

Chapter 68

Human Resources Information Systems Implementation and Influences in Higher Education: Evidence From Malaysia

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ABSTRACT

The research seeks to develop and test a theoretical model to explain the implementation and influences of human resource information systems (HRIS's) for a Malaysian higher education institution. Data was gathered from 103 respondents in the institution using a survey questionnaire. Results show that system factor, through information quality, and institution-based trust, through situational normality and structural assurance, contribute to user satisfaction. User satisfaction and situational normality predict user-perceived HRIS benefits. Findings aid researchers and practitioners in human resource function when explaining user-perceived benefits and satisfaction with HRIS implementation. The research advances understanding of the role of HRIS in supporting human capital performance and enhancing productivity.

INTRODUCTION

Organizations are increasingly pressured to achieve high performance while remaining relevant and sustainable in the market; they invest carefully in human capital and development as nations compete for talent to attain high human capital performance and labor productivity. Human resources (HR) professionals are pressured to align an organization's human capital to strategic and broad organizational goals. Maximizing HR performance requires HR professionals to recognize and discharge their roles.

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Information technology (IT) has been an enabler of greater productivity of both human resources and organizations, and advancements in IT have brought about computer-based human resources information systems (HRIS). Historically, HRIS is used for recruitment, administration, and separation of employees. Although these processes have not changed markedly, information collection and storage methods evolved with rapid advancements of technology (Kovach, Hughes, Fagan, & Maggitti, 2002). HRIS comprises modules that structure an organization, such as company, location, departments, and organizational change, including terminations and transfers (Chowdhury, Bandhyapadhy, & Hazra, 2012).

Various components make up HRIS, and an unsuccessful one therefore influences a system's remaining functionalities negatively (Kassim, Ramayah, & Kurnia, 2012). Organizations face numerous challenges as they implement IT projects. The International Data Corporation (IDC) reports that 25% of IT projects fail (Gulla, 2012), 20% to 25% of projects do not provide a return on investment (ROI), and up to 50% of projects require a rework of materials. Iijima (2015) suggests that large IT projects in organizations underperform, and thus returns on IT investments have been a concern among researchers and practitioners. Without positive influences of HRIS, HR professionals are unable to discharge their responsibilities and monitor indicators of human capital. Although common, traditional financial indicators, such as ROI, internal rate of return, and net present value, present challenges when evaluating IT investment decisions (Mayfield, Mayfield, & Lunce, 2003). Many turn to perceptual measures as proxies for success (Law & Ngai, 2007), and this applies to HRIS. The literature suggests that measuring the success of IT investments is emphasized when integrating business processes (Mahapatra & Krishnan, 2017).

There is a considerable body of empirical evidence on HRIS in various research context and countries. For example, HRIS has been studied in hospitality environment in the United Kingdom (Pouransari, 2016), in Thailand's textile industry (Siengthai & Udomphol, 2016), in Jordan's business organizations (Al-Dmour & Love, 2015; Al-Dmour, Masa'deh, & Obeidat, 2017) and in small and medium enterprises in Vietnam (Duc, 2016).

Anecdotal evidence suggests that information system implementation in higher education supports core business processes such as teaching and learning (Güllü et al., 2016; McLain 2017), rather than on secondary business processes such as HR processes. Research on HRIS implementation in higher education remains a void, evidenced through limited research from Aletaibi (2016), Goni et al. (2017) and Phahlane and Kekwaletswe (2017) despite the important role that the higher education sector plays in enabling transformation, supporting scarce skills, and contributing to economic growth.

The current study fills this gap by identifying HRIS implementation and influence factors, and developing a model and testing its relationships in a higher education context. This study contributes to the literature by providing insights into the implementation and influences of HRIS in higher education. Its results provide researchers and HR professionals with a model of HRIS implementation. It affirms the measures of HRIS, and offers a unique perspective of HRIS through application of the HR role model concept by identifying influences during implementation of the HR function in higher education.

THEORETICAL FOUNDATIONS

The conceptual model used in this study considers implementation and influences of HRIS (Figure 1), suggesting that successful implementation contributes to positive influences of the HR function, which in turn influences organizations positively.

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