase organizational commitment *(Champion-Hughes, 2011)*. Based on the above discussion, the study aims to identify the impact of working environment, pay and promotion, job security, relationship with co-workers, relationship with supervisor and level of fairness on job satisfaction of academic staff in education sector.

## III. Objective of the Study

The present study is aimed at finding out job satisfaction of educational academic staff through different dimension and density of satisfaction levels.

More specifically we can furnish the objectives as follows:

- ❖ To determine the relationship of working environment with Job satisfaction level of academic staff in the education sector.

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- ❖ To determine the relationship of pay & promotion with Job satisfaction level of academic staff in education sector.
- ❖ To determine the relationship of co-workers with Job satisfaction level of academic staff in education sector.
- ❖ To determine the relationship of supervisor with Job satisfaction level of academic staff in education sector.
- ❖ To determine the relationship of level of fairness with Job satisfaction level of academic staff in education sector.

## IV. Limitations and Future Research

This research has not completely able to gather enough information due to some restrictions of the different private educational institute at Dhaka city in Bangladesh. Many things were so confidential that was not entitled to access there. The data acquired from this research is only relevant for some selected educational institute at Dhaka city in Bangladesh and does not include other sectors of the social unit. Moreover this research paper has several limitations. First of all, this study considered only few factors of job satisfaction like working environment, pay and promotions, level of fairness, relationship with supervisors and job performance of employees. Secondly, the sample size of the study is small which should be increased in order to understand the most important determinants at more generalized level. Thirdly, the data is collected from a particular group of people. In future, the light should shed on other variables like employee empowerment, job loyalty, turnover intention, reward and recognition, training and development, and organizational commitment which need to be discussed for further understanding of job satisfaction.

## V. Literature Review

### a) *Job Satisfaction*

Job satisfaction consists of overall or general job satisfaction, as well as a variety of satisfaction facets *(Voon et. al., 2011).* Maximum time of Men's life spend at work place so a man satisfy his life if he satisfy from his job. Five components affect the job satisfaction; work, pay promotion, salary and recognition *(Khalid Salman & Irshad Muhammad, 2011).*

In the Telecommunication industries scenario, many staff members have reported that they are satisfied with the working hours and holidays but there are other factors such as supervision and the work itself that lead to their job dissatisfaction *(Schenk, 2001).*

In terms of working conditions, the worker would rather desire working conditions that will result in greater physical comfort and convenience. The absence of such working conditions, amongst other things, can impact poorly on the worker‟s mental and physical well-being *(Baron and Greenberg, 2003).*

*Robbins (2001)* advocates that working conditions will influence job satisfaction, as employees are concerned with a comfortable physical work environment. In turn this will render a more positive level of job satisfaction. Similarly, results from a survey conducted by *Brainard (2005)* amongst postdoctoral scientific researchers found pay and benefits to be weakly associated with job satisfaction.

*Kyndt et al. (2009),* implemented a study in which they wanted to analyze the reasons why employees stay in a company or what causes them to look for other job-opportunities. In their research, they put special focus on workers learning because they assume that learning plays a very crucial role concerning retention. Learning opportunities have generally referred to three dimensions of learning on the job: opportunities to learn new things on the job, having a job that requires one to be creative, and being able to influence what happens on the job. Another study found challenging and extensive learning opportunities to be associated with better psychological functioning, subjective health, and coping styles *(Taylor, 2004).*

Job satisfaction has received significant attention from economists in recent years. Part of the interest in job satisfaction is due to the correlation between satisfaction and employee behavior. More satisfied workers are less likely to leave their employer (Clark 2001, Shields and Ward 2001, *Pergamit and Veum 1989,* Akerloff et al 1988, McEvoy and *Cascio 1985, Freeman 1978),* have lower rates of absenteeism *(Clegg 1983)* and have higher productivity *(Mangione and Quinn 1975).* Understanding the determinants of economic wellbeing is a key concern of economic science, and job satisfaction is a key factor of an individual's overall wellbeing.

Job satisfaction, the extent to which employees like their job and its components (Spector, 1997), is one of the most extensively researched topic in the industrial and organizational psychology literature *(Highhouse & Becker, 1993).*

*Alam (2013)* conducted a research on the Job satisfaction of female workers in different garment factories in Dhaka city and concluded the level of satisfaction is positively correlated with level of wages they get.

*Zeal, Anwar and Nazrul (2012)* in their study on comparative Job satisfaction of senior male and female executives in Bangladesh, showed that there are insignificant difference between male and female executives regarding satisfaction in different facets of job. The direction of all these studies on job satisfaction tends to be consistent to the self-reporting state of individual is very much related to the job itself and one's experience.

Usop et. al. (2013) carried out a study on work performance and job satisfaction of 200 teachers of 12 selected public schools in the Cotabato city of

Philippines. They reported that school policies, supervision, pay, interpersonal relations, opportunities for promotions and growth, working conditions, work itself, achievement, recognition, and responsibility were significantly associated with job satisfaction of teachers.

As noted by *Wann-Yin and Htaik (2011),* job satisfaction is one of the most widely studying and measuring constructs in the organizational behavior and management literature. As such job satisfaction of an employee is a topic that has received significant attention by managers and researchers alike *(Qasim & Syed, 2012)*. Job satisfaction deals with the feelings that an individual employee has about his/her job. *Abbas (2011)* reported that financial factors, working conditions, supervision and advancement opportunities are associated with the overall satisfaction of the education professionals. *Archana Singh et al. (2011)* reported that factors namely, pay, job interest, leadership, career growth, working environment, job responsibility etc. serves as stimulators for employee satisfaction in technology sector. *Deshwal (2011)* also found that the factors named as working conditions, organizational policies, independence, promotion opportunities, work variety, creativity, compensation, work itself, colleague's cooperation, responsibility, social status of job, security of job, achievement and students' interaction were associated with job satisfaction.

*b) Working Environment*

Theories of job satisfaction include dispositional and environmental predictors. The dispositional predictors of job satisfaction refer to characteristics of the employee, such as needs, values, and expectations. The environmental predictors refer to job characteristics, such as job control, workload, feedback, role ambiguity, and role conflict. Some theorists focus on the dispositional predictors, whilst others focus on the environmental predictors. More recent theorists recognize the importance of both types of predictors. Dispositional and environmental theories of job satisfaction have been extensively researched, however researchers have still not reached consensus as to the major predictors of job satisfaction. As a result, researchers continue to rely on theories that have theoretical and empirical problems, or have limited applicability to the workplace. In order to determine which theories are valid and useful, this review will examine the theories that have made the greatest contribution to a shift in focus of the determinants of job satisfaction. These include *Maslow's (1970)* need hierarchy theory, Herzberg, Mausner and *Snyderman's (1959)* two-factor theory of job satisfaction, *Vroom's (1964)* expectancy theory, discrepancy theories, *Hackman and Oldham's (1976)* job characteristics model, and *Karasek's (1979)* job demand-control model.

❖ Relationship between Working Environment and Job Satisfaction.

Various studies in the past have tried to explain how the work environment in different areas plays an important role. *(Hytter, A., 2008).* concluded that work environment has only really been discussed by people from the industrial perspective, meaning that the focus has primarily been on the physical sides such as noise, heavy lifts, toxic substances and their exposure etc. *(Denton, Z., 2005).* found out was that the environment also plays an important role in the employee's decisions of either staying with or leaving the organization. Through research in Pharmaceutical industry *(Kabir, M.M., 2011)* also found that working environment played an important role in the employees job satisfaction.

*c) Pay & Promotion*

Compensation is interpreted by different people differently. The different terms used in this paper are reward, compensation and wages *(Zobal, C., 1998)*. For automobile industry, salary was found to be the most important factor contributing to job satisfaction *(Kathawala, Y., et al., 1990)*.

For retention and for turnover, compensation has proved to be a very important and valuable tool. Also, it acts as a major motivation for employees who want to stay committed to the organization in turn enhancing the attraction as well as the retention *(Chiu, et al., 2002)*. The role of leadership in the process of knowledge acquisition was examined with the help of a survey that was carried out on 227 people who have been involved in this kind of knowledge acquisition *(Politics, J., 2001)*.

❖ Relationship between Pay and Promotion and Job Satisfaction.

Another important factor that affects job satisfaction is salary as shown by the survey conducted *(Kabir, M.M., 2011)* in the automobile industry. That particular survey aimed at describing the different job characteristics and how they were ranked by the employees. The results, not so surprisingly, showed that the number one factor for job satisfaction was found to be compensation and number for motivation was salary. For retention and turnover, compensation is a very important tool. It also tends to motivate an employee who is committed to the organization and enhances either attraction or retention *(Zobal, C., 1998)*. When given to an employee for his services, it shows the employee that they are important for the organization and that their existence matters *(Chiu, et al., 2002)*.

*d) Relationship with Supervisor*

*Richmond and McCroskey (2000)* examined a variety of communication variables that affect both job satisfaction and employee motivation. First, subordinate perceptions of supervisor credibility and attractiveness (social and task) were positively related to both employee job satisfaction and motivation. Next, the researchers found that supervisors who were perceived as nonverbal immediate had subordinates who reported higher levels of job satisfaction and work motivation. Lastly, in a path analysis, the researchers found that supervisor nonverbal immediacy positively affected a subordinates' attitude about that supervisor, which, in turn, had an impact on the subordinate's work motivation.

❖ Relationship between Supervisor and Job Satisfaction

*(Hussami, M.A., 2008),* employees want supervisors who have a bond with them and who trust them, understand them and show fairness. If the supervisor is abusive the worker is left with no choice but to be dissatisfied with their job. *(Williams, E., 2004).* Supervisors play such an important role in jobs that it would not be wrong to say that employees leave their bosses, not their jobs. Often outside the formal process of evaluation, the supervisor gets a chance to discuss the evaluation; the supervisor gets a chance to discuss the progress of employees. They said the employee in finding their true place in the work place and not simply the next rung on the ladder *(Brown, G., et al., 2008).*

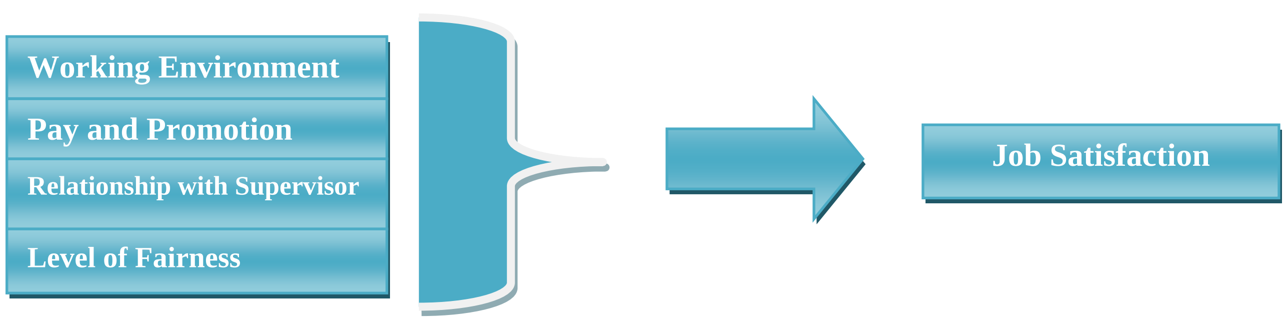
*e) Level of Fairness*

Literally hundreds of studies have demonstrated the importance of fairness to the work place by showing that manager's adherence to (versus violation of) the rules relevant to each justice dimension is associated with critical employee attitudes (e.g., increased job satisfaction and organizational commitment), feelings (e.g., positive moods), and behaviors (e.g., higher task performance and organizational citizenship behavior, lower counterproductive work behavior; for a recent meta-analysis, see *Colquitt et al., (2013).* Such studies, which take a reactive approach and assess the responses of employees to situations of fairness and unfairness, have dominated the justice literature *(Colquitt, 2012).*

❖ Relationship between Level of Fairness and Job Satisfaction

According to reference *(Noor, M.S., 2009),* there exists a good and positive relationship between fairness of work policies, insurance policies and working hours and job satisfaction. Through a course of action based on work-life principle, a respond can find itself on a better position to be able to cater to the demands of customers for better service accessibility *(Kabiru Jinjiri Ringim, 2013-Sibghatullah Nasir, 2013).* Through this, the organization can also reach tactics to work with the revolutionized ways that will end up satisfying both the employers and the employees *(Champion-Hughes, 2011).*

*From the Literature Review I get this Conceptual Framework:*




Framework: Literature Review

A various study have been conducted on the job satisfaction but a very few studies have been done on the job satisfaction of academic staff in Bangladeshis socio – economic context especially in the education institute as they are holding a very important role to the development of a country. So in this regard I undertake to make the present study.

## VI. Questions and Hypotheses

*Q1:* Is there any relationship between working environment and job satisfaction?
*Ho1:* There is a relationship between working environment and satisfaction.
*Ha1:* There is no relationship between working environment and satisfaction.
*Q2:* Is there any relationship between Pay & promotion and job satisfaction?
*Ho2:* There is a relationship between Pay & promotion and job satisfaction.
*Ha2:* There is a no relationship between Pay & promotion and job satisfaction.
*Q3:* Is there any relationship between Supervisor and job satisfaction?
*Ho3:* There is a relationship between Supervisor and job satisfaction.
*Ha3:* There is no relationship between Supervisor and job satisfaction.
*Q4:* Is there any relationship between level of fairness and job satisfaction?

*Ho4:* There is a relationship between level of fairness and job satisfaction.
*Ha4:* There is no relationship between level of fairness and job satisfaction.

## VII. Research Methodology

The present research has been designed with a view to investigate and determine the satisfaction level of educational academic staff at Dhaka city in Bangladesh, to find out the effect of various aspects relation with co-workers supervision, nature of job, work environment, level of fairness, pay and promotion on job satisfaction.

This research covers the selected educational institutions at Dhaka city Bangladesh. We took 10 private educational institution academic staff at Dhaka city Bangladesh to authenticate and interpret the study and find out the results. Covering Sample size 100 academic staff for private educational institute. Primary data has been collected from Questionnaire survey by academic staff interview. The sample has used in this research is random sampling. The questionnaire covered following aspects: pay and promotions, nature of job, working environment, level of fairness, relationship with supervisor. Secondary data has been collected from selected educational institutes website, different journals, books and internet.

## VIII. Data Analysis Methodology

This research has been conducted using a survey questionnaire handed out to a random sample of participants academic staff of different educational institute at Dhaka, Bangladesh. The research data thus collected has been analyzed using statistical measures.

This data has been analyzed using the IBM SPSS Statistics software for statistical inference making purposes. The data has been analyzed for the frequency of male and female respondents, their respective age groups and income groups. These frequency tests have been used to further test the mean, median and mode of these groups along with the standard deviations.

The data has also been tested in respective sub-groups for reliability using the Cronbach Alpha Method. Using this method, the data sets which have been seen to have an alpha value of 0.5 to 0.6 is reliable and above 0.6 is desirable and the rest has been determined as unreliable.

The hypotheses have been tested using Pearson's Correlation and Spearman's Correlation. Under Pearson's correlation, this report follows the guidelines provided by Rowntree (1981). The interpretation of the correlation coefficient is as follows: 0.2 to 0.4 - weak, low; 0 to 0.2 - very weak, negligible; 0.4 to 0.7 – moderate; 0.7 to 0.9 - strong, high; 0.9 to 1.0 -very strong, very high. The bi-variate correlation procedure was subject to a two tailed test of statistical significance at two different levels with the significance interpreted as follows: $p < 0.0001$ - highly significant, $p < 0.01$ – quite significant, $p < 0.05$ – significant and p > or = 0.05 – not significant. As such, we shall accept the alternative hypothesis when the correlation coefficient is greater than 0.4 and the significance value is less than 0.05. Under spearman's correlation technique, the alternative hypothesis has been proven whenever the correlation coefficient (Rho) is not equal to zero and the significance (or alpha value) is less than o.o5. Otherwise, the null hypothesis has been accepted to have held true.

The data has also been tested using regression analysis. Using this method, the data has been used to test how much a dependent variable can be explained by the independent variable. Under this method, if Rho is less than or equal to 0.05, then the alternative hypotheses has been chosen and vice versa.

*Findings*

The data collected consists of 60 percent male participants and 40 percent female participants. Among these participants, 15 percent were between the age of 25 and 30, 65 percent were between the age of 36 and 40, 20 percent were between the age of 41 and 45 and 0 percent were aged 46 and above. 10 percent of them have PhD degree where 65 percent have masters or equivalent degree and rest of the 25 have bachelor degree. 30 percent of the participants earned between Tk. 20,000 and 30,000; 20 percent earned between Tk. 31,000 and 40,000; 15 percent earned between Tk. 41000 and Tk. 50,000; and 30percent earned Tk. 51,000 and above per month.

Working environment Cronbach's Alpha .387 is reliable. Pay and promotion Cronbach's Alpha .606 is desirable. Relationship with Supervisor Cronbach's Alpha .799 is desirable. Level of fairness cronbach's Alpha .641 is desirable. Job satisfaction cronbach's Alpha .674 is desirable.

Under Spearman's rho, the correlation coefficient is .199 which is very week and the alpha value is .399 which is quite significant which indicates that the alternative hypothesis is true because correlation is >0. So, there is no relationship between Working environment and Job satisfaction.

Under Pearson's Correlation, the correlation coefficient is .218 which is weak and the alpha value is .357 which is quite insignificant which indicates that the null hypothesis is true. This observation is 35.7%% good observation. So, there is no relationship between Working environment and Job satisfaction.

Under Spearman's rho, the correlation coefficient is .381 which is weak and the alpha value is .097 which is insignificant which indicates that the null hypothesis is true because correlation is >0. So, there is no relationship between Pay and promotion and Job satisfaction.

Under Pearson's Correlation, the correlation coefficient is .423 which is moderate and the alpha value is .063 which is insignificant which indicates that the null hypothesis is true. This observation is 6.3% good observation. So, there is no relationship between Pay and promotion and Job satisfaction.

Under Spearman's rho, the correlation coefficient is .363 which is weak and the alpha value is .115 which is insignificant which indicates that the null hypothesis is true because correlation is >0. So, there is no relationship between Relationship with Supervisor and Job satisfaction.

Under Pearson's Correlation, the correlation coefficient is .279 which is weak and the alpha value is .233 which is insignificant which indicates that the null hypothesis is true. This observation is 23.34% good observation. So, there is no relationship between Relationship with Supervisor and Job satisfaction.

Under Spearman's rho, the correlation coefficient is .429 which is weak and the alpha value is .059 which is significant which indicates that the null hypothesis is true because correlation is >0. So, there is a relationship between Level of fairness and Job satisfaction.

Under Pearson's Correlation, the correlation coefficient is .414 which is strong and the alpha value is .069 which is insignificant which indicates that the null hypothesis is true. This observation is 6.9% good observation. So, there is no relationship between Level of fairness and Job satisfaction.

Using regression analysis, the $R^2$ value is .049 which means that 4.9% of the Independent variable (Working environment) can be explained by Job satisfaction, ANOVA significant value is .357[a.] That means the relation between Independent variable working environment is 4.9% and Coefficients significance value is .014 and .357< .05 which indicates that the null hypothesis is true. Therefore, considering the majority of the results, there is a negative relationship between Working environment and Job satisfaction.

Using regression analysis, the $R^2$ value is .197 which means that 17.9% of the Independent variable (Pay and promotion) can be explained by Job satisfaction, ANOVA significant value is .063[a.] That means the relation between Independent variable Pay and promotion is 17.9% and Coefficient significance value is .320 and .063<.05 which indicates that the null hypothesis is true. Therefore, considering the majority of the results, there is a negative relationship between Pay and promotion and Job satisfaction.

Using regression analysis, the $R^2$ value is .078 which means that 7.8% of the Independent variable (Relationship with Supervisor) can be explained by Job satisfaction, ANOVA significant value is .233[a.] That means the relation between Independent variable Relationship with Supervisor is 7.8% and Coefficients significance value is .019 and .233<.05 which indicates that the null hypothesis is true. Therefore, considering the majority of the results, there is a negative relationship between Relationship with Supervisor and Job satisfaction.

Using regression analysis, the $R^2$ value is .172 which means that 17.2% of the Independent variable (Level of fairness) can be explained by Job satisfaction, ANOVA significant value is .069[a.] That means the relation between Independent variable relationship with Coworker is 17.2% and Coefficients significance value is .187 and .069<.05 which indicates that the Alternative hypothesis is true. Therefore, considering the majority of the results, there is a negative relationship between Level of fairness and Job satisfaction.

## IX. Conclusion

The aim of this study was to test all the possible factors that can affect job satisfaction of education sector academic staff. Through the results it was inferred that the factors affecting job satisfaction were very well explained and in order to make institute better great care and attention should be given to the employees. From the results that were acquired one might say that the key factors that contribute to job satisfaction are promoting, pay, fairness and working conditions. The importance of money in this case should not be underestimated. Everybody needs money. All academic staff of different education institute work so that they can contribute to the society through their knowledge by which they get remunerations and recognition. The main purpose behind all of this is nothing but recognition. So, promotion, recognition, training and compensation can play an important role in the job satisfaction of the academic staff.

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# Influence of HRM Practices on Employee Job Satisfaction: Evidence from Private Commercial Banks in Bangladesh

By Md. Shamimul Islam, Jaynob Sarker & Md. Mahmudul Islam
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*Abstract-* The purpose of the study is to investigate the influence of HRM practices on employees' job satisfaction. To conduct this research, 80 respondents from 20 private commercial banks of Sylhet region of Bangladesh were surveyed conveniently through a structured questionnaire; then the responses were analyzed by conducting a test of hypothesis, correlation and regression analysis using SPSS software. Correlation analysis reveals that HRM practices have a significant relationship with job satisfaction, besides regression analysis shows that the five factors of HRM practices depicted in the model explains about 57.3 percent of job satisfaction among the bank employees and have a positive influence on their job satisfaction. It has also been found that work-life balance practices (WLBP), compensation and reward (CNR), recruitment and selection (RNS) have the most influence on job satisfaction (JS).Thus findings of this study will provide new insights to the bank managers about the way to ensure job satisfaction of employees and thereby to boost their commitment and performance.

*Keywords: HRM, HRM practices, job satisfaction, private commercial banks, bangladesh.*

*GJMBR-A Classification: JEL Code: J28*

INFLUENCEOFHRMPRACTICESONEMPLOYEEJOBSATISFACTIONEVIDENCEFROMPRIVATECOMMERCIALBANKSINBANGLADESH

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# Influence of HRM Practices on Employee Job Satisfaction: Evidence from Private Commercial Banks in Bangladesh

Md. Shamimul Islam [α], Jaynob Sarker [σ] & Md. Mahmudul Islam [ρ]

*Abstract-* The purpose of the study is to investigate the influence of HRM practices on employees' job satisfaction. To conduct this research, 80 respondents from 20 private commercial banks of Sylhet region of Bangladesh were surveyed conveniently through a structured questionnaire; then the responses were analyzed by conducting a test of hypothesis, correlation and regression analysis using SPSS software. Correlation analysis reveals that HRM practices have a significant relationship with job satisfaction, besides regression analysis shows that the five factors of HRM practices depicted in the model explains about 57.3 percent of job satisfaction among the bank employees and have a positive influence on their job satisfaction. It has also been found that work-life balance practices (WLBP), compensation and reward (CNR), recruitment and selection (RNS) have the most influence on job satisfaction (JS).Thus findings of this study will provide new insights to the bank managers about the way to ensure job satisfaction of employees and thereby to boost their commitment and performance.

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## I. Introduction

Increasing endorsement of private commercial banks by the government in Bangladesh in recent times has made this sector highly competitive and challenging than ever before thus being a labor-intensive service organization banks must optimize the utilization of its human resources to effectively tackle those challenges and to secure a sustainable competitive position in the market. Due to this rapid growth in banking sector, the demand for efficient and experienced human resources has increased in the manifold (Mizan, et al., 2013). Thereby to attract new competent workforce and to retain the existing talented personnel sound administrative policy, consistent HR practices, employee job satisfaction and organizational commitment are highly imperative (Ahmad & Schroeder 2003; Khera 2010; Mohammod 2004; Mizan etal., 2013). So every bank should concentrate on sound HR practices to ensure employees' motivation and job satisfaction. The impact of Human Resources Management (HRM) practices popularly known as HR practices on organizational performance and employee attitudes has been a leading area of research in the developed countries for years (Delaney and Huselid, 1996; Huselid, 1995; Katou and Budhwar, 2007; Petrescu and Simmons, 2008). But surprisingly, a few studies have been conducted on HR practices in the context of developing countries in general (Schuler as cited in Budhwar and Debrah, 2001; Sing, 2004; Yeganeh and Su, 2008) and Bangladesh in particular (Mahmood, 2004). This study has been conducted to analyze the influence of HR practices on employee job satisfaction in the context of Bangladeshi private commercial banks. Practitioners, researchers, academicians, policy makers, local and foreign entrepreneurs of Bangladesh and other developing countries could benefit from this study by exploring the association between HR practices and job satisfaction. This study will enhance the contemporary research and practice of human resource management. Furthermore, it would also be helpful for the developed countries as they find developing countries (like Bangladesh) as an attractive place for investment due to their large markets, cheap and skilled workforces (Budhwar and Debrah, 2001).

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## II. Research Objectives

The prime objective of the study is to address the influence of HRM practices on employee job satisfaction. The other specific purposes are:

- To find out the degree of association between HRM practices and job satisfaction.
- To recommend some policy measures regarding the pattern of HRM practices that will boost high employee job satisfaction for the selected private commercial banks.

## III. The Methodology of the Study

This part has been categorized into five sub-sections. These are discussed below.

### *a) Research Design*

The study undertaken is an exploratory research. Typically exploratory studies are a valuable way of finding out what is happening; to seek new insight; to ask questions and to assess phenomenon in a new light (Robson, 2002). It is similar to the activities of travelers or explorers (Adams and Schvaneveldt, 1991).

*b) Sample Design*

There are 48 private commercial banks in Sylhet, Bangladesh out of which we have randomly selected 20 banks (42% of the population). Respondents were interviewed as per convenience.

*c) Sources of Data and Instrumentation*

Both primary and secondary data were used in the study. Personal interview through a structured questionnaire was conducted to collect primary data from 80 employees of the banks (i.e., four employees from each of twenty banks). Secondary data were collected from various articles and books relevant to the study. A five-point Likert scale from strongly disagree (1) to strongly agree (5) was used to measure the variables of HRM practices and job satisfaction.

*d) Reliability and Validity of the Scale*

To measure how consistent results the scale would produce if the test had been administered repeatedly is vital to understand the merit of the scale used to analyze the data. Cronbach's alpha is the most widely used method to test the reliability of the scale. Mentionable that, its value ranges from 0 to 1 but the satisfactory value is required to be more than 0.6 for the scale to be reliable (Malhotra, 2002; Cronbach, 1951). We, therefore, used Cronbach's alpha scale in our study as a measure of reliability.

*Table 1:* Reliability value of the Scale

| Scale | No. of Items | Cronbach's Alpha($\alpha$) |
|---|---|---|
| Recruitment & Selection | 6 | .625 |
| Training & Development | 8 | .621 |
| Performance Appraisal | 6 | .706 |
| Compensation & Reward | 5 | .652 |
| Work-life Balance Practices | 7 | .701 |
| Job Satisfaction | 16 | .834 |

Table -1 shows that the estimated reliability value is between $\alpha=$ 0.621 to 0.834 throughout the scales. Hence it can be said, that the scales we used are adequately reliable because our reliability values are higher than the standard alpha value of 0.6. Validation of the questionnaire was done by consulting it with several experts, and they considered the face and content validity of the questionnaire as adequate.

## IV. Research Hypothesis

In this research, the following hypotheses have been developed.

*Hypothesis1: $H_1$:* HRM practices have a significant relationship with job satisfaction.

*Hypothesis 2: $H_2$:* HRM practices have a significant influence on job satisfaction.

*Hypothesis 3: $H_3$:* Recruitment & selection positively influence job satisfaction.

*Hypothesis 4: $H_4$:* Training & development positively influence job satisfaction.

*Hypothesis 5: $H_5$:* Performance analysis positively influences job satisfaction.

*Hypothesis 6: $H_6$:* Compensation & reward positively influence job satisfaction.

*Hypothesis 7: $H_7$:* Work-life balance practices positively influence job satisfaction.

## V. Literature Review

*a) Human Resource Management*

Human Resource Management (HRM) is a philosophy of utilizing the workforces of the organization to optimize their contribution by satisfying both employers and employees. HRM deals with the people dimensions in the organization especially HR planning, job analysis, recruitment and selection, orientation, compensation, performance appraisal, training and development and labor relations (Dessler, 2013). (Senyucel, 2009) sees HRM as a blend of people-centered management practices that recognizes employees as assets and geared to creating and maintaining skilled and committed workforces for achieving organizational goals.

*b) Job Satisfaction*

Job satisfaction is "a positive or pleasing emotional state resulting from the evaluation of a person's job" (Locke, 1976, p.1304). Job satisfaction is a general attitude of employees either favorable or unfavorable towards their job. Some studies have shown a positive relationship between job satisfaction and job performance (Judge et al., 2001). Therefore, it may be assumed that customer satisfaction hinges on employee satisfaction (Koc, 2006).

*c) HRM practices and Job Satisfaction*

HR practices and job satisfaction has been studied widely in different parts of the world, and it is assumed, that HR practices are closely associated with job satisfaction (Ting, 1997). Many researchers have demonstrated that sound HRM practices resulted in better job satisfaction which ultimately improves organizational performance. (Lamba and Choudhay, 2013) Revealed how HRM practices provide an edge to enhance employee's commitment towards achievement of a firm's goal in the global competitive market. The study concluded that HRM practices such as training and development, compensation and welfare measures have a significant impact on organizational commitment and are associated with superior organizational performance and also help in the retention of knowledgeable and skilled employees. (Majumder, 2012) Conducted a study to gain insight into the current HRM practices i.e. recruitment and selection, compensation package, job security, career growth, training and development, management style, job design and responsibility, reward and motivation and working environment and their impact on employee's job satisfaction on private banking sector of Bangladesh. The study revealed that most of the employees are dissatisfied with the compensation package followed by reward and motivation, career growth, training and development, management style, and job design and responsibilities. (Goyal and Shrivastava, 2012) Found that appropriate HR practices of an organization can improve the job satisfaction level of the employees and strengthen their commitment towards their organization. (Martin, 2011) Conducted a study to find out the influence of HRM practices on job satisfaction, organizational commitment and intention to quit. HRM practices included recruitment and hiring, compensation and benefits, training and development, and supervision and evaluation. The result of the study found a significant relationship between perceptions of HR practices and intention to quit, mediated by organizational commitment and job satisfaction. (Absar, Azim, Balasundaram and Akhter, 2010) Found that human resource planning (HRP), training and development (TND) have a positive impact on job satisfaction (JS).They also found that TND has the most impact on JS. (Gurbuz, 2009) Investigated that, proposed practices which were participation, empowerment, job rotation, self-directed work teams, and contingent compensation had a positive correlation with employee's job satisfaction. (Aswathappa, 2008) Argued that an organization should have sophisticated HR plans to motivate its employees. Sound HR planning can enhance job satisfaction of employees by providing opportunities for employees to participate in planning their careers (Weeratunga, 2003). From the above literature review, it has been found that there exists significant relation of employee satisfaction and productivity with HRM practices thereby organization especially service-oriented ones such as banking organizations should focus on proper HR practices to satisfy and motivate their employees and gain competitive advantages over their rivals.

*d) Data Analysis & Findings*

SPSS version 20 has been used to conduct the test of the hypothesis by using correlation and multiple regression analysis, ANOVA and t statistics coefficient table. The findings of the study are discussed below.

*Table 2:* Correlation Matrix for HRM practices and Job Satisfaction

| Variables | RNS | TND | PA | CNR | WLBP | JS |
|---|---|---|---|---|---|---|
| RNS | 1 | | | | | |
| TND | 0.482** (0.000) | 1 | | | | |
| PA | 0.349** (0.001) | 0.566** (0.000) | 1 | | | |
| CNR | 0.321** (0.004) | 0.484** (0.000) | 0.230* (0.040) | 1 | | |
| WLBP | 0.298** (0.007) | 0.422** (0.000) | 0.308** (0.005) | 0.246* (0.028) | 1 | |
| JS | 0.490** (0.000) | 0.547** (0.000) | 0.417** (0.000) | 0.531** (0.000) | 0.582** (0.000) | 1 |

*Source: survey data: **& *Correlation is significant at 0.01 & 0.05 level respectively.*

As shown in Table -2 all the HRM practices RNS, TND, PA, CNR, WLBP are independently and positively correlated with JS at 1% levels which denotes highly significant. Hence, Hypothesis -1 of the present study has been accepted. Here it is evident that the maximum correlation (r=0.582) is existed between WLBP and JS, followed by TND and JS (r=0.547), CNR and JS (r=0.531). So the emphasis should be given more on WLBP for superb job satisfaction of employees. Training and development and compensation and rewards are also very crucial for ensuring high employee job satisfaction. Despite the link between RNS and JS (0.490) and PA and JS (0.417) is not so influential but these are also necessary for job satisfaction. HRM practices are pair-wise positively correlated with one to another and also statistically significant at 1%-5% level. The relationship between PA and TND (r= 0.566) is the highest followed by CNR and TND (r=0.484) among the five HRM practices.

*e) Regression Analysis*

A multiple regression analysis was performed to find out the predictors of job satisfaction as conceptualized in the model. Table 3 and 4 show the summery measure and ANOVA of the model and table 5 shows the coefficient for the predictors of JS.

*The standardized regression Model is:*

$$JS = \alpha_0 + \beta_1 RNS + \beta_2 TND + \beta_3 PA + \beta_4 CNR + \beta_5 WLBP \quad \text{(i)}$$

*The fitted Regression Model is:*

$$JS = -2.113 + .201\,(RNS) + .075\,(TND) + .116\,(CBPA) + .310(\,CNR) + .379\,(WLBP) \quad \text{(ii)}$$

*Here,* $\alpha_{0=}$ *Constant*

*Dependent Variable:*

*JS* = Job Satisfaction

*Independent Variables:*

*RNS* = Recruitment & Selection

*TND* = Training & Development

*PA* = Performance Appraisal

*CNR* = Compensation & Reward

*WLBP* = Work-life Balance Practices

*Table 3:* Predictors of Job Satisfaction- Model Summery

| Model | R | $R^2$ | Adjusted $R^2$ |
|---|---|---|---|
| 1 | 0.757(a) | 0.573 | 0.544 |

*Predictors: (Constant) RNS, TND, PA CNR and WLBP.*

*Table 4:* ANOVA

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 2941.139 | 5 | 588.228 | 19.847 | .000[b] |
| | Residual | 2193.248 | 74 | 29.638 | | |
| | Total | 5134.388 | 79 | | | |

a. *Dependent Variable: Job satisfaction*

b. *Predictors: (Constant), RNS, TND, PA CNR and WLBP*

The HRM practices (RNS, TND, PA CNR and WLBP) in the above model articulated the ability to predict job satisfaction ($R^2$=0.573). In this model the value of $R^2$ indicates that 57.3% of the observed variability in the job satisfaction can be explained by HRM practices specifically, RNS, TND, PA CNR and WLBP. The remaining 43.7% of the variance is not explained by these variables which mean that the rest 43.7% of the variation in job satisfaction is related to other variables which are not depicted in the model. This variance is highly significant as indicated by the F value in the ANOVA table-4 (F= 19.847 and P =0.00).

*Table 5:* Coefficients for predictors of JS

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | -2.113 | 6.524 | | -.324 | .747 |
| | RNS | .580 | .254 | .201 | 2.280 | .025 |
| | TND | .172 | .254 | .075 | .679 | .499 |
| | PA | .297 | .239 | .116 | 1.244 | .217 |
| | CNR | .983 | .279 | .310 | 3.530 | .001 |
| | WLBP | .697 | .156 | .379 | 4.466 | .000 |

*a. Dependent Variable: Job satisfaction*

*Source: Survey data*

From table-5 we can see that, all the HRM practices (RNS, TND, PA CNR and WLBP) are positively influencing job satisfaction of employees particularly WLBP, CNR and RNS respectively have the most significant influence on employees job satisfaction since the value of ( t for WLBP is 4.466, p=0.00, df=74,) for CNR value of (t=3.530, p=0.001, df=74) for RNS value of (t=2.280, p=0.025, df=74) and PA (value of t=1.244,p=0.217, df=74) and TND (value of t=0.679, p=0.499, df=74) have moderate influence on employee job satisfaction. Thus, we accept all those hypotheses 2, 3, 4, 5, 6, and 7.

## VI. Conclusion & Recommendations

On the basis of the findings from correlation and regression analysis regarding the association and impact of HRM practices on job satisfaction of private commercial banks' employees of Bangladesh, it has been found that all the factors of HRM practices covered in this study are positively and significantly associated with employee job satisfaction and also predict about 57.3% level of job satisfaction. It has also been observed that, work-life balance practices (WLBP), compensation & reward (CNR), training & development (TND) and recruitment & selection (RNS) have the highest degree of association and influence on employee job satisfaction, thus we can recommend that to ensure the job satisfaction of employees and thereby to boost their commitment and performance banks should emphasize more on these HRM practices, especially banks should have arrangement to balance employees' work and family responsibilities, should ensure some welfare measures like heath care, food-aid, stress management and counseling, should offer attractive and competitive compensation packages to their employees, rewards and incentives should be fairly distributed, training and development opportunities should be adequate and career-growth oriented, recruitment and selection process should be impartial and strictly based on merit.

## VII. Limitation of the Study

Due to the busyness of the bank employees, we had to resort to convenience sampling to collect data rather than random sampling. Data have been gathered from banks operating only in the Sylhet region of Bangladesh, thereby the findings of the study should not be generalized to the whole private commercial banks operating throughout the country.

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# Occupational Stress and the Job Effectiveness of Federal University Lecturers in Akwa Ibom and Cross River States, Nigeria

By Usoro Abosede Abimbola
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*Abstract-* This study focused on Occupational stress and its effect on the job effectiveness of lecturers in federal universities in Akwa Ibom and Cross River states of Nigeria. The Cross sectional survey research design was adopted. The stratified random sample size was 584 lecturers. The research instrument employed in this study was Workload Stress Scale (WSS) and Job Effectiveness Questionnaires (JEQ). The hypothesis was tested using the multiple regression analysis. The analysis results indicated that stress from factors – workload, facilities, career development requirements and organizational climate significantly joint predict job effectiveness of lecturers while inter personal relationships and funding were not significant predictors. It was recommended that universities should reduce the workload of lecturers by adhering to the National University Commission's student-lecturer ratio. Also adequate infrastructural facilities should be provided.

*Keywords: occupational stress, federal university lecturers, job effectiveness, akwa ibom state, cross river state.*

*GJMBR-A Classification: JEL Code: J28, M19*

OCCUPATIONALSTRESSANDTHEJOBEFFECTIVENESSOFFEDERALUNIVERSITYLECTURERSINAKWAIBOMANDCROSSRIVERSTATESNIGERIA

*Strictly as per the compliance and regulations of:*

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## I. Introduction

### a) Background to the Study

Globally the 21st century work place is a dynamic, complex, fast paced highly challenging environment. Given the ever increasing global nature of the service sector, the competitiveness of the knowledge era, key players such as university academicians are constantly working under pressure. Whilst stress pressure can be a performance enhancer when moderate, when too much it can lead to negative consequences.

The functions of lecturers worldwide are: to generate ideas, human resource capacity building, and service rendering. Today's Nigerian universities play five roles in the economy. They are employers of workers, human capacity builders, research centers, community service providers and sources of business when privately owned. Every lecturer in a university is employed with three major terms of employment: to teach, to research, and to carryout community service. Therefore the three indices for measuring job effectiveness both for the institution and its lecturers are: ability to teach, ability to publish and the ability to transform society. For a worker to maximally contribute productively, whatever affects it adversely must be removed. Occupational stress has been identified as counterproductive for workers' productivity and ought therefore to be kept at the barest minimum if performance is to be maximised. Therefore management of universities must find ways of managing stress at the workplace.

Occupational stress according to Narayanan, Menon and Spector (1999) refers to pressure, tension or worries arising from problematic situations in an individual's life traceable to a job or work situation. This stress may be inbuilt in the job, that is, it may be set off by the responsibility that goes with the work, or it may be due to organisational culture or inter-personal conflicts. Ofuegbu and Nwadianni (2006) posit that Nigerian lecturers experience high level of occupational stress.

Despite the huge governmental interventions in tertiary institutions in Nigeria annually, educational problems still remain today: yearly increasing student enrolments, inadequate infrastructures, declining lecturer-student ratios, insufficiency of funds, inappropriate curricula, industrial conflicts and administrative inertia or inefficiencies.

In addition, to be globally relevant in the ranking of universities, the career progress requirements for lecturers are reviewed upwards from time to time; the incessant industrial face-offs has resulted in distortions of the normal school year of October to July and brought pressure to streamline individual university's current academic calendar in line with October to July with the attendant inability of lecturers to go on annual vacation. All these factors can generate occupational stress for lecturers which can adversely affect their job effectiveness. This study derives its relevance against this backdrop.

### b) Statement of the Problem

Lecturers could experience occupational stress at different levels due to factors such as: excess work load, inadequate facilities, concerns on inter-personal relations, career progress requirements and organisational climate. This occupational stress could affect their job effectiveness in terms of teaching, publication and community service.

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Taking the agitation for payment for excess workload and given the minimum benchmark staffing policies of NUC, it is obvious that the workload of lecturers is far beyond the 2005 approved minimum academic standard for staff-student ratios. Again it is common knowledge that office space, lecture rooms and hostel accommodations are seriously inadequate in universities. Research is crucial to the career development of every lecturer. This goal NUC expects institutions to attain through their staff development programmes. Currently the situation is that most lecturers finance their staff development programmes by themselves either wholly or partly, while the stakes for promotion is hiked higher and higher regularly by management.

The constant face-off between Academic Staff Union of Universities (ASUU) and the government as the major owner of these universities Nigeria or the management of individual universities has bred in organizational uncertainties. These issues all predispose lecturers to high levels of occupational stress which may affect job effectiveness. Studies such as Ekennia (2000) in Agulanna (2007) and Anyaduba (2004), focused on level, causes and management of stress. This study is an effort to fill the lacuna on the possible relationship between occupational stress and job effectiveness of federal university lecturers in Cross River and Akwa Ibom States.

### c) *Objective of the Study*

The objective of this study was to assess how the primary factors that instigate occupational stress affect job effectiveness of university lecturers in Cross River and Akwa Ibom states.

### d) *Hypotheses*

The following null hypothesis was tested in this study.

*$Ho_1$: Occupational stress is not significantly related to job effectiveness of university lecturers.*

## II. Literature Review

### a) *The concept of stress*

Richard (2010) posited that job stress is a condition or feeling experienced when a person perceives that job demands exceed the personal and social resources the individual is able to mobilize. Stress is a multi-faceted concept (Usoro, 2014).

Kyriacou (1987) posit that teachers experience occupational stress when teachers pass through not pleasant emotions, like frustration, tension, anxiety, depression and anger emanating from teaching activities. This study views occupational stress as a phenomenon that is subjective, multi-faceted and occurs when workers' physical, emotional and attitudinal attributes are a mismatch to the job demands, constraints and/or opportunities. However Hans (2009) asserted that stress is not basically bad as it depends on how it is perceived. The stress of exciting, creative work is useful, while that of failure or poor performance is harmful. According to Nelson and Quick (2003) two major types of stress have been established; namely eustress (good stress) and distress (bad stress).

### b) *Elements of job effectiveness of lecturers*

Sequel to the employment terms of lecturers, a lecturer's effectiveness is assessed based on: the ability to effectively impart knowledge, proficiency in research and community service. Obanya and Onocha (1984) identified some criteria for determining who is an effective teacher to include socio-economic status, personality traits, professional attitudes, experiences, teaching method and students' achievement among others. Some of these criteria when not there are identified as stressors that may make lecturers ineffective.

Research, is the major criteria used in assessing lecturers for the purpose of career growth. Research was defined by Creswell (2008), as a process of steps used to collect and analyze information to increase understanding of a topic or issue. Merriam-Webster Online Dictionary (2011) defined research as "a studious inquiry or examination; especially investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws" (p. 451). Research could be basic, applied or developmental.

Social responsibility in the form of community service is the trio of the three main academic functions of every university lecturer. Community service could be service to various university associations, a community, state or the nation at large through forums such as public lectures, seminars, debates and national assignments like national elections supervision and monitoring of national examinations.

### c) *Occupational stress and job effectiveness*

Husain (2010) submits that all stress-health relationship conspicuously affect the organisation and industry. This is because physical and mental sickness makes the worker not able to work. Physical and mental sickness together reduces job satisfaction, job performance and productivity levels. Tiji (2000) and Jega (2002) stated that stress and job performance are related. They further stated that where and when the stress is allowed to continue for a long time, the performance of workers is strongly affected. They stated also that performance usually drops off sharply when stress rises to high levels. Weihrich and Koontz (2005) posit that clearly not only does the individual worker suffer from occupational stress, but the organisation may also be adversely affected by the turnover or impaired decision making of its workers.

Okwuagwu (2010) contributed that high stress level can impair performance especially when there is no motivation, no possible reward for performing the job well, or no ambition on the part of the individual, such that minimum effort will be expended by the worker. He stated further that, however, with increases in motivation, the level of stress rises along with productivity and efficiency, with the right amount of stress leading to creativity, interest, and optimal performance. Okwuagwu (2010) added that if the person becomes too achievement oriented or the job is too unrealistic and unreasonable, performance will begin to decline as too much stress will snap a person's health and mental ability. It is the view of the researcher however that the peak differs from person to person and that frequently others notice the early warning symptoms of stress before the victim. Robin and Sanghi (2005) posit that even moderate levels of stress when continued over a long term period can have a negative influence on performance, in that persistent onslaught of stress wears down a person and depletes his energy level.

Kousar, Dogar, Ghazal, and Khattak (2005) carried out a study for the assessment of stress intensity and its effects on the performance of workers in five departments of a multi-national firm. The occupational stress scale had 36 items while the job performance rating scale was one item in which the supervisor rated the worker's performance. They found out that stress levels nearly equal in the five departments. They suggested that this could be due to similarity in management of the five departments, as there was cordial working environment and social support for colleagues. And that the organisation was highly cultured. However their result showed no significant effect of stress on workers' performance.

Pelsma and Richard (1988), indicated in their study that there is a strong correlation between job satisfaction and teacher stress. Furthermore, they observed that stress level and extent of job satisfaction experienced by teachers influences teachers' job performance. Singh and Billingsley (1996) stated that extensive documentation, isolation from colleagues, dissatisfaction with parent participation, and absence of supportive administration were often listed as main causes of stress, whereas an environment that is positive usually produced satisfied teachers.

According to Kirk and Brown (2003), specific factors of the teaching profession can trigger stress. For instance primary school teachers were observed not to experience stress as often as high school teachers. Secondly the more the years of teaching experience the less the probability of stress. Kirk and Brown (2003), posit further that policy changes, language difficulties, computer illiteracy, extent accepted by students, rigid supervision, ability to manage time and equipment, workload and students performance are the major contributors to teaching stress.

## III. Research Methodology

The Cross sectional survey method was adopted in this study. The stratified random sample size of 584 respondents was derived using Taro Yameni formula. A four point likert scale questionnaire was used in soliciting for information namely the Job Stress Scale (JSS) and the Job Effectiveness Questionnaire (JEQ), made up of three sections. Section A of the questionnaire requested for demographic information, Section B focused on stressors and the options were "very stressfull", "stressful", "mildly stressful" and "not stressful". Section C was on job effectiveness in terms of ability to teach, research proficiency and service to community. The options in this section were "always", "often", "sometimes" and "never". The null hypothesis for this study was stated thus:

*$H_{0:}$ Occupational stress is not significantly related to job effectiveness of university lecturers.*

The dependent variable is Job effectiveness while the independent variable is Occupational stress from a composite bundle of stress from: workload, facilities, interpersonal relationships, career progress requirements and organisational climate. To test the hypothesis the study utilised multiple regression.

Dewberry(2004) opinied that multiple regression is suitable for examining the relationship between many predictor variables and a continuous dependent variable measured on a Likert scale.

The formula is $Y = A + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5.$

Where

Y=Job effectiveness

A= Constant

$\beta_{1-}\beta_5$ = regression coefficients

$X_1$=workload

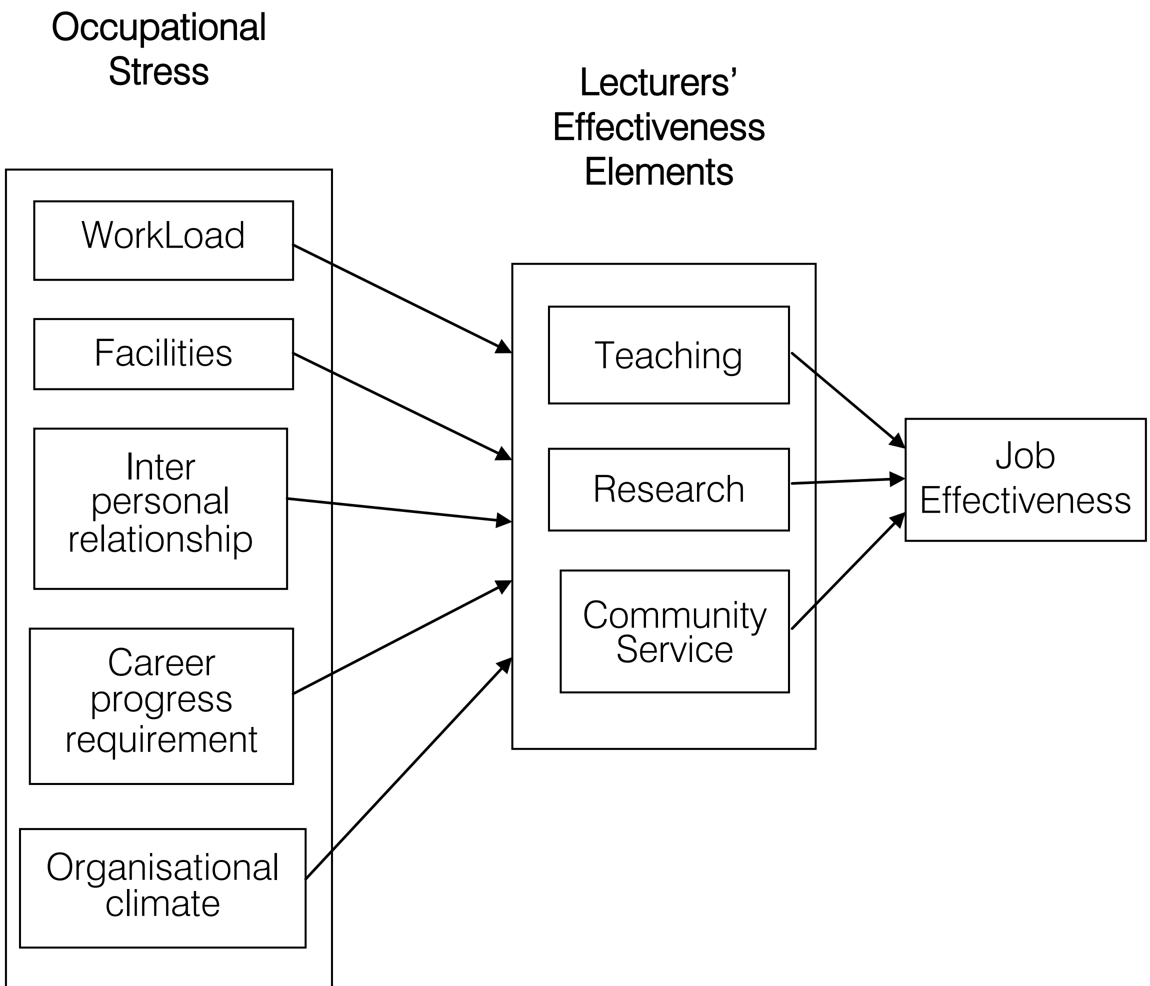
$X_2$=facilities

$X_3$=interpersonal relationships

$X_4$= career progress requirements

$X_5$=organisational climate

The relationship between occupational stress and job effectiveness of lecturers is captured in the model presented in Fig. 3.1.




*Source: Researcher, 2012*

*Figure 3.6:* Model of lecturers' occupational stress and job effectiveness

## IV. Data Analysis

The result presented in Table 4.1 shows that stress related factors like workload, facilities, interpersonal relationships, career progress requirements and organisation climate are significant joint predictors of job effectiveness ($F=26.775$; $p<.05$).

*Table 4.1:* Regression analysis of the joint effect of stress arising from workload, facilities, interpersonal relationship, career progress requirements and organisation climate on job effectiveness

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| | (Constant) | 20.439 | .718 | | 28.479 | .000 |
| | Workload | 0.87 | .050 | .010 | 17.40* | .000 |
| | Facilities | 1.629 | .141 | .342 | 11.585* | .000 |
| | Interpersonal | .012 | .126 | .003 | .093 | .926 |
| | Career Progress. | 1.73 | .41 | .006 | 4.22 | .003 |
| | Organisational | .337 | .128 | .078 | 2.623* | .009 |

**significant at .05, $R^2$ = 0.80, Adjusted $R^2$ = 78, F =26.775*

*Source: Researcher's computation*

The null hypothesis was rejected and the alternate hypothesis was accepted. The regression model also shows how individual variables contributed relatively to the prediction of job effectiveness. Since the regression weight indicates the relative contribution of each variable, the results in Table 4.19 shows that workload related stress ($\beta_1$=0.10;t=17.40); facilities ($\beta_2$=.342; t=11.585); career progress requirements ($\beta_4$=0.006; t=4.22); and organisational climate ($\beta_5$=0.78; t=2.623) were the most significant predictors followed by other non-significant factor interpersonal relationships ($\beta_3$=.003;t=.093). The coefficient of determination is $R^2$ = .80.This means that any variation in job effectiveness is accounted for by 80% variation in a contribution of the predictor variables (s).

$$Y = 20.439+.87X_1+1.629X_2+.012X_3+1.73X_4+.337X_5$$

Where:

Y = Job effectiveness

$X_1$= Workload stress

$X_2$= Stress from facilities

$X_3$= Stress from interpersonal relationships

$X_4$= Stress from career progress requirements

$X_5$= Stress from organisational climate

The results of the analysis shows that stress related factors like workload, facilities, career progress requirement and organisational climate are significant joint predictors of job effectiveness of lecturers. Since the regression weight is an indication of individual variables contribution relatively, the regression results showed that workload related stress and stress from facilities, were the most significant predictors followed by career progress requirement and organisational climate. Other non-significant factors were interpersonal relationship and funding in descending order of significance.

## V. Conclusion and Recommendations

From the findings of the study it was concluded that holistically, occupational stress has a significant relationship with the job effectiveness of university lecturers.

Given the result of this study these recommendations were made:

1. In order to reduce workload of individual lecturers the management of these instituitions should recruit lecturers in alignment with the National Universities Commission student- lecturer ratio.
2. Seminars and workshops that will aid in equipping lecturers to meet the demands of teaching and research should be regularly held at departmental and faculty levels.
3. Government as owner of these instituitions should adhere to collective agreements so as to avert industrial face-offs which distorts the academic calendar and puts pressure on universities to cram activities within a short space of time.
4. Infrastructural facilities such as electricity, offices, classrooms should be adequately provided.
5. Promotion requirements changes should not be abrupt and additional support provided before the implementation of such changes.
6. The annual vacation and medical checkups of lecturers should be made mandatory.

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# Perceived Career Barriers for Human Resources Professionals' Career Development to Climb the Top of the Corporate Ladder

By S. M. D. Yasodara Jayarathna & Nimesh Charuka Vithana

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*Abstract-* Presence of globalization enabled a competitive business environment where career development is becoming a hot topic among every professional. The importance of the Human Resource (HR) professionals in the top of the ladder is prominence with enhancing focus on people-oriented culture. Hence, the purpose of the study is to whether perceived career barriers are associated with the career development of HR professionals in the Sri Lankan context. The study identified perceived barriers namely; lack of culture fit, excluded from informal, lack of mentoring, poor organizational career management processes, difficulty of getting developmental assignments, and the difficulty of obtaining opportunities for geographic mobility. Two hundred sixty-four (264) questionnaires were collected, which developed using standard measures and analyzed using multiple linear regression and hierarchical regression to identify the significant impact of perceived barriers on career development. Findings revealed that there is a negative impact of perceived barriers on career development and difficulty getting developmental assignment is the most dominant perceived barriers, which hinder career development of HR professionals to climb the top of the corporate ladder.

*Keywords: career development, perceived career barriers, HR professionals.*

*GJMBR-A Classification: JEL Code: O15*

PERCEIVEDCAREERBARRIERSFORHUMANRESOURCESPROFESSIONALSCAREERDEVELOPMENTTOCLIMBTHETOPOFTHECORPORATELADDER

*Strictly as per the compliance and regulations of:*

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## I. Introduction

In this dynamic and unbridled environment, organizationscontinually face new challenges, and they are working hard to win overa chance to be over presence and survive.Consequently, many organizations realized the importance of human beings within the organization being the most creative and enthusiastic living being that create competitive advantage to enable the organizations to compete and survive in the business environment. Likewise, Armstrong and Baron (2002) stated People and their collective skills, abilities, and experience, coupled with their ability to deploy these in the interests of the employing organization, are now recognized as making a significant contribution to organizational success and as constituting a significant source of competitive advantage.As the weapon for creating human capital with unique competencies, the importance of career development is rapidly increasing. Gilley, Eggland, and Gilley (2002) definedcareer development is a process requiring individuals and organizations to create a partnership that enhances employees' knowledge, skills, competencies, and attitudes for their current and future job assignments.

Given that human resource has become the most significant asset,and almost all the businesses are people oriented, managing human resources has become the most significant part of the organizations' operations. Even though technology may help in improving the business transaction, the success of an organization still depends very much on the effective utilization of its human resources (Siew, 2001). Thus, organizationsare looking fora leaderwho can manage this valuable human resource with achieving win-win situation within the organization by maximizing shareholders wealth.Managers and HR professionals are well positioned to exercise strategic leadership and make a significant contribution to a company's competitive advantage (Lawler & Mohrman, 2003).It leads to create a higher level of importance and value on HR professionals who manage employees to obtain organizational success efficiently and effectively and play a strategic role when compared with other professions in modern organizational context. Increasing importance of HR professionals has create necessity on opportunities of career development of them is rapidly increasing.

A hidden problem was identified in the Human Resources Profession that has broadly argued within the modern business context. If anyone looks at the HR professionals in general mindset, they can think that HR professionals may have greater career development opportunities to climb the top of the corporate ladder since they are the persons who make strategic career development decisions for all the other employees. Even though if it is, when we look at them in a different view, we can ask some questions from ourselves, are there a considerable number of HR professionals in the top of the corporate ladder?. Most of the HR professionals end their career as Head of Human Resources or Director-Human Resources, without reaching the top of the corporate ladder (board of directors or CEO).In other word, HR professionals' career is limited to above mentioned positions within the corporate ladder. This

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emphasizes that there are some barriers, which hinder the HR professionals' career development to climb the top of the corporate ladder. As the researcher mentioned, this problem is a hidden but critical which most of the outsiders of the profession broadly argued. Bell (2013) discussed that most of HR directors don't go with wider functional roles where they stick to a specific role. Further, he stated that career transitions of HR professionals are possible but not frequent. Likewise, Stuart (2004) identified that three most common fuctions among CEO are finance, operations and marketing, where human resource is ignored. Among them finance being the most common field that creates CEOs since 1997. Mahajna (2017) noted that previous studies focused mainly on career development, the role of barriers in the career path of minority groups, especially those facing women who are socially underprivileged. Thus, it is evident that suitability of the HR professionals being in the top of the corporate ladder is disappointed and remain unresolved.

When considering the Sri Lankan context, most of the specialists and analysts put this matter in several forums (J. D. De Silva, personal communication, 08, July 2017). Another HR Manager responded thatthey didn't receive enough career development opportunities when compared with other professionals within their organizations (M. K. S. Samanthi, personal communication, 12, July 2017). When studying present business context, it's rare to find HR professionals in the top positions within the organizations. Thus,this study investigatesthe barriers that hinder the career development of HR Professionals to climb the top of the corporate ladder.

## II. Literature Review

### a) Career Development

Career Development is not a suddenly emerged new concept. It goes back to more than a century. Descriptors illustrate the evolutionary nature of career development as follows. The traditional view of organizational career development was grounded in the mindset of making a career within an organization and of predictable, stable jobs.During the mid-1990's a new career lexicon appeared, redefining well-used terms like careerand employment to encompass a broad-based view. Thus, careerbecame not just a way to define "hierarchical progression" but a reference to all work experiences, and employmentexpanded to include not just one's place and type of occupation but also a person's employability over time (Arthur & Rousseau, 1996).

"A job or occupation regarded as a long-term or lifelong activity. It can also be referred to as somebody's progress in a chosen profession or during that person's working life" (Posholi, 2012). Hall (2002) defined a career as a lifelong process made up of an arrangement of activities and linked attitudes or behaviours that take place in a person's work life. Meanwhile, Puah and Ananthram (2006) viewed career as a pattern of work-related experiences, such as job positions,tasks or actions, work-related decisions, and subjective interpretation of work-related events, such as work aspirations, expectations, values, needs and feelings about particular work experience, that expand the progression of a person's life.

Careers are important as such, it carries the story of an individual, which essentially means for the individual as well as for the environment. Thus, for many individuals, their career embraces a huge part of the significance of life's journey, and their identity (Inkson, Khapova, & Parker, 2007).The identity of an individual be inherent in the unfolding career may be called career identity. Although for some the career identity may be undeniable from childhood or adolescence. Furthermost repeatedly, it will steadily take form through individual experiences over the years. In Western countries, careers are no longer destined by birth, nor by meaning fixed by families or clans at an early age. Individuals are permitted to perceive their career from their own dreams, motives and intentions (Hoekstra, (2011) which now can be seen in the Asian context especially in Sri Lanka.

The notion of career development is indistinguishably linked with a person's occupational life (Patton & McMahon 2006). Career development is defined as extending from a focus on the profession and a developmental process over time (Ginzberg, Ginsburg, Axelrad, & Herma, 1951) to a 'lifelong process' (Brown and Brooks 1990, pp.17). Chen (1998) noted the inseparability of life and work in career development, and it influenced by 'psychological, sociological, educational, physical, economic and chance factors' (Sears 1982, pp. 139).Current career development definitions vary in focus from the individual to the organization. Some see the concept as having a decidedly individual focused, as an ongoing process by which individuals progress through a series of phases, characterized by a relatively unique set of matters, themes, and tasks" (DeSimone, Werner & Harris, 2002). Similarly, a progression of professional growth brought about by work associatededucation and learning(Van der Sluis and Poell, 2003).

In traditional career development theories, career development is often described as following a prearranged, foreseeable and rational pathway. In contemporary theories (Bright &Pryor 2011; Hancock 2009; Pryor and Bright 2007) it has taken a different form. Career development is typically defined as a continuing sequence of stages characterized by distinctive concerns, themes and tasks (Greenhaus, J. H., Callanan, G. A., & Godshalk, 2000). A fundamentalnotion behind these stage models of career development is that, there is a series of expectable and

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probabletasks and responsibilities that ensue at more or less predictable times during the course of a career (O'Neil and Bilimoria, 2005).Moreover, Career development is an ongoing process of planning and directed action toward personal work and life goals. Development means growth, continuous acquisition and application of one's skills. Career development is the outcome of the individual's career planning and the organization's provision of support and opportunities ideally, a collaborative process which focuses on both the individual and the organization (Simonsen, 1997).

*b) Perceived Carrier Barriers*

Career barriers play avital role in occupational interests and career goals (Lent, Brown, & Hackett, 1994; Lindley, 2005), and they are beneficial in understanding the career development processes. Career barriers are defined as factors that are perceived as possiblyobstructingand hindering the execution of a particular occupational goal (Lent et al., 2002; Lent, & Brown, 2013). These can comprise an individual's internal barriers (such as a lack of interest and self-motivation in the work) dissatisfactory events or conditions in the individual's environment (Swanson & Woitke, 1997). Impact of environmental and cultural conditions in restraining or expanding one's choices in life for career objectives (Correll, 2004). Further than these factors, however, individuals have freedom of making decisions to selectpossibilities in life, establish their own goals, and find their own technique and path of handling with restraintscome across (Brandtstädter, & Rothermund, 2002).

The term perceived barriers signifypredictable barriers or those already in place (Albert & Luzzo, 1999). Those who are capable enough to make career strategies often limit their true career interests and as an alternative occupationally stereotypes because of undesirable environmental influences and perceived barriers (Morrow, Gore Jr, & Campbell, 1996; Chuang, 2010).Career barriers have been described as any factors that frustrate the achievement of career goals (Crites, 1969). They have typically been viewed as either internal to the individual, such as lack of confidence or lack of motivation, external to the individual, such as lack of access to education and poverty, or both. Crites (1969) identified barriers as either internal conflicts or external frustrations that might hinder career development. Lack of confidence, inadequate preparation, decision-making difficulties, dissatisfaction with a career and difficulty in networking identified as career barriers (Chope & Johnson, 2008; Dalton, Mynott& Soolbred, 2000; Still & Timms, 1998). Moreover, Shakeshaft, 1981) categorized career barriers as internal barriers, external barriers. Internal barriers include aspects of socialization; personality; aspiration level; individual beliefs and attitudes; motivation; and self-image and external barriers researched were sex-role stereotyping, sex discrimination, lack of professional preparation, and family responsibilities.

Studies have clearly found that a range of career barriers, such as ethnic and gender discrimination, financial problems, perceived lack of ability and lack of educational opportunities (Luzzo, 1993; McWhirter, 1997; Swanson & Tokar, 1991). Gender (McWhirter, 1997; Swanson & Tokar, 1991), cross-ethnic (Luzzo, 1993) and cross-cultural (Patton, Creed, & Watson, 2002) differences in perceptions of career barriers have also been identified. Moreover, Lyness and Thompson (2000) identified six perceived barriers that negatively influenceemployees' career development as lack of culture fit, excluded from informal networks, lack of mentoring, poor organizational career management processes, difficulty getting developmental assignments and difficulty obtaining opportunities for geographic mobility, which focused in the present study. Framework tested in the study is illustrated in Figure 01.

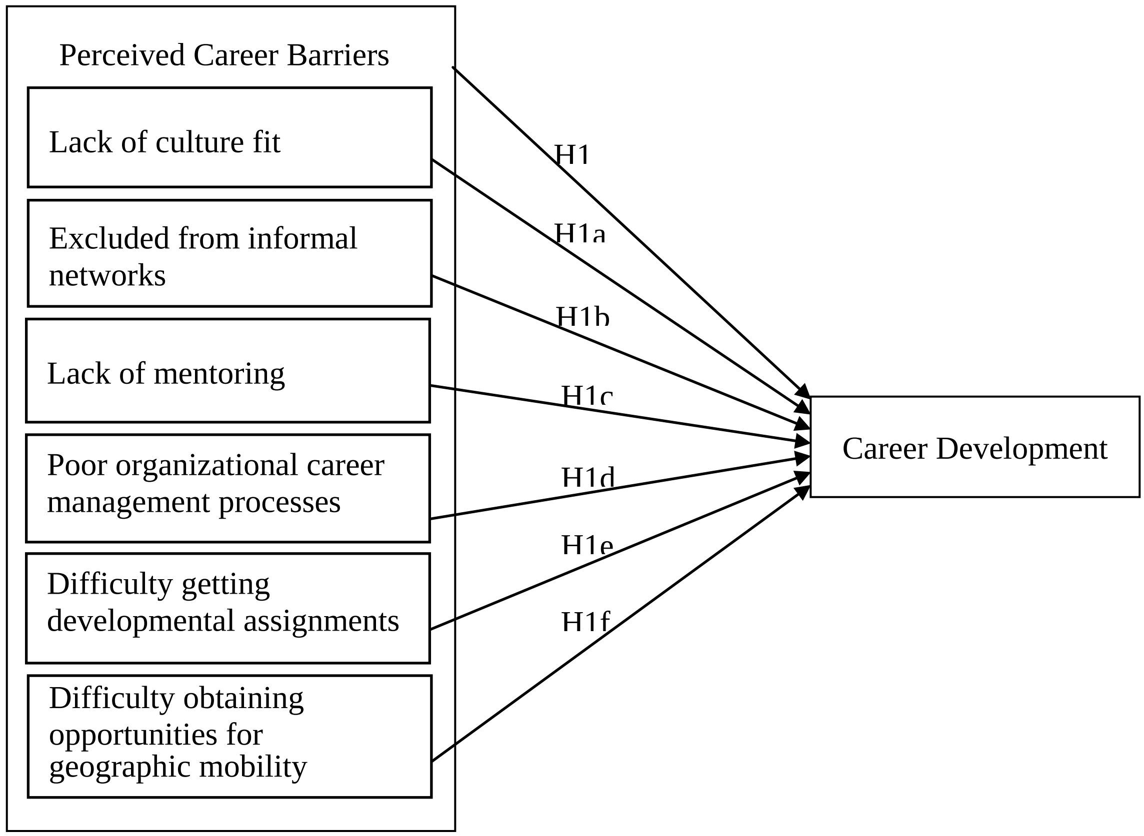


*Figure 01:* Conceptual Framework of the Study

The conceptual framework in Figure 1 illustrates following hypotheses to be tested in this study.

*H1:* There is an impact of perceived barriers on career development.

*H1a:* There is an impact of lack of culture fit barriers on career development.

*H1b:* There is an impact of excluded from informal networks on career development.

*H1c:* There is an impact of lack of mentoring on career development.

*H1d:* There is an impact of poor organizational career management processes on career development.

*H1e:* There is an impact of difficulty getting developmental assignments on career development.

*H1f:* There is an impact of difficulty obtaining opportunities for geographic mobility on career development.

## III. Method

### *a) Sample and Data Collection*

The population for the study consisted of twelve companies in Sri Lanka. Although these firms were chosen based on personal contacts, they were fairly well established companies in the country. The populations of the study consisted HR professionals, and the population is limited to the Colombo, as HR department is mainly at the head office of the company.

Questionnaires were distributed through personal contacts and some mailed as an online format. 500 questionnaires were distributed where 287 were collected, with the 53% response rate. Though the overall sample process involved a convenience approach, participation for the survey was voluntary, without any type of an enforcement was not carried out. After excluding 23 incomplete responses, a total of 264 cases were used for data analysis.

*Table 01:* Respondents Profile

| Gender | Frequency | Percentage |
|---|---|---|
| Male | 97 | 36.7 |
| Female | 167 | 63.3 |
| Age | | |
| 20-29 years old | 101 | 38.3 |
| 30-39 years old | 74 | 28.0 |
| 40-49 years old | 60 | 22.7 |
| 50-59 years old | 28 | 10.6 |
| 60 years old & above | 1 | .4 |
| Education Level | | |
| Diploma/Certificate | 69 | 26.1 |
| Bachelor Degree | 141 | 53.4 |
| Master Degree | 54 | 20.5 |
| Current Position | | |
| Executive- Human Resources | 111 | 42.0 |
| Assistant Manager- Human Resources | 66 | 25.0 |
| Manager- Human Resources | 72 | 27.3 |
| Senior Manager- Human Resources | 15 | 5.7 |
| Working Experience | | |
| Less than 5 years | 97 | 36.7 |
| 5-10 years | 85 | 32.2 |
| 10-15 years | 60 | 22.7 |
| 15-20 years | 10 | 3.8 |
| More than 20 years | 12 | 4.5 |

*Source: Survey Data*

Table 01 illustrates the frequency distribution of the respondents of the sample. It is evident that Majority (63%) of the sample is female where 38% is male. As far age is concerned, 68% belongs in between 20-19 and 30-39 years, emphasized the HR professionals are comprised with younger employees. 53% of the respondents have obtained a bachelor's degree where almost everyone is educated at least with a diploma. Looking at the job types, 42% HR executive, 25% Assistant HR Managers, 27% HR Managers and 6% of Senior Manager – HR is included in the sample.

*b) Measures*

The measures used for independent and dependent variables are outlined below.

i. *Perceived barriers*

The measure of perceived barriers consist of twenty six items on 5 point likert scale, ranging from 1(Strongly Disagree) to 5 (Strongly Agree) which was developed by Lyness and Thompson (2000). A sample item is "Lack of opportunities to move across functions or businesses".

ii. *Career Development*

The measure of career development consists of sixteen items on 5 point likert scale, ranging from 1(Strongly Disagree) to 5 (Strongly Agree) which was used in career development survey, 2012, developed by Hathorn and Brusoni.A sample item is "The leadership in my organization strongly supports career development of staff".

## IV. Results

Data analyzed using SPSS 23.0. Preliminary analyses conducted to determine distribution of the data set, validity and reliability of the scales, along with Pearson's correlation, simple linear regression multiple linear regression and hierarchical regression.

The normal distribution of the data set assured using skewness and kurtosis where the statistics are lying within the cut off values of skewness and kurtosis are $< 3$ and $< 10$, respectively (Kline, 2005 cited in Paghoush, Zarei, Damizadeh, Sajjadi, & Zeinalipour, 2015) as shown in table 02. Accordingly, means range from 2.970 to 3.504 and standard deviations range from 0.655 to 0.926. From table 03, it can be seen that career development is negatively related to Perceived Career Barriers ($r = -0.504$, $p < 0.01$). Further, the table shows all the perceived barriers identified, negatively related to career development. Lack of culture fit ($r = -0.305$, $p < 0.01$), excluded from informal networks($r = -0.398$, $p < 0.01$), lack of mentoring ($r = -0.411$, $p < 0.01$), poor organizational career management processes($r = -0.220$, $p < 0.01$), difficulty getting developmental assignments ($r = -0.606$, $p < 0.01$) and difficulty obtaining opportunities for geographic mobility ($r = -0.506$, $p < 0.01$).

Confirmatory factor analysis (CFA), reliability and item internal consistency were conducted to ensure the item scale reliability and construct validity. It is evident from table 03, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO $> 0.5$) and significance of Bartlett's Chi-Square ($p< 0.05$) exist. All AVE values presented in Table 04, which are located in the diagonal of the matrix in italic are greater than 0.5 (Hair et al., 1998 cited in Quazi, Amran, & Nejati, 2016) thus, convergence validity is justified.

Further, table 04 illustrates thatAVE values are greater than inter construct squared correlations with other constructs which ensure discriminant validity according to Fornell-Larcker criterion. Item internal consistency of the measures ensured using Cronbach's Alpha ($\alpha > 0.7$) (Nunnally, 1978 as cited in Lv, Xu, & Ji, 2012) and composite reliability (CR > 0.6) (Bagozzi & Yi, 1988 as cited in Quazi et al., 2016) shown in table 03.

As shown in table 02, simple linear regression was performed to test is perceived carrier barriers (al the dimensions together) significantly predict career development.Perceived career barriers explained 25% of the variance (adjusted $R^2 = 0.251$, $p < 0.001$).

*Table 02:* Simple Linear Regression

| Path | B | β | Decision on Hypotheses at P values < .01 |
|---|---|---|---|
| Perceived Career Barriers ⟶ CD | -.599 | -.504*** | H1 - Accepted |
| $R^2$ | . | 254 | |
| Adjusted $R^2$ | | .251 | |
| F | | 89.192*** | |

**p < .05, **p < .01, ***p< .001*

*CD = Career Development*

Table 05 show results of multiple linear regression analysis that tested the model and hypothesized relationships. The results of the regression indicated that six predictors explained 47% of the variance (adjusted $R^2 = 0.470$, $p < 0.01$). It was found that lack of culture fit is negatively impacting on career development ($\beta = -0.264$, $p < 0.01$). Thus, H1a is supported. Excluded from informal networks also have a negative impact on career development ($\beta = -0.245$, $p < 0.01$) Hence H1b was supported. As predicted, poor organizational career management processes have a negative impact on career development($\beta = -0.328$, $p < 0.01$) where H1d accepted. In a similar note, the difficulty of getting developmental assignments also has a negative impact on career development ($\beta = -0.945$, $p < 0.01$) thus, H1e is accepted. However, lack of mentoring ($\beta = -0.017$, $p > 0.01$, n.s.) and difficulty obtaining opportunities for geographic mobility ($\beta = -0.055$, $p > 0.01$, n.s.) are not negatively impact on career development of HR professionals. Consequently, H1c and H1f were rejected. With multiple predictors multicollinearity is tested using VIF and tolerance (VIF > 0.10, tolerance < 10) (Coakes, 2005; Hair et al., 1998), ensured with no multicollinearity exist between predictors, as shown in table 05.

Six step hierarchical regression was conducted to estimate the significant predictor variable on career development. As shown in table 06, step 01 revealed that lack of culture fit contributed significantly to the regression model (F = 26.939, *p* <0.001) and accounted for 9.3% of the variation in career development. Introducing excluded from informal networks variable explained as additional 8% of significant variation in career development (Adjusted $R^2$= 16.7%, F = 25.186, *p* <0.001). Adding lack of mentoring to the model explained an additional 2.7% of significant variation in career development (Adjusted $R^2$= 19.1%, F = 8.754, *p* <0.01). Next, including, poor organizational career management processes to the model does not explain an additional significant variation in career development. After adding the difficulty of getting developmental assignments to the model explained an additional 27.5% of significant in career development (Adjusted $R^2$= 47%, F = 136.756, *p* <0.001) where adding difficulty obtaining opportunities for geographic mobility to the model does not explain an additional significant variation in career development. Among all six predictors, the most important predictor of career development was the difficulty of getting developmental assignments, which uniquely explained 27.5% of the variation in career development.

## V. Discussion

The purpose of the study was to investigate perceived barriers that hinder HR professionals' career development to climb the top of the corporate ladder. The results were intended to be used to acquire a better understanding of the impact of each perceived barriers on career development.The study reveals that Lack of culture fit, excluded from informal networks, poor organizational career management processes and difficulty getting developmental assignments are negatively associated with career development. Further, lack of mentoring and difficulty of obtaining opportunities for geographic mobilityare not significantly negative effect on career development. In addition, it was found that amongst all six predictors, the most important predictor of career development was the difficulty of getting developmental assignments.

These findings were supported by previous researches. Difficulty in networking negatively affects career development (Chope & Johnson, 2008; Dalton & Mynott, 2000; Still & Timms, 1998). According to Kram and Isabella (1985) and Chuang (2010) found that having a mentor to the individuals (Mentoring), creates a positive impact on career development emphasize that mentoring and career development has mixed findings. Networking is positively related to career development (Eby, Butts, & Lockwood, 2003) where supported excluded from internal networks negatively affect career development.

*Table 03:* Descriptive Statistics and Correlations

| | Mean | SD | Skewness | Kurtosis | CD | LCF | EIN | LM | POCMP | DDA |
|---|---|---|---|---|---|---|---|---|---|---|
| Career Development (CD) | 2.970 | .779 | -.185 | -1.110 | | | | | | |
| Perceived Career Barriers (PCB) | 3.376 | .655 | -.358 | -.799 | -.504** | | | | | |
| Lack of Culture Fit (LCF) | 3.238 | .751 | -.065 | -.314 | -.305** | | | | | |
| Excluded from Informal Networks (EIN) | 3.252 | .841 | -.309 | -.823 | -.398** | .508** | | | | |
| Lack of Mentoring (LM) | 3.504 | .860 | -.443 | -.899 | -.411** | .719** | .641** | | | |
| Poor Organizational Career Management Processes (POCMP) | 3.439 | .823 | -.505 | -.340 | -.220** | .559** | .397** | .694** | | |
| Difficulty getting Developmental Assignments (DDA) | 3.437 | .742 | -.312 | -.802 | -.606** | .702** | .483** | .761** | .668** | |
| Difficulty obtaining Opportunities for Geographic Mobility (DOGM) | 3.412 | .926 | -.689 | -.119 | -.506** | .410** | .500** | .553** | .384** | .722** |

***. Correlation is significant at the 0.01 level (2-tailed).*
*SD – Standard Deviation*
*Source: Survey Data*

*Table 04:* Validity and Reliability Analysis

| | KMO and Bartlett's Test | | Convergent and Discriminant Validity | | | | | | | Reliability | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | KMO | Bartlett's Chi-Square (p-value) | CD | LCF | EIN | LM | POCMP | DDA | DOGM | Composite Reliability | Cronbach's Alpha (α) |
| Career Development (CD) | .875 | 3202.951 (<.001) | *.563* | | | | | | | .947 | .941 |
| Perceived Career Barriers (PCB) | .835 | 5930.484 (<.001) | *.502* | | | | | | | .955 | .950 |
| Lack of Culture Fit (LCF) | .774 | 745.803 (<.001) | .093 | *.579* | | | | | | .888 | .851 |
| Excluded from Informal Networks (EIN) | .564 | 52.694 (<.001) | .158 | .258 | *.714* | | | | | .833 | .595 |
| Lack of Mentoring (LM) | .803 | 524.350 (<.001) | .169 | .517 | .411 | *.722* | | | | .913 | .871 |
| Poor Organizational Career Management Processes (POCMP) | .708 | 288.557 (<.001) | .048 | .312 | .158 | .482 | *.738* | | | .894 | .815 |
| Difficulty getting Developmental Assignments (DDA) | .844 | 1140.520 (<.001) | .367 | .493 | .233 | .579 | .446 | *.618* | | .918 | .894 |
| Difficulty obtaining Opportunities for Geographic Mobility (DOGM) | .670 | 370.770 (<.001) | .256 | .168 | .250 | .305 | .147 | .521 | *.706* | .929 | .839 |

*Source: Survey Data*

*Table 05:* Multiple Lineal Regression

| Path | B | β | VIF | Tolerance | Decision on Hypotheses at P values < .01 |
|---|---|---|---|---|---|
| Lack of Culture Fit → CD | -.274 | -.264** | .394 | 2.539 | H1a - Accepted |
| Excluded from Informal Networks → CD | -.227 | -.245** | .527 | 1.898 | H1b - Accepted |
| Lack of Mentoring → CD | -.016 | -.017 | .254 | 3.945 | H1c - Rejected |
| Poor Organizational Career Management Processes → CD | -.310 | -.328** | .450 | 2.223 | H1d - Accepted |
| Difficulty getting Developmental Assignments → CD | -.993 | -.945** | .206 | 4.852 | H1e - Accepted |
| Difficulty obtaining Opportunities for Geographic Mobility → CD | -.046 | -.055 | .396 | 2.524 | H1f - Rejected |
| $R^2$ | .482 | | | | |
| Adjusted $R^2$ | .470 | | | | |
| F | 39.880** | | | | |

**p < .05, **p < .01, ***p< .001, CD = Career Development*

*Table 06:* Summary of Hierarchical Regression Analysis for Variables predicting Career Development
*p < .05, **p < .01, ***p< .001

| Variable | B | t | β | $R^2$ | Adjusted $R^2$ | R2 change | F change |
|---|---|---|---|---|---|---|---|
| Step 01 | | | | .093 | .090 | .093 | 26.939*** |
| Lack of Culture Fit | -.317 | -5.190*** | -.305 | | | | |
| Step 02 | | | | .173 | .167 | .080 | 25.186*** |
| Lack of Culture Fit | -.144 | -2.123* | -.139 | | | | |
| Excluded from Informal Networks | -.304 | -5.019*** | -.328 | | | | |
| Step 03 | | | | .200 | .191 | .027 | 8.754** |
| Lack of Culture Fit | .002 | .029 | .002 | | | | |
| Excluded from Informal Networks | -.212 | -3.162** | -.229 | | | | |
| Lack of Mentoring | -.241 | -2.959** | -.266 | | | | |
| Step 04 | | | | .206 | .194 | .006 | 1.904 |
| Lack of Culture Fit | -.012 | -.147 | -.012 | | | | |
| Excluded from Informal Networks | -.203 | -3.017** | -.219 | | | | |
| Lack of Mentoring | -.305 | -3.258*** | -.337 | | | | |
| Poor Organizational Career Management Processes | .102 | 1.380 | .107 | | | | |
| Step 05 | | | | .481 | .471 | .275 | 136.756*** |
| Lack of Culture Fit | .259 | 3.622*** | .250 | | | | |
| Excluded from Informal Networks | -.214 | -3.919*** | -.231 | | | | |
| Lack of Mentoring | .017 | .214 | .019 | | | | |
| Poor Organizational Career Management Processes | .301 | 4.843*** | .318 | | | | |
| Difficulty getting Developmental Assignments | -.942 | -11.694*** | -.897 | | | | |
| Step 06 | | | | .482 | .470 | .001 | .598 |
| Lack of Culture Fit | .274 | 3.696*** | .264 | | | | |
| Excluded from Informal Networks | -.227 | -3.967*** | -.245 | | | | |
| Lack of Mentoring | .016 | .194 | .017 | | | | |
| Poor Organizational Career Management Processes | .310 | 4.898*** | .328 | | | | |
| Difficulty getting Developmental Assignments | -.993 | -9.556*** | -.945 | | | | |
| Difficulty obtaining Opportunities for Geographic Mobility | .046 | .773 | .055 | | | | |

*Source: Survey Data*

Furthermore, Ballout (2007) stated that person-environment fit positively impact on career development, highlighted lack of cultural fit negatively impact on career development. Moreover, Lyness and Thompson (2000)stated that lack of culture fit, excluded from informal networks, lack of mentoring, poor organizational career management processes, difficulty getting developmental assignments and difficulty obtaining opportunities for geographic mobility negatively impact on employees' career development.

## VI. Implications

Majority of studies related to career development and career barriers have conducted in the western context where Asian context was ignored. Furthermore, it is rare to find research studies related to HR Professionals on career development. Thus, findings of the current study are useful to fill the empirical gaps in the literature on career development and perceived carrier barriers. The study enhances the knowledge on the area of human resource management and human resource development. In addition, findings of the current study are useful for identifying the perceived barriers and the impact of perceived barriers on career development of HR professionals. Further, this study is useful for HR professionals, HR graduates and undergraduates as well as organizations (top management and ownership) to get the insights from the results and suggestions for this analyzed problem. Moreover, managers can implement problem focused coping strategies and emotion focused strategies such as engaging leisure activities and organizing travel activities within an organization that create a buffering effect on carrier barriers (Tsaur, Ku, & Luoh, 2016). Consequently, mentoring programmes can also be designed to reduce the negative effects of perceived barriers. Additionally, constructive career assistance can be arranged within the organization to create positive attitudes on potential professional challenges and tackle the barriers successfully (Chuang, 2010).

## VII. Limitations and Future Research

The effect on perceived career barriers on career development entails further confirmation dues to cross sectional design of this study. A longitudinal research design may be helpful for future researchers to verify the findings of the present study. In addition, it is uncertain to what extent the perceived barriers and career development were influenced by cultural factors, where future researchers can inculcate organizational culture or societal culture in the framework for more absolute findings. Being a quantitative study, it was unable to obtain in depth information on this critical problem, where a qualitative research study is welcomed to explore the gravity of perceived carrier barriers, which hinder HR professionals go to the top level of a company. In addition, using interviews other that self-administered questionnaire also will enable the future researcher to gather valuable information. Finally, within my study covered only less number of barriers from all the barriers which hinder HR professionals' career development. Therefore future researchers can conduct studies using unexplained barriers with in my study.

## VIII. Conclusion

The general objective of this study is to identify the impact of perceived barriers on HR professionals' career development to climb the top of the corporate ladder.The researcher has identified lack of culture fit, excluded from informal networks, poor organizational career management processes and difficulty getting developmental assignments as perceived carrier barriersthat are negatively associated with career developmentof HR Professionals, yet lack of mentoring and difficulty of obtaining opportunities for geographic mobility are not significantly negatively effect on career development. Further, difficulty of getting developmental assignments the most important and dominant predictor on career development barriers that hinder the career development of HR professionals to climb the top of the corporate ladder.

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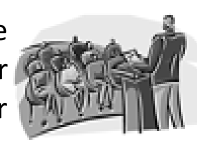

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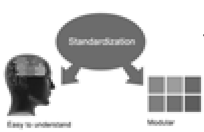


The FARSBA will be eligible for a free application of standardization of their researches. Standardization of research will be subject to acceptability within stipulated norms as the next step after publishing in a journal. We shall depute a team of specialized research professionals who will render their services for elevating your researches to next higher level, which is worldwide open standardization.

The FARSBA member can apply for grading and certification of standards of their educational and Institutional Degrees to Open Association of Research, Society U.S.A. Once you are designated as FARSBA, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria. After certification of all your credentials by OARS, they will be published on your Fellow Profile link on website https://associationofresearch.org which will be helpful to upgrade the dignity.


The FARSBA members can avail the benefits of free research podcasting in Global Research Radio with their research documents. After publishing the work, (including published elsewhere worldwide with proper authorization) you can upload your research paper with your recorded voice or you can utilize chargeable services of our professional RJs to record your paper in their voice on request.


The FARSBA member also entitled to get the benefits of free research podcasting of their research documents through video clips. We can also streamline your conference videos and display your slides/ online slides and online research video clips at reasonable charges, on request.

The FARSBA is eligible to earn from sales proceeds of his/her researches/reference/review Books or literature, while publishing with Global Journals. The FARSBA can decide whether he/she would like to publish his/her research in a closed manner. In this case, whenever readers purchase that individual research paper for reading, maximum 60% of its profit earned as royalty by Global Journals, will be credited to his/her bank account. The entire entitled amount will be credited to his/her bank account exceeding limit of minimum fixed balance. There is no minimum time limit for collection. The FARSC member can decide its price and we can help in making the right decision.

The FARSBA member is eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get remuneration of 15% of author fees, taken from the author of a respective paper. After reviewing 5 or more papers you can request to transfer the amount to your bank account.

## MEMBER OF ASSOCIATION OF RESEARCH SOCIETY IN BUSINESS (MARSBA)

The ' MARSBA ' title is accorded to a selected professional after the approval of the Editor-in-Chief / Editorial Board Members/Dean.

The “MARSBA” is a dignified ornament which is accorded to a person’s name viz. Dr. John E. Hall, Ph.D., MARSBA or William Walldroff, M.S., MARSBA.

MARSB accrediting is an honor. It authenticates your research activities. After becoming MARSBA, you can add 'MARSBA' title with your name as you use this recognition as additional suffix to your status. This will definitely enhance and add more value and repute to your name. You may use it on your professional Counseling Materials such as CV, Resume, Visiting Card and Name Plate etc.

*The following benefitscan be availed by you only for next three years from the date of certification.*


MARSBA designated members are entitled to avail a 25% discount while publishing their research papers (of a single author) in Global Journals Inc., if the same is accepted by our Editorial Board and Peer Reviewers. If you are a main author or co-author of a group of authors, you will get discount of 10%.

As MARSBA, you will be given a renowned, secure and free professional email address with 30 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.


We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.


The MARSBA member can apply for approval, grading and certification of standards of their educational and Institutional Degrees to Open Association of Research, Society U.S.A.

Once you are designated as MARSBA, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria.

It is mandatory to read all terms and conditions carefully.

# Auxiliary Memberships

## Institutional Fellow of Open Association of Research Society (USA)-OARS (USA)

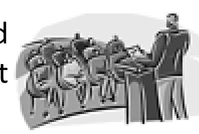
Global Journals Incorporation (USA) is accredited by Open Association of Research Society, U.S.A (OARS) and in turn, affiliates research institutions as "Institutional Fellow of Open Association of Research Society" (IFOARS).

The "FARSC" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSC or William Walldroff, M.S., FARSC.

The IFOARS institution is entitled to form a Board comprised of one Chairperson and three to five board members preferably from different streams. The Board will be recognized as "Institutional Board of Open Association of Research Society"-(IBOARS).

*The Institute will be entitled to following benefits:*

The IBOARS can initially review research papers of their institute and recommend them to publish with respective journal of Global Journals. It can also review the papers of other institutions after obtaining our consent. The second review will be done by peer reviewer of Global Journals Incorporation (USA) The Board is at liberty to appoint a peer reviewer with the approval of chairperson after consulting us.
The author fees of such paper may be waived off up to 40%.



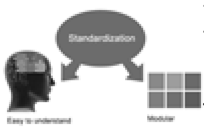
The Global Journals Incorporation (USA) at its discretion can also refer double blind peer reviewed paper at their end to the board for the verification and to get recommendation for final stage of acceptance of publication.

The IBOARS can organize symposium/seminar/conference in their country on behalf of Global Journals Incorporation (USA)-OARS (USA). The terms and conditions can be discussed separately.

The Board can also play vital role by exploring and giving valuable suggestions regarding the Standards of "Open Association of Research Society, U.S.A (OARS)" so that proper amendment can take place for the benefit of entire research community. We shall provide details of particular standard only on receipt of request from the Board.

The board members can also join us as Individual Fellow with 40% discount on total fees applicable to Individual Fellow. They will be entitled to avail all the benefits as declared. Please visit Individual Fellow-sub menu of GlobalJournals.org to have more relevant details.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time. This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.




After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.
The board can also take up the additional allied activities for betterment after our consultation.

**The following entitlements are applicable to individual Fellows:**

Open Association of Research Society, U.S.A (OARS) By-laws states that an individual Fellow may use the designations as applicable, or the corresponding initials. The Credentials of individual Fellow and Associate designations signify that the individual has gained knowledge of the fundamental concepts. One is magnanimous and proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice.


Open Association of Research Society (US)/ Global Journals Incorporation (USA), as described in Corporate Statements, are educational, research publishing and professional membership organizations. Achieving our individual Fellow or Associate status is based mainly on meeting stated educational research requirements.

Disbursement of 40% Royalty earned through Global Journals : Researcher = 50%, Peer Reviewer = 37.50%, Institution = 12.50% E.g. Out of 40%, the 20% benefit should be passed on to researcher, 15 % benefit towards remuneration should be given to a reviewer and remaining 5% is to be retained by the institution.

We shall provide print version of 12 issues of any three journals [as per your requirement] out of our 38 journals worth $ 2376 USD.

**Other:**

**The individual Fellow and Associate designations accredited by Open Association of Research Society (US) credentials signify guarantees following achievements:**

- The professional accredited with Fellow honor, is entitled to various benefits viz. name, fame, honor, regular flow of income, secured bright future, social status etc.

- In addition to above, if one is single author, then entitled to 40% discount on publishing research paper and can get 10%discount if one is co-author or main author among group of authors.
- The Fellow can organize symposium/seminar/conference on behalf of Global Journals Incorporation (USA) and he/she can also attend the same organized by other institutes on behalf of Global Journals.
- The Fellow can become member of Editorial Board Member after completing 3yrs.
- The Fellow can earn 60% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.
- Fellow can also join as paid peer reviewer and earn 15% remuneration of author charges and can also get an opportunity to join as member of the Editorial Board of Global Journals Incorporation (USA)
- • This individual has learned the basic methods of applying those concepts and techniques to common challenging situations. This individual has further demonstrated an in–depth understanding of the application of suitable techniques to a particular area of research practice.

**Note :**

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- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
- In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.
- In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone. "

# Preferred Author Guidelines

**We accept the manuscript submissions in any standard (generic) format.**

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

## Before and during Submission

Authors must ensure the information provided during the submission of a paper is authentic. Please go through the following checklist before submitting:

1. Authors must go through the complete author guideline and understand and *agree to Global Journals' ethics and code of conduct,* along with author responsibilities.
2. Authors must accept the privacy policy, terms, and conditions of Global Journals.
3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
5. Authors should submit paper in a ZIP archive if any supplementary files are required along with the paper.
6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

**Declaration of Conflicts of Interest**

It is required for authors to declare all financial, institutional, and personal relationships with other individuals and organizations that could influence (bias) their research.

## Policy on Plagiarism

Plagiarism is not acceptable in Global Journals submissions at all.

Plagiarized content will not be considered for publication. We reserve the right to inform authors' institutions about plagiarism detected either before or after publication. If plagiarism is identified, we will follow COPE guidelines:

Authors are solely responsible for all the plagiarism that is found. The author must not fabricate, falsify or plagiarize existing research data. The following, if copied, will be considered plagiarism:

- Words (language)
- Ideas
- Findings
- Writings
- Diagrams
- Graphs
- Illustrations
- Lectures

- Printed material
- Graphic representations
- Computer programs
- Electronic material
- Any other original work

## Authorship Policies

Global Journals follows the definition of authorship set up by the Open Association of Research Society, USA. According to its guidelines, authorship criteria must be based on:

1. Substantial contributions to the conception and acquisition of data, analysis, and interpretation of findings.
2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

**Changes in Authorship**

The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

**Copyright**

During submission of the manuscript, the author is confirming an exclusive license agreement with Global Journals which gives Global Journals the authority to reproduce, reuse, and republish authors' research. We also believe in flexible copyright terms where copyright may remain with authors/employers/institutions as well. Contact your editor after acceptance to choose your copyright policy. You may follow this form for copyright transfers.

**Appealing Decisions**

Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

**Acknowledgments**

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

**Declaration of funding sources**

Global Journals is in partnership with various universities, laboratories, and other institutions worldwide in the research domain. Authors are requested to disclose their source of funding during every stage of their research, such as making analysis, performing laboratory operations, computing data, and using institutional resources, from writing an article to its submission. This will also help authors to get reimbursements by requesting an open access publication letter from Global Journals and submitting to the respective funding source.

## Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

***Manuscript Style Instruction (Optional)***

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

***Structure and Format of Manuscript***

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.

## Format Structure

***It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.***

All manuscripts submitted to Global Journals should include:

**Title**

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

**Author details**

The full postal address of any related author(s) must be specified.

**Abstract**

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

**Keywords**

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, "What words would a source have to include to be truly valuable in a research paper?" Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

**Numerical Methods**

Numerical methods used should be transparent and, where appropriate, supported by references.

**Abbreviations**

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

**Formulas and equations**

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

**Tables, Figures, and Figure Legends**

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

**Figures**

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

## Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

## Tips for writing a good quality Management Research Paper

Techniques for writing a good quality management and business research paper:

***1. Choosing the topic:*** In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

***2. Think like evaluators:*** If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

***3. Ask your guides:*** If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

***4. Use of computer is recommended:*** As you are doing research in the field of management and business then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

***5. Use the internet for help:*** An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.

***6. Bookmarks are useful:*** When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

***7. Revise what you wrote:*** When you write anything, always read it, summarize it, and then finalize it.

***8. Make every effort:*** Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

***9. Produce good diagrams of your own:*** Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

***10. Use proper verb tense:*** Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

***11. Pick a good study spot:*** Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

***12. Know what you know:*** Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

***13. Use good grammar:*** Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.
Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

***14. Arrangement of information:*** Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

***15. Never start at the last minute:*** Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

***16. Multitasking in research is not good:*** Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

***17. Never copy others' work:*** Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

***18. Go to seminars:*** Attend seminars if the topic is relevant to your research area. Utilize all your resources.

***19. Refresh your mind after intervals:*** Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

***20. Think technically:*** Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

***21. Report concluded results:*** Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

***22. Upon conclusion:*** Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

## Informal Guidelines of Research Paper Writing

***Key points to remember:***

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

**Final points:**

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

*The introduction:* This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

**The discussion section:**

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

**General style:**

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

**To make a paper clear:** Adhere to recommended page limits.

*Mistakes to avoid:*

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.

- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

**Title page:**

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

**Abstract:** This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

*Reason for writing the article—theory, overall issue, purpose.*

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

**Approach:**

- o Single section and succinct.
- o An outline of the job done is always written in past tense.
- o Concentrate on shortening results—limit background information to a verdict or two.
- o Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

**Introduction:**

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

*The following approach can create a valuable beginning:*

- o Explain the value (significance) of the study.
- o Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- o Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- o Briefly explain the study's tentative purpose and how it meets the declared objectives.

**Approach:**

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

**Procedures (methods and materials):**

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

**Materials:**

*Materials may be reported in part of a section or else they may be recognized along with your measures.*

**Methods:**

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

**Approach:**

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

**What to keep away from:**

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.

**Results:**

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

**Content:**

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

**What to stay away from:**

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

**Approach:**

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

**Figures and tables:**

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

**Discussion:**

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

**Approach:**

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

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Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

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| Topics | Grades | | |
|---|---|---|---|
| | **A-B** | **C-D** | **E-F** |
| ***Abstract*** | Clear and concise with appropriate content, Correct format. 200 words or below | Unclear summary and no specific data, Incorrect form<br><br>Above 200 words | No specific data with ambiguous information<br><br>Above 250 words |
| ***Introduction*** | Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited | Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter | Out of place depth and content, hazy format |
| ***Methods and Procedures*** | Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads | Difficult to comprehend with embarrassed text, too much explanation but completed | Incorrect and unorganized structure with hazy meaning |
| ***Result*** | Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake | Complete and embarrassed text, difficult to comprehend | Irregular format with wrong facts and figures |
| ***Discussion*** | Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited | Wordy, unclear conclusion, spurious | Conclusion is not cited, unorganized, difficult to comprehend |
| ***References*** | Complete and correct format, well organized | Beside the point, Incomplete | Wrong format and structuring |

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