Impact of HR Policies on Employee Motivation in Private Schools of Karachi, Pakistan.

Amna Umer [*]   Akhtar Ahmed Khalil[†]   Abid Shirwani [‡]

Abstract: *This study investigates the influence of HR policies and practices on the motivation of employees in private schools. Relevant information is gathered from school teachers in Karachi through a questionnaire while the sample size includes 512 responses. The statistical tool applied in this study is partial least square structural equation model (PLS- SEM). Findings show that compensation, employee empowerment, fair job appraisal, employee recognition and job satisfaction have a positive and significant relationship with the employee motivation, concluding that these factors of HR policies motivate employees. This study provides management insights into different ways to incorporate strategies in order to motivate their employees.*

Keywords: Compensation, employee empowerment, fair job appraisal, employee recognition and job satisfaction, employee motivation.

Introduction

In today's world, getting employees to perform effectively is one of the most challenging tasks that a manager could face. In fact, interpreting what motivates a human being is still an enigma (Nohria, Groysberg, & Lee, 2008). According to Kreitner (1995), motivation is a psychological process that gives behavior, purpose and direction. Every person has a different set of motivational factors that influence her. Why do we need motivated employees? The answer is survival of the organization (Smith, 1994). Encouraging and inspiring workers to achieve the goal of an organization is a tough mission, yet it is vital for success in the corporate world. Demotivation of employees can be costly as it can lead to low performance, disruption, turnover, and absenteeism. As described by Locke, Shaw, Saari, and Latham (1981), job motivation is the sequence of motivating powers, which are initiated from inside and outside of a person's self and these powers lead to the creation of job-related attitude along with the ascertainment of the nature, dimension, strength and duration of the person's attitude.

In an organization, employees are the basis of providing competitive advantage and its human resource procedures directly impact the employees (Delery & Shaw, 2001). Efficient Human Relation (HR) management policies are the prime sources which can lead

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[*]Research Associate, Department of Management Sciences, Iqra University, Karachi, Pakistan, 75300. E-mail: amna.umer@live.com

[†]Assistant Professor & Director Students Placement, DHA Sufa University, Karachi, Pakistan. E-mail: col.akhtar@dsu.edu.pk

[‡]Director General, University of Management and Technology, Lahore, Pakitan. Email: abid@umt.edu.pk

to the success of an organization (Stavrou, 2005). Moreover, human resource experts can elevate their workers' abilities of handling change and also assist successful change management (Kalyani & Sahoo, 2011), since dealing with change includes dealing with workers' behavior and previous studies have revealed that there is a robust relationship between human resource practices and worker's behavior (Mossholder, Richardson, & Settoon, 2011). Kleiner (1990) suggests that the influence of human resource management (HRM) policies and practices on an organization's productivity is a significant matter in the domain of HRM, industrial relations and firm's psychology. Different combination of HR practices has been studied by organizations according to their requirements, however, some literature concentrates solely on the specific HRM practices and their specific results (Laursen, Foss, et al., 2000). Usually, HR practices may involve the employee selection practices emphasizing on the generation of human capital; compensation policies emphasizing worker's motivation; training programs and performance evaluations targeting on the development of intellectual capital and the growth of an organization (Tsui, Pearce, Porter, & Tripoli, 1997). Furthermore, HR guidelines assist firm's structure (Molineux, 2013), direct employees to meet the expectations of an organization (Lawler, 2003),and synchronize the people management activities with the whole business strategy.

A human resource management system is of immense importance in any kind of organization, whether they are multi national companies, hospitals, technology related organizations or schools/universities (Hong, Hao, Kumar, Ramendran, & Kadiresan, 2012; Sial, Jilani, Imran, & Zaheer, 2011). The educational sector of any country plays an essential part in its development. Similarly,in Pakistan this sector is becoming significant since experts suggest that financing it would result in the development of the country (Sial et al., 2011). However, the schools in Pakistan encounter issues such as the lack of motivation among the employees (Sial et al., 2011) and the inefficient incorporation of HR practices to address the issue in the educational sector. This causes teachers to puts little focus on the dissemination of knowledge, thus lowering the participation of students, compromising the quality of education, and increasing teachers' turnover rate (Sial et al., 2011). Through previous researches (Batt, 2002; Patterson, West, Lawthom, & Nickell, 1997) it is evident that the effect of HR policies and practices has been investigated on productivity, performance, absenteeism and turnover, yet, the influence of these policies on employee motivation has scarcely been studied particularly in the context of school teachers in Pakistan.Therefore, there is a need to identify the policies of HR which can act as motivators for employees working in the private schools of Karachi, Pakistan.

Literature Review

Theoretical background

Generally, various motivational theories have been investigated in many researches. Maslow's Hierarchy of (1943), Herzberg's Two Factor Theory (1959)and Vroom's Expectancy Theory(1964) are among a few of them. Maslow's theory suggests that for a person to become fit and normal, his five needs or desires should be fulfilled. These five needs are in a hierarchical order, starting from the bottom, physiological needs, to the top which is a person's

requirement to utilize his/her maximum potential. Moreover, Herzberg proposes two factors, extrinsic and intrinsic, which are connected with the satisfaction or dissatisfaction of work. Extrinsic factors or hygiene factors, associated with the work settings, result in dissatisfaction in their absence, whereas intrinsic factors or motivators, associated with the degree of recognition in an organization, cause satisfaction by their presence. Furthermore, Vroom's expectancy theory recommends that there are three types of beliefs about the job, i) expectancy, ii) instrumentality, and iii) valence which lead to employee motivation. Expectancy refers to the belief that performance is the outcome of efforts, instrumentality belief links performance with reward while valence is the perceived worth of the reward (Baron, Greenberg, DeNisi, & Goddard, 1990).

Many studies have been conducted in which different HR policies are considered as motivators (Hong et al., 2012; Turk, 2008). Moreover, the role of HR policies has also been investigated in other contexts such as the influence of HR policies on employee performance, employee change-related outcomes, turnover, productivity, corporate financial performance and employee commitment.

This research investigates specific policies of HR which act as motivators in order to determine employees' motivation. The factors studied in this research are: fair performance appraisal, job satisfaction, employee recognition, employee empowerment, and compensation. There is little evidence of literature which has used this set of motivators to investigate teachers' motivation from a Pakistan perspective. These factors are discussed further in the study.

Empirical studies

Compensation

Compensation refers to both monetary and non- monetary parts. Compensation usually involves basic pay along with other benefits (Martin, 2011). According to Van Herpen, Van Praag, and Cools (2005), compensation involves the complete set of rewards, performance appraisal programs and also career guidance. It is an organizational duty to fully implement and improve its compensation system (Turk, 2008). Studies have been carried out to investigate the impact of compensation on different other variables such as retention, motivation, organizational commitment and job satisfaction (Turk, 2008). According to Turk (2008), management should take measures in order to retain and motivate employees and Van Herpen et al. (2005) suggest that rewards are the source of motivation for employees. Lawson (2000) further recommends that in order to motivate employees, their salary and performance should be in harmony with each other. Moreover, money along with other corresponding features acts as a motivator. Various studies have indicated that compensation has a positive and significant impact on employee motivation (Hong et al., 2012; Turk, 2008). Therefore, the hypothesis would be:

H1: Compensation has a significant impact on employee motivation.

Employee empowerment

Employee empowerment refers to giving the authority or allocating duties to the employees or it can also be regarded as the transfer of power (Quinn & Spreitzer, 1997). Various ways are used to describe employee empowerment. Vogt (1990) describes it as a duration of refining the decision making capabilities of workers via assistance, contribution, training, learning and group effort. Furthermore, Klagge (1998) recognizes it as the action of allocating duties to the workers, allowing them to become capable of performing their duties effectively. These meanings suggest that there are two significant features of empowerment; cognitive and behavioral. Cognitive empowerment refers to the development of the capability of the worker within the firm, whereas the latter concerns with the satisfaction of the worker with his work and organization. Moreover, Conger and Kanungo (1988) propose empowerment to be a motivational perception since it improves workers' competency.

Spreitzer (1995) suggests that authorization should be incorporated in the system of an organization to not only enhance and develop the capabilities of the firm, but also to create the experience of self-empowerment among workers.This kind of empowerment shows that both management and motivational tools should be regarded together.

Moreover, empowerment can be regarded as passing on the authority of taking decisions and actions to the workers, while giving them authority and rights to finish their assignments according to their own will (Jarrar & Zairi, 2002). It implies that workers have enough power to take decisions regarding the accomplishment of their work. Kaye and Jordan-Evans (2001) propose that the success of a firm, undoubtedly, occurs because of its empowered workforce since they are highly motivated and devoted towards the accomplishment of the firm's goal.

Furthermore, studies conducted by Tutar, Altinoz, and Cakiroglu (2011); Gagne, Senecal, and Koestner (1997) show that employee empowerment has a positive effect on motivation of the workers and ultimately on their performance. Therefore, it can be hypothesized that:

H2: Employee empowerment has a significant impact on employee motivation.

Fair job appraisal

According to Turk (2008) every employee needs his or her performance to be evaluated, documented and rewarded. This is done through a process of performance or job appraisal, which determines workers' job outcomes by affecting employees' self-confidence ands self-esteem and by motivating them to work harder in future. It also helps in comparing past performances of employees so that their work can be evaluated further. Performance appraisal also helps to identify and highlight performance and it not only focuses on the performance outcomes and compensation feature, but on building a better work environment, forming proficient administrative teams and improving workforce quality, which altogether creates extraordinary motivation and job satisfaction among the employees. Boyd (2004) and Weiss (2001) consider fair job evaluation as a management method utilized for taking decisions for employees regarding promotion, transfer, and compensation and for dealing with the matters of employee development through feedback and training. Performance appraisal is a significant factor of human resource management since managers utilize

evaluation outcomes for decision making, organizational verdicts, and workers' growth. Performance appraisal should be incorporated as a basic human resource function (Lawler, Mohrman, & Resnick, 1984). This appraisal can become a useless tool if it is regarded as unfair by the workers, whereas the same tool is accepted warmly if it is considered to be fair by them (Hui & Qin-xuan, 2009). Performance evaluation motivates employees and as a result, they give maximum output (Lawson, 2000; Allan, 1994).

It can be seen through various researches (Turk, 2008; Jabeen, 2011) that fair job appraisal practice increases employee motivation. Therefore, the hypothesis will be:

H3: Fair job appraisal has a significant impact on employee motivation.

Employee Recognition

Employee recognition is the timely, informal or formal acknowledgment of a person's behavior or efforts that supports the organizational goals and values, and which has clearly been beyond normal expectations. According to Georgellis, Lange, Ileana Petrescu, and Simmons (2008), performance recognition is an acceptance or appreciation of the accomplishments and efforts made by the workers in order to achieve the objective of an organization. This involves noticing and considering workers' activities, struggles, attitudes or implementation which can be both tangible and intangible. Moreover, Alam, Shaheed, Sahabuddin, and Akter (2013) suggest that employee recognition is a strong way to lead the consideration inside a firm and so the management needs to comprehend the gist of complimenting the workers for their better efforts, and to inspire other workers to practice it in their colleague related associations. Chikungwa and Chamisa (2013) further explain that appreciation is an important requirement of a person, and for workers it reassures them that their efforts are acknowledged. Moreover, employees tend to give their maximum output and display elevated levels of satisfaction with their work when they realize that their efforts are being cherished and acknowledged, hence they are motivated to deliver their best. Employee recognition also builds an emotional connection amongst the employees and the organization (Stringer, Didham, & Theivananthampillai, 2011). Manjunath and Rajesh (2012) express how employees have the capability and skills to reach up to their maximum level of output, yet they have a requirement to be motivated by the acknowledgment of their performance. Additionally, Lawler (1981) said that an elevated level of performance occurs because of the acknowledgment of the performance which happens as a consequence of increased satisfaction. Various researches have discovered that employee performance recognition has a positive and significant impact on employee motivation (Chikungwa & Chamisa, 2013). Therefore the hypothesis would be:

H4: Employee recognition has a significant impact on employee motivation.

Job Satisfaction

Job satisfaction is basically a worker's affective response which compares anticipated results with the actual results (Cranny, Smith, & Stone, 1992). It is regarded as employees' opinion held for their work which is created from their understanding about their work

(O'Reilly, Chatman, & Caldwell, 1991). Normally, it is considered to be a multidimensional variable involving both intrinsic and extrinsic features of work (Howard & Frink, 1996). Job satisfaction is also described as how content an individual is with his or her job. According to Locke (1976), it is a pleasant or an optimistic emotional condition of an employee occurring from the evaluation of his or her work. Employee satisfaction along with empowerment they are granted, act as a strong factor which retains employees (Jaffery, Farooq, et al., 2015). Previous studies have suggested that when employees are satisfied, they show higher motivation to perform at work (Porter & Lawler, 1968; Deci & Vroom, 1992) and a significant positive association has been seen between work motivation and job satisfaction (Stringer et al., 2011; Pool, 1997). Therefore, the hypothesis would be:

H5: Job satisfaction has a significant impact on employee motivation.

Employee motivation

Motivation can be defined in various ways. Hellriegel and Slocum (1974) regard it as a tendency to perform in order to achieve an objective while Baron et al. (1990) suggest that it is an addition of performance which affects and leads attitude to accomplish a definite objective. Furthermore, two types of factors were described by Herzberg (1959): extrinsic and intrinsic which are both essential for determining employee motivation. Vroom (1964) stated that motivation can be defined by the results of the work. Various motivational designs have been utilized (Herzberg, 1959; Vroom, 1964), suggesting that increased levels of motivation are the outcome of the chances an individual gets to satisfy his or her psychological needs, in the organization which would, in turn, produce positive job-associated attitudes and overall health. Focusing on teachers, it is debated that teachers who are not encouraged by monetary compensation can be driven by non-monetary compensation (Tomlinson, 2000). Non-monetary compensation can involve contentment from a pupil's accomplishment, acknowledgment, inspiration, acquiring new expertise and personal development. Generally, motivational theories illustrate the variations in the requirements, objectives and opinions of teachers. Many teachers customize their roles in an institute in order to thoroughly associate their motivation with their distinct attributes. Hoy and Miskel (2005) purport that among various theories, two factor theory of Herzberg is widely acknowledged by managers. It has also been suggested that rewards act as motivators while punishments cause demotivation (Lawler III, 1973). Therefore, it is essential for the organization to keep rewarding and compensating workers not only for the excellence and performance, but also for triggering innovation.

Conceptual Framework

Figure 1
Framework Diagram
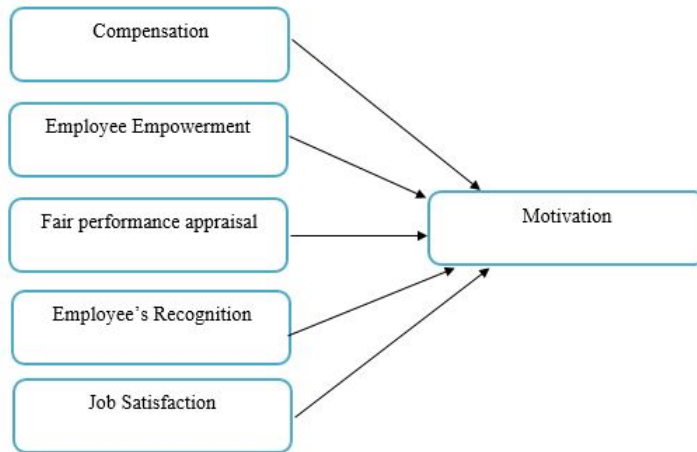
Methodology

The conceptual framework of this study is represented in figure 1. This framework consists of one dependent variable, employee motivation and 5 independent variables fair job appraisal (FPA), job satisfaction (JS), employee empowerment, (EE), employee recognition (ER) and compensation (Comp). This research investigates these variables in order to study the influence of HR policies on employee motivation in private schools of Karachi, Pakistan.

Measurement instrument

This research utilizes a questionnaire as its instrument, which is validated by professional experts. A pilot test has been applied in order to validate the instrument by applying the reliability test which is followed by distributing the questionnaire among the teachers of different private schools.

The instrument was constructed on a 5-point Likert scale varying from strongly disagree(1) to strongly agree (5). For this purpose, the items of the variables, employee motivation (Minbaeva, 2008), fair job appraisal (Turk, 2008), job satisfaction (Mak & Sockel, 2001), employee empowerment (Hong et al., 2012), employee recognition (Chikungwa & Chamisa, 2013), and compensation (Hong et al., 2012) were adapted and altered in accordance with the context of this study. In order to carry out this research, data together with the demographics, gender, age, and tenure were collected via survey method. Moreover,

non-probability sampling technique, convenience sampling, was utilized.

In total, 512 responses were collected from the teachers through the questionnaire which contained 32 items meeting the requirement of having 25 items as suggested by Hair et al. (2006). Voluntary responses were gathered from the respondents and it is ensured that the information shared by them is kept confidential. According to the above findings, the mathematical equations of regression method would be:

$$EM = \alpha + \beta_1 C + \beta_2 EE + \beta_3 FJP + \beta_4 JS + \epsilon_t$$

Where; C= compensation, FJP=fair job appraisal, JS=job satisfaction, ER=employee recognition, EE=employee empowerment, ϵ_t= error

Demographics

Table 1 shows the demographic features of the data. There are 512 respondents (eliminating 20 missing responses) out of which 200 (39%) are males and 312 (61%) are females. Moreover, 34% of the respondents are aged between 26-30 while only 5% are above 50 years. Furthermore, there are 39% of teachers who have experience of 1 to 5 years whereas only 11% teachers have experience of more than 15 years.

Table 1
Profile of respondents

Demographic items	Frequency	Percentile
Gender		
Male	200	39%
Female	312	61%
Age		
below25	56	11%
26-30	174	34%
31-36	108	21%
37-40	102	20%
41-45	46	9%
Above 50	26	5%
Experience		
Less than 1	61	12%
1-5	200	39%
6-10	108	21%
11-15	87	17%
More than 15	56	11%

Data Analysis and Results

For the analysis of data SEM in SmartPLS 3.2.3 (Ringle, Wende, & Becker, 2014) together with bookstrap resampling technique of 5000 subsamples has been utilized in this research (Hair, Ringle, & Sarstedt, 2011).

In order to assess measurement model and the structural model, this method is used since PLS-SEM is suitable for the evaluation of this type of composite model (Hair et al., 2011; Henseler et al., 2014) and it assesses the model accurately (Hair, Sarstedt, Ringle, & Mena, 2012).

Partial least square was initiated by Wold (1975) and (Joreskog & Wold, 1982). This method demonstrates the associations among various latent variables. A latent variable is an unobserved variable which links other measured variables. Partial least square is able to operate with latent factors and is also able to deduce the measurement error in the upgrading of unseen constructs (Chin, 1998). This research integrates perception-based items, denoted on a Likert scale, having unidentified distribution and normality which is not exhibited. Moreover, in order to analyze the usefulness of the model, individual item reliability analysis, convergent validity of the measures linked with separate latent variables (Cook, Campbell, & Day, 1979), and discriminant validity (Campbell & Fiske, 1959) were utilized.

Table 2
Measurement Model Results

Constructs	Items	Cronbach's α	Composite reliability	Average Variance extracted
Compensation				
	CM1			
	CM2	0.658	0.813	0.595
	CM3			
Employee Empowerment				
	EE1			
	EE2	0.633	0.782	0.476
	EE3			
	EE4			
Fair Performance Appraisal				
	FPA1			
	FPA2	0.591	0.782	0.547
	FPA3			
Employee Recognition				
	ER1			
	ER2	0.604	0.765	0.453
	ER3			
	ER4			
Job Satisfaction				
	JS1			
	JS3	0.542	0.738	0.418
	JS4			
	JS5			
Employee Motivation				
	EM1			
	EM2			
	EM3	0.689	0.801	0.451
	EM4			
	EM5			

The standardized loadings (or simple correlations) are investigated in order to analyze the individual item reliability. Tabachnick and Fidell (2007); Raza and Hanif (2013); Raza, Jawaid, and Hassan (2015) recommend 0.55 as a cutoff point and the items of this research meet the criteria since their loadings are above 0.55 as shown in table 2. PLS uses

two methods for the determination of convergent validity (Fornell & Larcker, 1981): (1) Cronbach's alpha and composite reliability scores (2) Average variance extracted (AVE).

Table 2 illustrates that all the variables have Cronbach's alpha greater than 0.55 meeting the criteria given by Tabachnick and Fidell (2007); Raza and Hanif (2013); Ali and Raza (2015) and showing that all the variables are reliable except for JS whose reliability is 0.5420. Cronbach's alpha measures the internal consistency of the items (Arif, Aslam, & Ali, 2016). Nevertheless, all the constructs have their composite reliability, greater than 0.7 as suggested by Nunnally, Bernstein, and Berge (1967).

Table 3
Summary Statistics

Correlation	CM	EP	FPA	JR	JS	MT
CM	0.771					
EE	0.449	0.758				
FPA	0.621	0.471	0.739			
JR	0.445	0.51	0.556	0.673		
JS	0.473	0.493	0.392	0.471	0.644	
MT	0.527	0.483	0.532	0.557	0.511	0.671

Notes: CM=Compensation, EE=employee empowerment, FPA= Fair performance appraisal, ER=employee recognition, JS= Job Satisfaction, EM= Employee motivation. The diagonal elements (bold) represent the square root of AVE (Average variance extracted)

Table 4
Loadings and Cross Loadings

	CM	EP	FPA	JR	JS	MT
CM1	0.730	0.419	0.461	0.319	0.371	0.329
CM2	0.863	0.352	0.585	0.431	0.411	0.491
CM3	0.715	0.286	0.374	0.262	0.312	0.378
EE1	0.261	0.702	0.332	0.332	0.278	0.337
EE2	0.294	0.704	0.394	0.43	0.381	0.298
EE3	0.392	0.681	0.285	0.304	0.375	0.362
EE4	0.283	0.674	0.299	0.353	0.329	0.331
FPA1	0.470	0.358	0.781	0.42	0.298	0.456
FPA2	0.373	0.403	0.719	0.438	0.328	0.336
FPA3	0.532	0.295	0.724	0.386	0.252	0.378
JR1	0.288	0.410	0.348	0.714	0.418	0.478
JR2	0.267	0.371	0.433	0.694	0.322	0.316
JR3	0.260	0.256	0.283	0.621	0.212	0.311
JR4	0.385	0.310	0.444	0.659	0.274	0.353
JS1	0.261	0.283	0.275	0.284	0.691	0.401
JS2	0.308	0.366	0.236	0.316	0.628	0.291
JS3	0.351	0.285	0.219	0.278	0.649	0.298
JS4	0.330	0.366	0.284	0.356	0.631	0.321
EM1	0.303	0.355	0.349	0.394	0.318	0.661
EM2	0.259	0.252	0.333	0.376	0.266	0.669
EM3	0.368	0.374	0.453	0.411	0.328	0.729
EM4	0.398	0.256	0.331	0.349	0.356	0.651
EM5	0.424	0.366	0.311	0.340	0.433	0.646

Notes: CM= Compensation, EE= employee empowerment FPA=fair performance appraisal, ER= employee recognition, JS= job satisfaction, EM= employee motivation.

Furthermore, the average variance extracted should be greater than 0.5 for the determination of convergent validity (Fornell & Larcker, 1981) and from Table 2 it can be deduced that all the variables have their AVE greater than 0.5.

For the assessment of discriminant validity, cross-loadings, square root of average variance extracted (AVE) and heterotrait-monotrait ratio of correlations are analyzed. Table 3 shows the correlation matrix in which the square root of AVE is greater than the correlation of latent variables and this outcome adheres to the criterion given by Fornell and Larcker (1981). Analysis of cross loadings can be done from table 4 which shows that cross loadings of each item is greater on its corresponding variable and also the differences of cross loadings are greater than the benchmark (Gefen & Straub, 2000). Table 5 represents heterotrait-monotrait ratio of correlations (HTMT) in which all the values are below 0.85 which is the requirement (Henseler, Ringle, & Sarstedt, 2015; Raza, Qazi, & Umer, 2016).

Table 5
Heterotrait-Monotrait Ratio (HTMT) Results

	CM	EP	FPA	JR	JS	MT
CM						
EE	0.699					
FPA	0.839	0.775				
JR	0.688	0.81	0.832			
JS	0.793	0.842	0.682	0.788		
EM	0.754	0.714	0.809	0.829	0.803	

Notes: CM=Compensation, EE=employee empowerment FPA=fair performance appraisal, ER=employee recognition, JS=job satisfaction, EM=employee motivation.

The explanatory strength of the model can be evaluated by measuring the quantity of variance in the dependent construct which can be predicted by the model. Analysts (Breiman & Friedman, 1985) regard R^2 to be vital for the calculation of a structural model. R^2 for the dependent variable, employee motivation, is 0.48 as shown in figure. 2. This implies that 48% of the changes in the employee motivation are due to five independent variables in the variables.

Path Analysis

Table 6
Standardized regression weights for the research model

Hypothesis	Regression Path	Effect type	SRW	Remarks
H1	CM ->MT	Direct effect	0.173	Supported
H2	EP ->MT	Direct effect	0.115	Supported
H3	FPA ->MT	Direct effect	0.168	Supported
H4	JR ->MT	Direct effect	0.237	Supported
H5	JS ->MT	Direct effect	0.199	Supported

Notes: SRW = Standardized regression weight

Figure 2 and table 6 also represent the path analysis showing the correlation of each path with the hypothesis. The coefficients through their sign, size and significance examine

the hypotheses between dependent and independent variables (Wixom & Watson, 2001). Moreover, the larger the value of coefficients, the stronger the impact of the latent variable is on the dependent variable. Also, the significance of the hypotheses is determined by taking level of significance into account which is supposed to be less than 0.1. Hence, all the paths are significant as can be seen in figure 2.

Figure 2
Path Coefficient Results
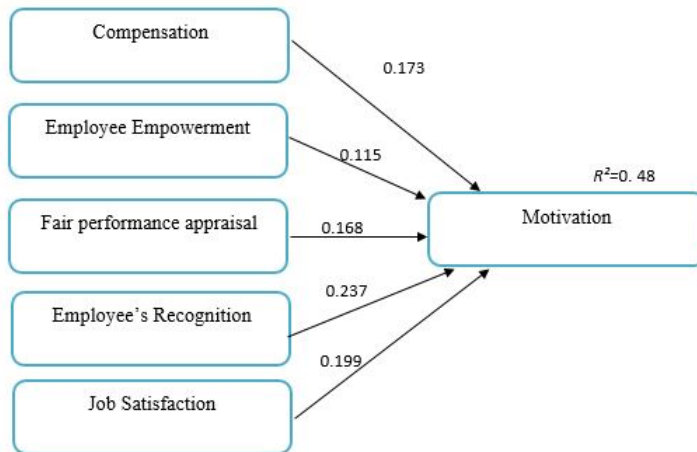
The findings suggest that coefficients of all the paths are positive and significant, thus verifying H1, H2, H3, H4 and H5.

Discussion and conclusion

The aforementioned outcomes represent that the paths between all the independent variables and dependent variables are positive and significant, implying that all the hypotheses are verified. The path linking compensation and employee motivation is positive and significant ($\beta = 0.1800, p < 0.1$) thus supporting the hypothesis H1. This finding is similar with the outcomes of other studies (Hong et al., 2012; Turk, 2008; Van Herpen et al., 2005; Chiu, Wai-Mei Luk, & Li-Ping Tang, 2002). Hence, it is concluded that compensation positively affects employee motivation.

Likewise, the path linking employee empowerment and employee motivation is positive and significant ($\beta = 0.108, p < 0.1$), supporting H2. This outcome is also similar with other study (Tutar et al., 2011) hence showing that employee empowerment has a positive impact on employee motivation. Moreover, the path H3 is also supported since the path between a fair job appraisal and employee motivation is positive and significant ($\beta = 0.159, p < 0.1$), showing that fair job appraisal positively affects employee motivation.This result is congruent with the results of the previous research (Jabeen, 2011; Turk, 2008).

Again, the path connecting employee recognition and employee motivation is positive and significant ($\beta = 0.2410, p < 0.1$), supporting the hypothesis H4 and implying that employee recognition has a positive impact on motivation. This result is also consistent with the results of other studies (Chikungwa & Chamisa, 2013). Lastly, H5 is also supported as the path linking job satisfaction and employee motivation is positive and significant (Stringer et al., 2011).

This study analyzed the impact of HR policies on employee motivation and precisely considered factors such as compensation, employee empowerment, fair job appraisal, employee recognition and job satisfaction. Data were collected through a questionnaire from the employees of different schools in Karachi and tested through PLS-SEM technique. The results conclude that HR policies do have a positive impact on the motivation of employees.

Practical implications

This research gives a view of the importance and impact of HR policies on the motivation of employees belonging to the private schools of Karachi Pakistan. Every policy of human resource has a significant role in motivating employees. This has been confirmed from the results discussed above.

The outcomes discovered from this research are beneficial to the management of educational institutions as it can provide them with the ways to incorporate strategies in order to motivate their employees. This study also investigates how the workers visualize the significance of factors like compensation, employee empowerment, employee recognition, job satisfaction and fair job appraisal while contributing their efforts for the well-being of the organization. Today, these are the vital HR features used by the management to assist their strategic management.

Moreover, the outcome suggests that workers are mostly affected by these variables since close association is observed between the independent and dependent variables. Thus, management should comprehend the requirement of workers in gaining knowledge, building their expertise, delegation of authority, viable compensation and acknowledgement of the current evaluation process. The research proposes that when the management satisfies their workers fully, the likelihood of employees getting motivated highly increases.

Furthermore, this research provides a chance for not only schools but business companies to deploy these factors in order to entice new talents at one hand and to build its own goodwill in the market on the other hand. Also motivating the employees will eventually help the organization since by doing so, the performance and efficiency will be enhanced.

Limitations

The results of this study cannot be generalized as the data are collected from a limited number of schools and only one city is focused i.e, Karachi. Moreover, the restricted number of factors of HR policies is considered while studying its impact on employee motivation. The study could be stretched by the other factors of HR policies which could affect employee motivation, such as training and development, career development, talent

management and employee engagement. Also, the research could be carried out on the employees of higher education institutions.

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