

A STUDY OF HUMAN RESOURCE MANAGEMENT PRACTICES ON SECONDARY SCHOOL TEACHERS' PERFORMANCE

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Abstract: Human Resource Management (HRM) includes recruitment, training, development, motivation, and evaluation of the staff who will achieve the goals of the organization and perform the necessary activities to be successful. The success of the organization depends on the effective use and management of human resources. The entire interaction of specialized training depends on specialized instructors who are by and large mindful to confer the specific abilities among the Teacher. Along these lines, the fulfillment of specialized educators is a vital factor in improving the human advancement of the country. The instrument was made reliable through pilot testing and valid through expert opinion. Therefore, the researcher collected data through a scheduled timeframe of appointments with teachers in technical institutions. The objective of the study is to find out the level of Human Resource Management Practices on Secondary School Teachers Performance. It is inferred that a large percentage of Men School Teachers have an attitude towards Recruitment 86.0%, Selection 68.0%, Training and Development 50.0%, and Compensation 78.0% at a moderate level. Further, it is inferred that a large percentage of Women's School teachers have an attitude towards Recruitment 68.6%, Selection 58.1%, Training, and Development 54.7%, and Compensation 67.4% at a moderate level. The teachers need to be intimated about their performance and its link with institutional goals and expectations.

Keywords: Human Resource Management, School Teachers' and Performance.

Introduction

The education part is facing the challenges of effectiveness and efficiency of human resource management. The development of an educational institution depends on HRM practices through which teachers are hired, motivated, and prepared for serving the institution (Dessler, 2007). Job satisfaction is always inter-linked with performance. If teachers are satisfied with their job, they will be more involved in and committed to their profession. Satisfied teachers teach the Teacher with passion and devotion to get the maximum results from the Teacher. Employees' satisfaction increases their commitment, creativity, and production for their employers. The human resource consists of some practices and systems that may affect the performance and attitude of the employees (Gerhart, Hollenbeck, Noe & Wright, 2007). Technical education is very important in the modern age. Developed countries have gained prosperity through the progress in technical education. The fundamental point of specialized instruction is to create architects, mechanics, and experts, who assume the imperative part in improving the businesses

of a country. Consequently, the entire interaction of specialized training depends on specialized instructors who are by and large mindful to confer the specific abilities among the Teachers. Along these lines, the fulfillment of a specialized educator is a vital factor to improve the human advancement of the country.

The rationale of the Study

According to Schermerhorn (2001), Human Resource Management is a deliberate interaction through which representatives are pulled in, created, and kept up for hierarchical targets. Also, Wilson (1994) saw HRM that plans to pull in, create and keep an association's representatives. HRM involves for certain exercises to put together the labor force in an association. Decenzo and Robbins (1998) characterized four fundamental duties of Human Resource Management: staffing, preparing, advancement, and inspiration of workers. These are the acts of HR through which representatives are considered as a resource for make them persuaded and talented for acquiring the hierarchical objectives (Senyucel, 2009).

Issues Facing Human Resources

Stewart and Sambrook (2012) contend that the present-day nature of HRD is undermined. Inclining toward solitary exercises, like instructing or coaching, associations are superseding other important, yet more perplexing HRD exercises. Furthermore, HRD has developed from its humble United States establishes during the twentieth century to a global wonder. The differed social, mental, and authoritative impacts on HRD exercise power the paradigmatic move in understanding human turn of events, and in this manner HRD (Stewart and Sambrook, 2012). The globalization of associations and in this manner more extensive scope of partners adds to the intricacy and moving needs of HRM cycles and HRD exercises. Stewart and Sambrook (2012) contend that the development of opposing needs among workers and the partner point of view predicts that the principal reason for HRM will be lost. Thus, academic action around HRD hypotheses and practices has altogether expanded around the world. The extra examination comprehensively scrutinizes the humanist suspicions and instrumental perspective on personhood set up by HRM (Stewart and Sambrook, 2012). Ebb and flow specialists contend HRM doesn't devote sufficient regard for a passionate network with people and force (Stewart and Sambrook, 2012).

Methodology

The study employed a survey method and quantitative approach to find out teachers' satisfaction regarding HRM practices. According to the nature of the population, a stratified random sampling technique was adopted for the selection of participants. The total number of participants was 400 in the study and a self-developed research tool including three HRM practices (Recruitment and Selection, Training and Development and Compensation) was used to collect the data. The tool was made reliable through pilot testing and valid through expert opinion. Therefore, the researcher collected the data through a scheduled timeframe of appointments with teachers in technical institutions.

Objectives of the study

1. To find out the level of Human Resource Management Practices on Secondary School Teachers' Performance.
2. To find out the level of Human Resource Management Practices on Secondary School Teachers' Performance with reference to gender.

3. To find out the level of Human Resource Management Practices on Secondary School Teachers' Performance with reference to the location of the school.
4. To find out the level of Human Resource Management Practices on Secondary School Teachers' Performance with reference to the type of the school.
5. To find out the level of Human Resource Management Practices on Secondary School Teachers' Performance with reference to the nature of the school.

The hypotheses of the study

1. There is no significant difference between Secondary male and female Teachers in their Human Resource Management Practices.
2. There is no significant difference between Secondary urban and rural Teachers in their Human Resource Management Practices.
3. There is no significant difference between the type of the school Teachers in their Human Resource Management Practices.
4. There is no significant difference between the nature of school Teachers in their Human Resource Management Practices.

Population of the study

The population for this study consisted of secondary school Teachers in Odisha.

Sample of the study

A small proportion of a population selected for observation and analysis is known as a sample. The method of sampling is based on the nature of the problem, size of the universe, availability of finance, and personnel. The sample for the present study consists of 400 secondary school teachers of various schools in Odisha selected by Stratified random sampling technique.

Tool for the Study

The investigator used the standardized tool "Human resource management practices Scale (2019)" developed by investigator for the present study.

Establishing Reliability:

The finalized tool was administered to 50 Teachers in Carmel English medium School, Khordha, Odisha. It was administered to the same Teachers after 15 days. Then both the responses were scored. The coefficient of correlation between two sets of scores was calculated. The reliability coefficient is found to be 0.65. Thus, the reliability of the tool has been established by the test-retest method.

Analysis of data - Percentage Analysis

Objective 1

To find out the level of Human Resource Management Practices on Secondary School Teachers' Performance.

Table.1**Level of Human Resource Management Practices on Secondary School Teachers' Performance**

Dimension	Low		Moderate		High	
	Count	%	Count	%	Count	%
Recruitment	63	15.8	280	70.0	57	14.2
Selection	90	22.5	237	59.3	73	18.3
Training and Development	81	20.3	232	58.0	87	21.8
Compensation	49	12.3	295	73.8	56	14.0

The table.1 explains that a large percentage of teachers have an attitude towards Recruitment 70.0%, Selection 59.3%, Training and Development 58.0%, and Compensation 73.8% at a moderate level.

Objective 2

To find out the level of Human Resource Management Practices on Secondary School Teachers' Performance with reference to gender.

Table.2**Level of Human Resource Management Practices on Secondary School Teachers' Performance with Reference to Gender**

Dimension	Sex	Low		Moderate		High	
		Count	%	Count	%	Count	%
Recruitment	Male	17	13.6	96	76.8	12	9.6
	Female	46	16.7	184	66.9	45	16.4
Selection	Male	25	20.0	86	68.8	14	11.2
	Female	65	23.6	151	54.9	59	21.5
Training and Development	Male	24	19.2	73	58.4	28	22.4
	Female	57	20.7	159	57.8	59	21.5
Compensation	Male	16	12.8	92	73.6	17	13.6
	Female	33	12.0	203	73.8	39	14.2

The table.2 says that a large percentage of male Teachers have an attitude towards Recruitment 76.8%, Selection 68.8%, Training and Development 58.4%, and Compensation 73.6% at a moderate level. Further it is inferred from Table.2 that a large percentage of female Teachers have an attitude towards Recruitment 66.9%, Selection 54.9%, Training and Development 57.8%, and Compensation 73.8% at a moderate level.

Objective 3

To find out the level of Human Resource Management Practices on Secondary School Teachers' Performance with reference to location of the school.

Table - 3

Level of Human Resource Management Practices on Secondary School Teachers' Performance with Reference to Location of the School

Dimension	Location of the School	Low		Moderate		High	
		Count	%	Count	%	Count	%
Recruitment	Urban	30	15.2	141	71.6	26	13.2
	Rural	33	16.3	139	68.5	31	15.3
Selection	Urban	47	23.9	123	62.4	27	13.7
	Rural	43	21.2	114	56.2	46	22.7
Training and Development	Urban	36	18.3	110	55.8	51	25.9
	Rural	45	22.2	122	60.1	36	17.7
Compensation	Urban	29	14.7	141	71.6	27	13.7
	Rural	20	9.9	154	75.9	29	14.3

The table 3 reveals that a large percentage of Urban School Teachers have an attitude towards Recruitment 71.6%, Selection 62.4%, Training and Development 55.8%, and Compensation 71.6% at a moderate level. Further it is inferred from table 3 that a large percentage of Rural School Teachers have an attitude towards Recruitment 68.5%, Selection 56.2%, Training and Development 60.1%, and Compensation 75.9% at a moderate level.

Objective 4

To find out the level of Human Resource Management Practices on Secondary School Teachers Performance with reference type of the school

Table - 4

Level of Human Resource Management Practices on Secondary School Teachers' Performance with Reference Type of the School

Dimension	Type of School	Low		Moderate		High	
		Count	%	Count	%	Count	%
Recruitment	Aided	10	12.0	64	77.1	9	10.8
	Unaided	53	16.7	216	68.1	48	15.1
Selection	Aided	22	26.5	52	62.7	9	10.8
	Unaided	68	21.5	185	58.4	64	20.2
Training and Development	Aided	9	10.8	41	49.4	33	39.8
	Unaided	72	22.7	191	60.3	54	17.0
Compensation	Aided	12	14.5	61	73.5	10	12.0
	Unaided	37	11.7	234	73.8	46	14.5

The table.4 explains that a large percentage of Aided School Teacher has an attitude towards Recruitment 77.1%, Selection 62.7%, Training and Development 49.4%, and Compensation 73.5% at a moderate level. Further it is inferred from table.4 that a large percentage of Unaided School Teacher has an attitude towards Recruitment 68.1%, Selection 58.4%, Training and Development 60.3%, and Compensation 73.8% at a moderate level.

Objective 5

To find out the level of Human Resource Management Practices on Secondary School Teachers Performance with reference nature of the school.

Table - 5

Level of Human Resource Management Practices on Secondary School Teachers' Performance with Reference Nature of the School

Dimension	Nature of the School	Low		Moderate		High	
		Count	%	Count	%	Count	%
Recruitment	Men	4	8.0	43	86.0	3	6.0
	Women	12	14.0	59	68.6	15	17.4
	Co-education	47	17.8	178	67.4	39	14.8
Selection	Men	12	24.0	34	68.0	4	8.0
	Women	22	25.6	50	58.1	14	16.3
	Co-education	56	21.2	153	58.0	55	20.8
Training and Development	Men	7	14.0	25	50.0	18	36.0
	Women	16	18.6	47	54.7	23	26.7
	Co-education	58	22.0	160	60.6	46	17.4
Compensation	Men	4	8.0	39	78.0	7	14.0
	Women	14	16.3	58	67.4	14	16.3
	Co-education	31	11.7	198	75.0	35	13.3

The table.5 gives that a large percentage of Men Schoolteachers have an attitude towards Recruitment 86.0%, Selection 68.0%, Training and Development 50.0%, and Compensation 78.0% at a moderate level. Further it is inferred from table.5 that a large percentage of Women's Schoolteachers have an attitude towards Recruitment 68.6%, Selection 58.1%, Training and Development 54.7%, and Compensation 67.4% at a moderate level. Also it is inferred from table.5 that a large percentage of Co-education Schoolteachers have an attitude towards Recruitment 67.4%, Selection 58.0%, Training and Development 60.6%, and Compensation 75.0% at a moderate level.

Differential Analysis

Null Hypothesis - 1

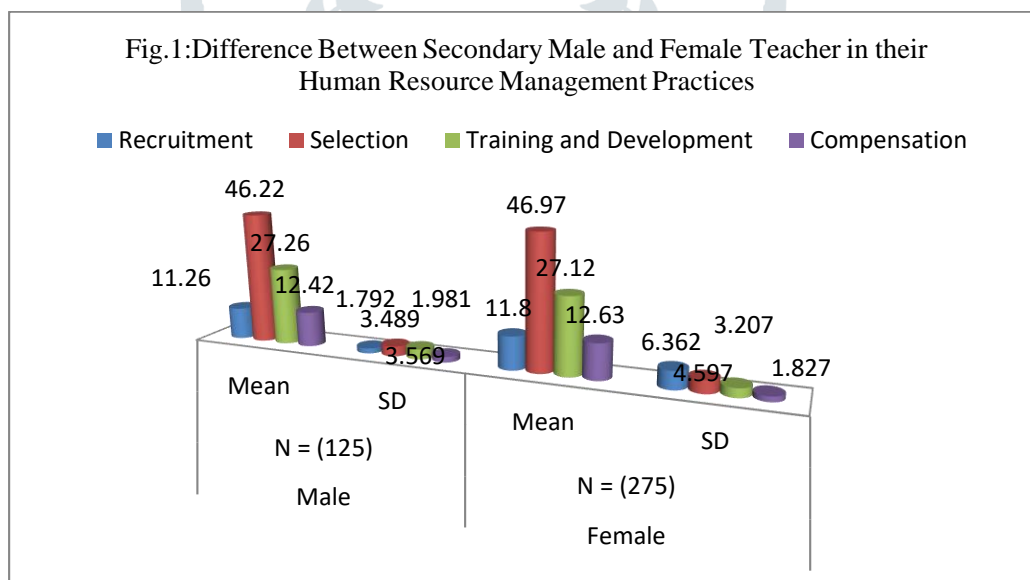
There is no significant difference between Secondary male and female teachers in their Human Resource Management Practices.

Table. 6**Difference Between Secondary Male and Female Teacher in their Human Resource Management Practices**

Dimension	Male		Female		Calculated 't' value	Remarks at 5%
	N = (125)		N = (275)			
	Mean	SD	Mean	SD		
Recruitment	11.26	1.792	11.80	6.362	1.29	NS
Selection	46.22	3.489	46.97	4.597	1.81	NS
Training and Development	27.26	3.569	27.12	3.207	1.37	NS
Compensation	12.42	1.981	12.63	1.827	0.96	NS

(At 5% level of significance the Table value of 't' is 1.96)

The table.6 and fig.1, reveals that the calculated 't' value is less than the table value in dimensions Recruitment 1.29, Selection 1.81, Training and Development 1.37, and Compensation 0.96. Hence, the null hypothesis, "There is no significant difference between Secondary male and female Teachers in their Human Resource Management Practices", is accepted. Hence, there is no significant difference in dimensions Recruitment, Selection, Training and Development, and Compensation due together.

**Null Hypothesis - 2**

There is no significant difference between Secondary urban and rural schools in their Human Resource Management Practices.

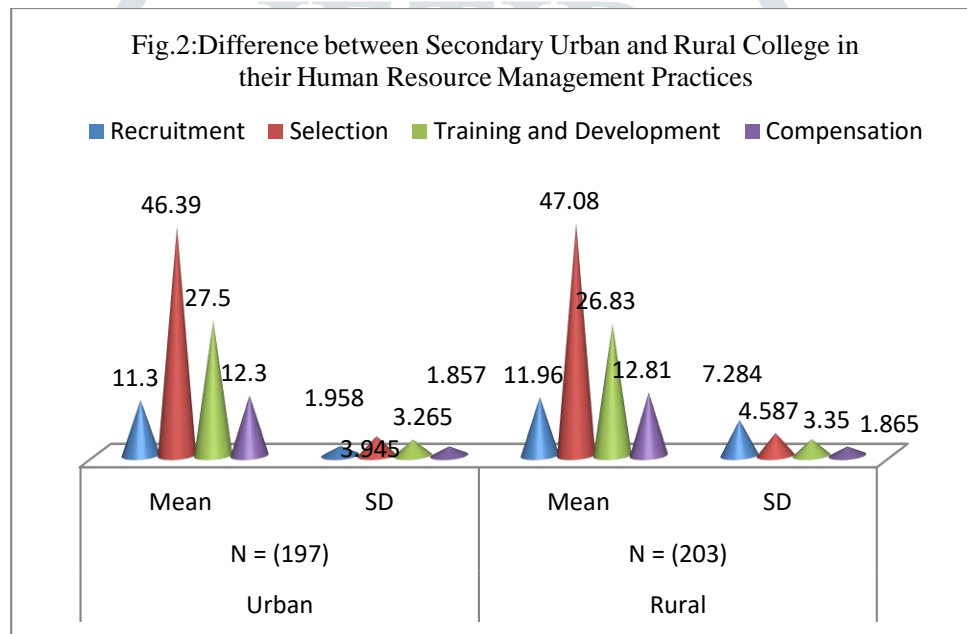
Table. 7**Difference between Secondary Urban and Rural College in their Human Resource Management Practices**

Dimension	Urban		Rural		Calculated 't' value	Remarks at 5%
	N = (197)		N = (203)			
	Mean	SD	Mean	SD		
Recruitment	11.30	1.958	11.96	7.284	1.24	NS

Selection	46.39	3.945	47.08	4.587	1.62	NS
Training and Development	27.50	3.265	26.83	3.350	2.01	S
Compensation	12.30	1.857	12.81	1.865	2.73	S

(At 5% level of significance the Table value of 't' is 1.96)

The table.7 and fig.2,explains that the calculated 't' value is less than the table value in dimensions Recruitment 1.24and Selection1.62. Hence, the null hypothesis, "There is no significant difference between Secondary urban and rural school in their Human Resource Management Practices", is accepted. Hence, there is no significant difference in dimensions Recruitment and Selectionconcerning Location of the School.Whereas some of the tablevalue is greater than the table value in dimensions Training and Development2.01 and Compensation 2.73. Hence, there is a significant difference between Secondary urban and rural schools in their Human Resource Management Practices in dimensions Training and Development and Compensationconcerning Location of the School.



Null Hypothesis - 3

There is no significant difference between the type of the school Teacher in their Human Resource Management Practices.

Table –8

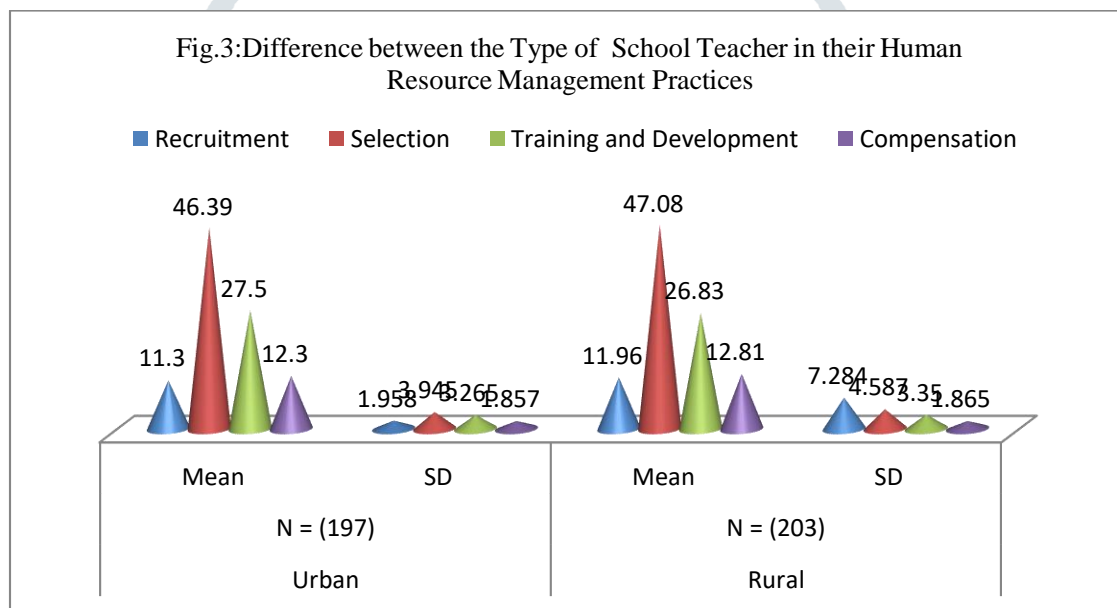
Difference between the Type of School Teacher in their Human Resource Management Practices

Dimension	Aided		Unaided		Calculated 't' value	Remarks at 5%
	N = (83)		N = (317)			
	Mean	SD	Mean	SD		
Recruitment	11.19	1.756	11.75	5.964	1.44	NS
Selection	45.72	3.299	47.00	4.482	2.90	S

Training and Development	28.37	3.043	26.84	3.321	4.00	S
Compensation	12.07	1.752	12.69	1.889	2.81	S

(At 5% level of significance the Table value of ‘t’ is 1.96)

From the table.8 and Fig.3, the calculated ‘t’ value is less than the table value in dimension Recruitment 1.44. Hence, the null hypothesis, “There is no significant difference between the type of the school Teacher in their Human Resource Management Practices”, is accepted. Hence, there is no significant difference in dimension Recruitment concerning Type of School. Whereas the calculated ‘t’ value is greater than the table value in dimensions Selection 2.90, Training and Development 4.00, and Compensation 2.81. Hence, there is a significant difference between the type of school Teacher in their Human Resource Management Practices in dimensions selection, Training and Development and Compensation concerning Type of School.



Null Hypothesis - 4

There is no significant difference between the nature of school Teachers in their Human Resource Management Practices.

Table – 9

Difference between Nature of School Teacher in their Human Resource Management Practices

Dimension	Source of Variation	Sum of Squares	Mean Square	df	Calculated ‘F’ Value	Remarks at 5%
recruitment	Between Groups	11.818	5.909	(2,397)	0.204	NS
	Within Groups	11500.892	28.970			
Selection	Between Groups	90.449	45.224		2.473	NS
	Within Groups	7258.989	18.285			
	Between Groups	98.642	49.321		4.552	S

Training and Development	Within Groups	4301.118	10.834		
Compensation	Between Groups	4.613	2.306	0.654	NS
	Within Groups	1399.825	3.526		
	Within Groups	3044.973	7.670		

(At 5% level of significance the table value of 'F' is 3.03)

From the table.9, it is inferred that the calculated 'F' Compensation is less than the table value in dimensions Recruitment 0.204, Selection 2.473, and Compensation 0.654. Hence, the null hypothesis, "There is no significant difference between nature of school Teacher in their Human Resource Management Practices", is accepted. Hence, there is no significant difference among Teachers in Men, women, and Co-education School teachers in their attitude regarding Recruitment, Selection, and Compensation. It is inferred that the calculated 'F' Compensation is greater than the table value in dimensions Training and Development 4.552. Hence, there is a significant difference between the nature of school Teachers in their Human Resource Management Practices regarding Training and Development. It is differed, hence post ANOVA is calculated.

Discussion

A large percentage of teachers have an attitude towards Recruitment 70.0%, Selection 59.3%, Training and Development 58.0%, and Compensation 73.8% at a moderate level. Similarly, a large percentage of male Teachers have an attitude towards Recruitment 76.8%, Selection 68.8%, Training and Development 58.4%, and Compensation 73.6% at a moderate level. Further it is inferred from Table.2 that a large percentage of female Teachers have an attitude towards Recruitment 66.9%, Selection 54.9%, Training and Development 57.8%, and Compensation 73.8% at a moderate level. The table.3 that a large percentage of Urban School Teachers have an attitude towards Recruitment 71.6%, Selection 62.4%, Training and Development 55.8%, and Compensation 71.6% at a moderate level. Further it is inferred from table.3 that a large percentage of Rural School Teacher have an attitude towards Recruitment 68.5%, Selection 56.2%, Training and Development 60.1%, and Compensation 75.9% at a moderate level. The table.4 that a large percentage of Aided School Teacher has an attitude towards Recruitment 77.1%, Selection 62.7%, Training and Development 49.4%, and Compensation 73.5% at a moderate level. Further it is inferred from table.4 that a large percentage of Unaided School Teacher has an attitude towards Recruitment 68.1%, Selection 58.4%, Training and Development 60.3%, and Compensation 73.8% at a moderate level. The table.5 that a large percentage of Men School teachers have an attitude towards Recruitment 86.0%, Selection 68.0%, Training and Development 50.0%, and Compensation 78.0% at a moderate level. Further it is inferred from table.5 that a large percentage of Women's School teachers have an attitude towards Recruitment 68.6%, Selection 58.1%, Training and Development 54.7%, and Compensation 67.4% at a moderate level. Also it is inferred from table. 5 that a large percentage of Co-education Schoolteachers have an attitude towards Recruitment 67.4%, Selection 58.0%, Training and Development 60.6%, and Compensation 75.0% at a moderate level. The table.6, the calculated 't' value is less

than the table value in dimensions Recruitment 1.29, Selection 1.81, Training and Development 1.37, and Compensation 0.96. Hence, the null hypothesis, “There is no significant difference between Secondary male and female Teachers in their Human Resource Management Practices”, is accepted. Hence, there is no significant difference in dimensions Recruitment, Selection, Training and Development, and Compensation refer to gender. The table.7 the calculated ‘t’ value is less than the table value in dimensions Recruitment 1.24 and Selection 1.62. Hence, the null hypothesis, “There is no significant difference between Secondary urban and rural school in their Human Resource Management Practices”, is accepted. Hence, there is no significant difference in dimensions Recruitment and Selection concerning Location of the School. Whereas the table.7 the calculated ‘t’ value is greater than the table value in dimensions Training and Development 2.01 and Compensation 2.73. Hence, there is a significant difference between Secondary urban and rural schools in their Human Resource Management Practices in dimensions Training and Development and Compensation concerning Location of the School. The table. 8 the calculated ‘t’ value is less than the table value in dimension Recruitment 1.44. Hence, the null hypothesis, “There is no significant difference between the type of the school Teacher in their Human Resource Management Practices”, is accepted. Hence, there is no significant difference in dimension Recruitment concerning the Type of School. Whereas the calculated ‘t’ value is greater than the table value in dimensions Selection 2.90, Training and Development 4.00, and Compensation 2.81 Hence, there is a significant difference between the type of school Teacher in their Human Resource Management Practices in dimensions selection, Training and Development and Compensation concerning Type of School. The table.9 it is inferred that the calculated ‘F’ Compensation is less than the table value in dimensions Recruitment 0.204, Selection 2.473, and Compensation 0.654. Hence, the null hypothesis, “There is no significant difference between nature of school Teacher in their Human Resource Management Practices”, is accepted. Hence, there is no significant difference among Teachers in Men, women, and Co-education School teachers in their attitude regarding Recruitment, Selection, and Compensation. it is inferred that the calculated ‘F’ Compensation is greater than the table value in dimensions Training and Development 4.552. Hence, there is a significant difference between the nature of school Teachers in their Human Resource Management Practices regarding Training and Development. It is differed, hence post ANOVA is calculated.

Conclusion

In the above results, discussion and conclusion, the researchers suggested some measures. Either public or private technical institutions may have a clear indication and structure of human resource management practices. Teachers may be hired strictly and fair by on a merit basis through recruitment and selection practices without any interference. The teachers need to be intimated about their performance and its link with institutional goals and expectations.

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