

AN EMPIRICAL STUDY OF E-HRM ON JOB SATISFACTION

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ABSTRACT

In recent years, human resource (HR) has evolved to include electronic human resource management (e-HRM). The emergence of internet and intranet technologies has revolutionised the field of human resources. Examining the impact of E-HRM on the productivity of micro, small, and medium-sized enterprises was the objective of this research. In light of the considerable impact that human resource management has on the competitive advantages of organisations, a comprehensive survey comprising 652 items was disseminated to the participants. The complete responses from 554 out of 652 questionnaires that were distributed were incorporated into the analysis. Using multiple linear regression, the effect of e-HRM activities (e-recruitment, e-training, e-compensation, e-communication, and e-performance appraisal) on employee satisfaction was determined. Using the same methodology, the effect of employee satisfaction on job satisfaction was also investigated. Additionally, managers of a variety of MSME organisations may find the results of this study useful in assisting them to concentrate on the factors that could boost employee

motivation and satisfaction. It could potentially assist an organisation in attaining its goal, which could be enhanced performance.

KEY WORDS: e-recruitment, e-training, e-compensation, e-communication, and e-performance appraisal

INTRODUCTION

the implementation of e-HRM. The expeditious advancement of information technology (IT) in recent times has significantly influenced business operations and the performance requirements of support functions. To effectively respond to the challenges posed by globalisation and the dynamic nature of the environment, human resource management (HRM) has experienced a substantial paradigm shift in recent times (Parry, 2011). As stated by Kiddron et al. (2013:3). Information systems (IS) were initially incorporated into human resource management (HRM) during the 1980s to facilitate administrative processes and payroll management (Bondarouk & Rul, 2009). The concept of a human resource information system (HRIS) originated during this stage. The HR department was the primary focus when developing the systems, which were intended to optimise processes and ultimately improve the quality of service provided by the organisation (Rul et al., 2004). The advent of electronic human resource management (e-HRM) was expedited by the exponential expansion of the Internet during the past decade (second phase) (Strohmeier, 2009). The implementation of web-based human resource management (HRM) software by organisations brought about a paradigm shift in the approach to HRM delivery (Wickramasinghe, 2010). According to Rul et al. (2004), the differentiation between HRIS and eHRM is contingent upon the target audience. In the case of e-HRM, the intended audience comprises labourers and management rather than HR personnel. The authors define e-HRM as "a method by which organisations execute HR policies, strategies, and practises through the intentional and purposeful utilisation of web-based channels and/or their complete support" (Rul et al., 2004: 2). According to Strohmeier (2007), e-HRM encompasses "the (design, development, and) deployment of information systems (IS) that aid actors in their collaborative execution of HR functions and facilitate networking" (2007: 2). According to a more recent definition by Martin and Reddington (2010), "e-HR" refers to the utilisation of mobile communications technologies, the internet, and web-based systems, including more recent social media technologies associated with Web 2.0. This transition from traditional face-to-face interactions to technology-mediated interactions between HR staff, line managers, and employees is reflected in the revised definition, which also incorporates the recent advancements in mobile technol The literature on e-HRM is considered to be in its early stages of development, according to Marler and Fisher (2013). As a result, "studies are descriptive or exploratory in nature, rather than aiming to verify explicitly stated hypotheses or contribute to the cumulative body of knowledge" (Strohmeier, 2007: 5). However, as indicated by the aforementioned criteria, an HRM perspective is distinct. By leveraging information technology, HR operations can cultivate a collaborative environment that incorporates the input of internal and external stakeholders (including job candidates, managers, employees, and HR professionals) and become more service-oriented (Stone & James, 2013).

HRM electronic objectives HR departments in organisations must be efficient, flexible, strategy-oriented, and customer-centric, according to Lepak and Snell (1998). As stated by Rul et al. (2004) and Parry & Tyson (2011), e-HRM endeavours to fulfil these requirements through the following means: augmenting the strategic function of HRM, diminishing administrative HR labour, enhancing operational efficiency and standardisation, decreasing HRM-related expenses, and enhancing HR service provision. These endeavours enhance manager empowerment and employee satisfaction with HRM services. Marler and Fisher (2013) highlight the dearth of research establishing a correlation between the implementation of e-HRM and reduced expenses, enhanced organisational performance, or alignment with strategic objectives. Nevertheless, the aims and financial investments of e-HRM are contingent upon the primary HR function, which can be operational in nature and concentrate on cost reductions, or strategic in nature and seek to establish a competitive advantage (Marler, 2009).

3.2.1. Strategic function: According to a study by Parry (2011), organisations are more inclined to implement e-HRM when it aids in the transition to a more strategic role and supports the companies' six-strategy. On its own, e-HRM implementation does not elevate an HR function to the status of "strategic" (Parry & Tyson, 2011). Strategic HRM, as defined by Marler (2009), centres on two perspectives: external positioning, where HR policies and practises are aligned with the firm's business strategy, and the resource-based view (RBV) model, which prioritises the development of human capital and organisational capability. E-HRM is classified as an external emphasis by Marler (2009) due to its objective of enhancing efficiency and reducing expenses. However, the author argues that such outcomes rarely confer a competitive edge due to their ease of replication; for that to occur, customization must be consistent with the strategic direction of the organisation. On the contrary, human resources (HR) functions such as recruitment, training, evaluation, and incentives promote internal capabilities (RBV). Furthermore, the implementation of electronic systems increases the probability that an organisation will possess engaged and productive personnel, thereby facilitating prompt adaptation to fluctuations in the business landscape (Maler & Fisher, 2013). There is a lack of empirical evidence to support the claim that eHRM significantly enhances the strategic nature of HRM (Marler & Fisher, 2013; Bondarouk & Huub). Conversely, Hussain et al. (2007) found that HR professionals perceived themselves as active contributors to strategic decision making via HRM systems, whereas this perception was not shared by non-HR executives. Chalk et al. (2013) posit that the maintenance of the strategy development process, which aims to enhance employee performance and business outcomes, requires human resources data. With time, however, e-HRM systems might incorporate functionalities that become less relevant to the organisation.

LITERATURE REVIEW

e-HRM distinguishes between transactional and transformative HRM activities. Transactional activities encompass routine record keeping and transactions (Parry, 2011); they consist of HRM-essential administrative functions such as personnel data management and payroll. Alternatively stated, HRM tools that facilitate essential business operations such as selection, training, compensation, and performance management can be employed to oversee human resources for the

duration of an employee's employment as a component of strategic, value-adding transformational initiatives (Bondarouk, Rul & van der Heijden, 2009; Parry, 2011).

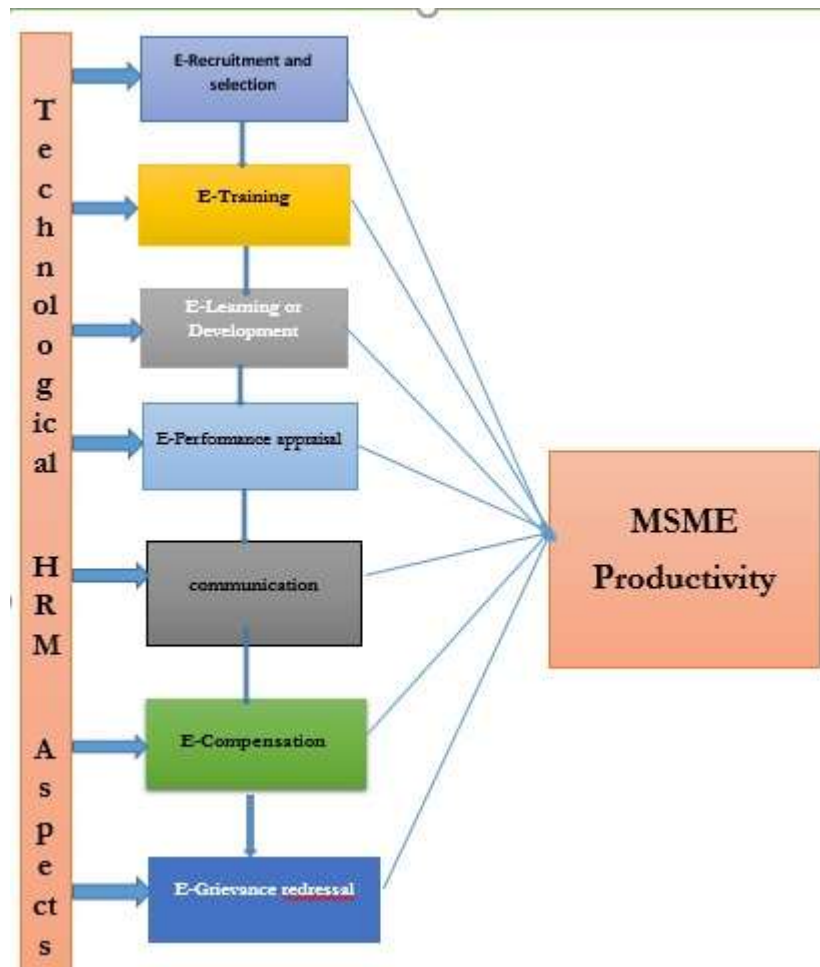
Recruiting: The majority of large organisations, according to Stone and Lukaszewski (2009), use e-HR to attract candidates for open positions. According to a study by Simón and Esteves (2016), e-recruiting enables organisations to efficiently identify the most qualified individuals from a large pool of applicants at a reduced expense. The appeal of applicants is influenced by the application's system speed and user-friendliness (Braddy et al., 2003; Cober et al., 2003; Sinar, Reynolds, & Paquet, 2003, as cited in Strohmeier, 2007). With the progression of technology, certain companies (such as T-Mobile) organise job fairs by utilising Second Life Virtual Environments, which provide attendees with access to a simulated environment (Stone et al., 2015). Social recruiting has surfaced as a novel approach to recruitment in response to the expansion of social media (Ouiridi, Ouiridi, Segers & Pais, 2016). By utilising social media platforms such as LinkedIn, Twitter, and Facebook, the process becomes more relational, dynamic, and beneficial for the employer brand (Carrillat, D'Astous, & Morissette Gregoire, 2014; Girard & Fallery, 2011; Girard, Fallery, & Rodhain, 2013; Henderson & Bowley, 2010 in Ouiridi et al., 2016).

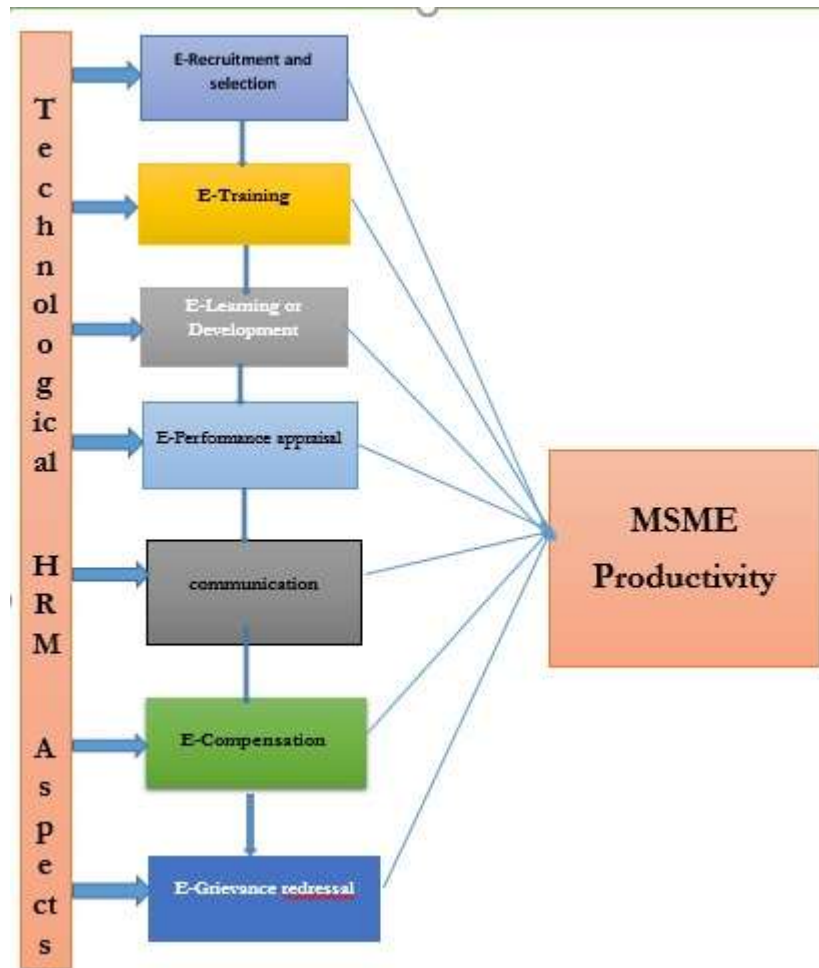
E-selection incorporates technological methodologies such as aptitude and personality assessments, which "increase the likelihood that incumbents meet the requirements of the position" (Stone, Stone-Romero & Lukaszewski, 2006: 234). No correlation was found by Strohmeier (2007) between the implementation of e-selection methods and the selection of the most qualified candidates or selection validity.

E-performance is defined by Payne et al. (2009) as "a software application that facilitates the online completion of performance evaluations and serves as an online performance assessment system." Employees and administrators alike may utilise it. E-performance facilitates the monitoring, evaluation, and provision of feedback on the performance of employees in alignment with the needs of the organisation (Stone et al., 2015). Moreover, it can provide insights into identifying rating imperfections such as oversimplification, HR concerns, and outstanding performance (Stone et al., 2006). Payne et al. (2009) investigated employee perceptions of e-performance and found that greater engagement and more accurate evaluations result in an increased perception of involvement.

Academic Learning: In recent years, one of the most significant developments in training and development has been the implementation of digital training via desktops, laptops, or mobile devices (Brown & Charlier, 2013). A paradigm consisting of three domains is proposed by Brown and Charlier (2013) as a means to efficiently implement e-learning and guarantee high utilisation. 1) Learner characteristics, including learning practises and preferences; 2) Perceptions of technology, including usability and utility; and 3) Workplace environment, including learner responsibilities and learning environment. Unlike other e-tools, e-learning does not currently incorporate human interaction, which could potentially impede the learning process. A hybrid approach will be possible with the advancement of technology and Web 2.0 through the use of mobile technologies, virtual worlds, and gamification (Stone et al., 2015).

The objectives of electronic compensation are to optimise the management and dissemination of remuneration and perks, increase employee satisfaction, and evaluate the effectiveness of the pay structure (Stone & James, 2013; Stone, Stone-Romero & Lukaszewski, 2006). A eventual integration of Strohmeier's (2012) employee relationship management (ERM) concept will occur in any of these e-HRM products. By integrating components of the customer relationship management (CRM) paradigm into ERM, it becomes possible to provide personalised services that add value for the client and ultimately cultivate loyalty. Moreover, ERM places equal emphasis on attraction and retention by fostering enduring relationships through ongoing customization, with the aim of creating value for both the organisation and the staff member, thereby cultivating their loyalty. One possible example is that every employee may have an individual career trajectory. To achieve this personalization, electronic tools must incorporate collaborative functionalities, some of which are presently operational, along with the capability to activate and coordinate diverse contact points and channels (Strohmeier, 2012). However, these aspects are still in the process of being developed.





HYPOTHESIS

Section 1: E-Recruitment & selection

- H0: There is a positive impact of Recruitment and selection on Job satisfaction
- H1: There is no positive impact of Recruitment and selection on Job satisfaction

Section 2: E-Training

- H0: There is a positive impact of E-Training on Job satisfaction
- H1: There is no positive impact of E-Training on Job satisfaction

Section 3: E-Learning or development

- H0: There is a positive impact of E-Learning or development on Job satisfaction
- H1: There is no positive impact of E-Learning or development on Job satisfaction

Section 4: E- Performance appraisal

- H0: There is a positive impact of E-Performance appraisal on Job satisfaction
- H1: There is no positive impact of E-Performance appraisal on Job satisfaction

Section 5: E-Communication

- H0: There is a positive impact of E-Communication on Job satisfaction
- H1: There is no positive impact of E-Communication on Job satisfaction

Section 6: E-Compensation

- H0: There is a positive impact of E-Compensation on Job satisfaction
- H1: There is no positive impact of E-Compensation on Job satisfaction

Section 7: E-Grievance redressal

- H0: There is a positive impact of E-Grievance redressal on Job satisfaction
- H1: There is no positive impact of E-Grievance redressal on Job satisfaction

METHODOLOGY

Variables and Measures

Questions in this research were created to identify the most significant variables influencing HRM in order to measure study variables. Five-point Likert scales (interval data) were employed as the scale measurement in this research, with 1 denoting strongly disagree and 5 denoting strongly agree. To gauge the respondents' level of agreement or disagreement, a likert scale was utilized. Think about using a Likert-scale inquiry when you want to find out what respondents' thoughts or sentiments are regarding something. These questions have the advantage of being simple to standardize, and the data obtained from Likert scale questions is amenable to statistical analysis. Before being made available for the actual research, the questionnaire underwent pre-testing. The pre-test was conducted to help fix any potential technical issues with the questionnaire. To ensure that the wording of the questions is appropriate for the employees, a pre-test was conducted. Getting a third party's perspective that was not involved in the actual survey could reduce any potential errors. Some of the questions were modified in response to their feedback. Additionally, elements like question wording, content, and form all improved.

Sample size: 554 **Sampling procedure:** convenience sampling

Data Analysis Procedure

The questionnaire is divided into two parts: Respondents were questioned about their demographics in the first part. In the second portion, respondents were questioned about their opinions on the relationship between elements of e-hrm and customer perception and purchasing patterns. On a Likert scale of 1 to 5, with 1 representing strong agreement and 5 denoting strong disagreement, the claims are scored.

DATA ANALYSIS AND INTERPRETATION

RESULTS AND DISCUSSION.

SPSS 22 was used to analyse the data. The research uses exploratory factor analysis to demonstrate concept validity and Cronbach alpha to assess internal consistency. The regression method was used to find any possible relationships between the variables.

For the purpose of conforming constructs in the EFA, PCA (Principal Component Analysis) was applied (Exploratory Factor Analysis). According to Hair et al. (1998), factor loading larger than or equal to 0.30 is believed to satisfy the lowest level, followed by factor loading greater than or equal to 0.40 and 0.50, which is thought to be highly important. This study's termination point was set at a factor loading of 0.50.

The results of the factor analysis are shown in Table 2. KMO When the value is between 0.5 and 1.0, a component analysis is advantageous for the data. The level of dependency between the variables is determined using Bartlett's sphere-city test. Researchers may discover the result by calculating the significance level of the test. When the values are extremely tiny, there are probably substantial correlations between the variables (less than 0.05). The data may not be appropriate for a factor analysis if the p-value is higher than.10. They demonstrate that factor analysis is suitable for this collection of data. All twenty-one items were verified for the final analysis since no item had a loading value lower than 0.5.

Table 1: Results of Exploratory Factor Analysis

Macro Variable	Micro Variable	Factor loadings	KMO Measure of Sample Adequacy (>0.5)	Bartlett's Test of Sphericity		Items confirmed	Items dropped	Cum % of loading
				Chi Square	Sig. (<.10)			
e-HRM	Recruitment and selection	.928	.562	210.430	.000	6	0	66.48
	E-Training	.898	.705	355.625	.000	6	0	78.536
	E-Learning or development	.737	.642	309.165	.000	6	0	72.860
	E-Performance appraisal	.822	.628	120.772	.000	6	0	60.684
	E-Communication	.979	.691	1386.834	.000	6	0	90.467
	E-Compensation	.944	.591	121.272	.000	6	0	78.4
	E-Grievance redressal	.872	.706	248.604	.000	6	0	72.884

Reliability analysis:

Calculating Chronbach Alpha helped researchers assess the questionnaire's internal consistency and reliability. Nunally and Bernstein (1994) recommend adopting an alpha value as low as 0.60 for new scales, although a lower alpha value is acceptable. If not, it is common practise to impose the need of an internally consistent established scale with an alpha value of 0.70. The study's threshold value for Cronbach's alpha is 0.7.

Table 2: Results of the Reliability Examination

	Independent Variable	Cronbach Alpha
1	Recruitment and selection	.732
2	E-Training	.881
3	E-Learning or development	.808
4	E-Performance appraisal	.669
5	E-Communication	.946
6	E-Compensation	.805
7	E-Grievance redressal	.755
Over all Reliability of the Questionnaire		.801

Table 2s Cronbach's alpha values are over the cutoff value of 0.7, which is acceptable. With a Cronbach's alpha value of 0.801, the questionnaire's overall reliability is demonstrated.

Regression Analysis

Stepwise regression analysis is used to identify the predictor-criterion connection between the dependent and independent variables. A correlation between e-hrm factors and Job satisfaction was investigated.

Results of Hypotheses Testing for Job satisfaction as Dependent Variable

A number of separate regression models are developed and tested for the Job satisfaction as dependent variable. 7 E-hrm factors i.e., Recruitment and selection, E-Training, E-Learning or development, E-Performance appraisal, E-Communication, E-Compensation, E-Grievance redressal taken as independent variables in regression models with Job satisfaction as dependent variable as depicted in Figure 1.

According to the results of the step-wise regression analysis in above tables 7 factors (Recruitment and selection, E-Training, E-Learning or development, E-Performance appraisal, E-Communication, E-Compensation, E-Grievance redressal) were found to be significant predictors of "Job satisfaction." Using the R square of 0.934, we can see that these 5 variables are capable of explaining "Job satisfaction" to the degree of 93.4 percent in the data in Table 3(a).

According to Table 3(b), the "ANOVA results for the regression model are provided, demonstrating validity at the 95 percent confidence level." A brief overview of the corresponding coefficients .

Table 3(a) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.863 ^a	.744	.743	.355
2	.911 ^b	.830	.829	.290
3	.936 ^c	.876	.874	.248
4	.955 ^d	.912	.910	.210
5	.962 ^e	.926	.925	.192
6	.986 ^c	.825	.874	.348
7	.925 ^d	.812	.810	.288

Table 3 (b) ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	87.776	1	87.776	696.150	.000 ^b
	Residual	30.135	553	.126		
	Total	117.911	554			
2	Regression	97.885	2	48.943	581.674	.000 ^c
	Residual	20.026	552	.084		
	Total	117.911	554			
3	Regression	103.276	3	34.425	557.490	.000 ^d
	Residual	14.635	551	.062		
	Total	117.911	554			
4	Regression	107.488	4	26.872	608.429	.000 ^e
	Residual	10.423	550	.044		
	Total	117.911	554			
5	Regression	109.232	5	21.846	591.557	.000 ^f
	Residual	8.679	549	.037		
	Total	117.911	554			
6	Regression	102.132	6	22.678	581.508	.000 ^f
	Residual	7.879	548	0.057		
	Total	110.011	554			
7	Regression	113.114	7	21.546	595.667	.000 ^f
	Residual	7.679	547	0.061		

	Total	120.793	554			
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a. Dependent Variable: Job satisfaction

b. Predictors: (Constant), Recruitment and selection, E-Training , E-Learning or development, E-Performance appraisal, E-Communication, E-Compensation, E-Grievance redressal

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.498	.087		5.752	.000
	Recruitment and selection	.800	.030	.863	26.385	.000
2	(Constant)	.517	.071		7.310	.000
	Recruitment and selection	.475	.039	.512	12.280	.000
	E-Training	.325	.030	.457	10.961	.000
3	(Constant)	.215	.069		3.124	.002
	Recruitment and selection	.440	.033	.475	13.217	.000
	E-Training	.284	.026	.400	11.055	.000
	E-Learning or development	.183	.020	.231	9.343	.000
4	(Constant)	.156	.058		2.663	.008
	Recruitment and selection	.262	.034	.283	7.811	.000
	E-Training	.224	.023	.316	9.928	.000
	E-Learning or development	.171	.017	.216	10.310	.000
5	E-Performance appraisal	.271	.028	.328	9.765	.000
	(Constant)	.074	.055		1.358	.176
	Recruitment and selection	.185	.033	.199	5.655	.000
	E-Training	.191	.021	.268	8.965	.000
	E-Learning or development	.168	.015	.212	11.045	.000
6	E-Performance appraisal	.250	.026	.302	9.758	.000
	E-Communication	.173	.025	.191	6.873	.000
	(Constant)	.074	.055		1.358	.176
	Recruitment and selection	.185	.033	.199	5.655	.000
6	E-Training	.325	.030	.457	10.961	.000
	E-Learning or development	.215	.069	.448	3.124	.002

7	E-Performance appraisal	.440	.033	.475	13.217	.000
	E-Communication	.173	.025	.191	6.873	.000
	E-Compensation	.183	.035	.185	5.783	.000
	(Constant)	.284	.026	.400	11.055	.000
	Recruitment and selection	.183	.020	.231	9.343	.000
	E-Training	.156	.058		2.663	.008
	E-Learning or development	.362	.034	.283	7.711	.000
	E-Performance appraisal	.284	.026	.400	11.055	.000
	E-Communication	.183	.020	.231	9.343	.000
	E-Compensation	.156	.058	.331	2.663	.008
E-Grievance redressal	.162	.024	.283	7.821	.000	
a. Dependent Variable: Job satisfaction						

Test Results for Hypotheses

H y. N o.	Independent Variables	to	Dependent Variables	R-Square	Beta Coefficient	t-value	Sig Value	Status of Hypotheses
H 1	Recruitment and selection	→	Job satisfaction	0.934	.139	4.583	0.075	Accepted
H 2	E-Training	→	Job satisfaction		.211	7.437	0.000	Accepted
H 3	E-Learning or development	→	Job satisfaction		.215	11.793	0.003	Accepted
H 4	E-Performance appraisal	→	Job satisfaction		.265	8.771	0.012	Accepted
H 5	E-Communication	→	Job satisfaction		.195	7.379	0.017	Accepted
H 6	E-Compensation	→	Job satisfaction		.285	7.671	0.032	Accepted

H 7	E-Grievance redressal	→	Job satisfaction		.135	5.329	0.0057	Accepted
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CONCLUSION

this study was conducted to further understand how e-hrm aspects were evaluated in connection to Job satisfaction using seven independent variables and one dependent variable. The results indicated that all the seven dimensions of e-hrm are significant predictor of “Job satisfaction”. As a result, the findings of this study show that the e-hrm dimensions and Job satisfaction are positively associated. but Future research could include a few more variables that could have a greater impact. The data was gathered through the technique of convenience sampling instead of using a random sampling. Therefore, Considerable care needs to be taken when generalising the findings. The number of people that participated in the study (n=554) was also limited. A more representative sample drawn from a wider population may yield more conclusive results

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