

# Innovations

## An Analysis of Middle School Teachers' Perspectives about Impact of HRM Practices on Enhancing Teaching Skills

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**Abstract: Purpose:** Human Resource Development (HRD) enables teachers to improve their productivity and makes them effective teachers. HR practices guarantee the improvement of educators' capabilities, dynamism, inspiration and viability in a deliberate and arranged manner. Accordingly, the current investigation is an endeavour to look at the effect of human resource practices in enhancing the teaching skills of faculty members with special reference to Middle Schools. **Methodology:** Simple Random Sampling has been used to select the sample from teachers of Middle Schools of CBSE at Dhar district (M.P.). An intensive survey was conducted from Mar 2021 to Nov 2021. 500 questionnaires were sent to teachers of middle schools via social media, out of which 434 questionnaires were found appropriate for final analysis. A self-administered questionnaire was designed to gather data, and the data obtained were analyzed using the Chi-square test and independent samples t-test. **Findings:** The study concludes that the majority of the sample teachers admitted that sound HR practices help in improving the teaching skills of teachers. A non-significant difference between the opinion score of teachers of different teaching experience groups was found regarding the impact of HRM practices in enhancing teaching skills. The study further suggests that if proper human resource practices are followed in an educational institute in terms of adequate compensation, performance appraisal, training and development, positive working environment, etc., there will be a favourable impact on the teaching skills of teachers. If HR practices are properly planned in a school it ensures better development of teachers. **Research limitations:** The study is confined to middle school teachers of CBSE schools located at Dhar district. **Originality/value:** This article is an analytical update on the impact of HR practices in enhancing teaching skills in the light of the present views of middle school teachers and can be a valuable resource for policymakers, school management as well as researchers.

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**Keywords:** HRM, middle schools, teaching skills, human resource practices

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### 1. Introduction

Education plays a significant role in the advancement of an individual's mind and the country as it is the potential development of material and human turn of events. Education is quite possibly the main element capable to shape the character of an individual who has complex capacities. People are made aware of what is going on in the world and can understand these issues and take necessary measures if they are educated. The objective of education is to develop the knowledge, skill, or character of students. Education is one of the essential requirements for the human turn of events and to escape from neediness (Sivakumar&Sarvalingam, 2010), it is necessary for national development and a prosperous society. As per Rahman and Uddin (2009), education is the obligation of the public authority and ought to be overseen through public assets. The effect of

education has a direct impact on our general public across numerous levels, which encourages development and advancement.

The education sector is facing challenges in the effectiveness and efficiency of human resource management. The success of any educational institution is primarily dependent on the quality of its human resources and its focus on the functions of human resource management as among the important aspects of educational administration (Jones & Walters, 1994). This makes human resource management a major challenge in terms of designing, implementing and monitoring policies, especially, in a sector like education, where legal frameworks and administrative rules almost lack flexibility and adaptability. The development of an educational institution depends on HRM practices through which teachers are hired, motivated and prepared for serving the institution (Dessler, 2007). To enhance the teachers' quality, a good performance management system i.e. planning, monitoring, and supervision of teachers and teachers' training needs to be provided in the schools (Waseem et al., 2013). Human Resource Development (HRD) enables teachers to improve their productivity and makes them effective teachers. HR practices guarantee the improvement of educators' capabilities, dynamism, inspiration and viability in a deliberate and arranged manner. Accordingly, the current investigation is an endeavour to look at the effect of human resource practices in enhancing the teaching skills of faculty members with special reference to Middle Schools.

## 2. Literature Review

Dessler and Varkkey (2011) highlighted the importance of HRMD for any organization to work and prosper. They hold that the paradigm shift in HRMD from the corporate sector to the education sector is a result of rapid globalization in the field of knowledge and education, increased competition in the education market, reduced financial budgets for the education sector and changing economic downturn. However, there are various challenges faced by organizations which obstruct the implementation of HR practices with reference to Education sector in Indian context (Pragnashree et al., 2020). They outlined four main areas where reforms are required to have a positive impact on education sector. Administration at all levels involves effective planning, organizing, supervising, controlling and evaluating.

Waseem et al. (2013) aimed to measure the impact of HRM on teachers' performance in the context of Pakistan. The study investigated how HR practices affect the teachers' performance. They proposed a mediation model in which monitoring acts as a mediating mechanism to transmit the positive effects of HR practices on teachers' performance. This study examined the impact of HR practices i.e. training & development and performance management on performance of teachers of private schools, Karachi. The findings of the research confirmed that HRM practices in educational sector affect teachers' performance through HRM outcomes to increase the excellence of teachers as well as the overall quality of education. In line with these findings, Manzoor et al. (2019) also found that HRM practices, such as selection, participation, and employee empowerment, have a significant and positive effect on employee job performance. Further, the study suggests that training significantly moderates the effect of HRM practices on the performance of employees and that sustainability of HRM practices has a great impact on job performance. Similarly, Rafiei&Davari (2015) aimed to assess the influence of structured workshops by organized by human resource management at different levels of acquaintance, skills, updates, and upgrades in the field of teaching before teaching for invited professors and tuition. It shows the impact of targeted workshops and the role of education experts in the process of recreating human resource management in higher education systems.

In contrast to these results, Hashmi K. (2014) revealed firstly that no relationship exists between the organization of the school and the newly acquired knowledge and skills of HRM. The school

leaders are unaware of the various functions and strategies which are necessary to promote teachers' efficiency. Secondly, the study showed that some of the educational leaders are striving to meet the educational requirements of the times and to face challenges while using the learnt strategies of HRM to promote teachers' efficiency for the improvement of their particular schools.

Thus, there is a need to provide conflicting views on the impact of HR practices in enhancing the teaching skills of middle school teachers, particularly in the context of India. The present study aims to fill the gap with an empirical study of teachers' perspectives in the context of CBSE middle schools at Dhar district.

### **3. Research objective**

To examine the effect of human resource practices in enhancing the teaching skills of faculty members.

### **4. Hypothesis**

H0: There is no significant difference in the opinion score of teachers of different teaching experience groups regarding the impact of HRM practices in enhancing teaching skills.

H1: There is a significant difference in the opinion score of teachers of different teaching experience groups regarding the impact of HRM practices in enhancing teaching skills.

### **5. Research Method**

Simple Random Sampling has been used to select the sample from teachers of Middle Schools of CBSE at Dhar district (M.P.). An intensive survey was conducted from Mar 2021 to Nov 2021. 500 questionnaires were sent to teachers of middle schools via social media, out of which 434 questionnaires were found appropriate for final analysis. A self-administered questionnaire was designed to gather data and the data so obtained was analyzed using the Chi-square test and independent samples t-test.

### **6. Data Analysis**

The Chi-square test was applied to each parameter measuring the impact of HRM practices in enhancing teaching skills to examine its association with opinions of teachers belonging to different teaching experience groups. Independent samples t-test was also applied to compare the composite mean scores of these parameters between teachers having teaching experience up to 5 years and those having up to 10 years.

The reason behind choosing the teaching experience criteria for evaluating respondents' opinions was their awareness and understanding of HRM practices being followed in middle schools of CBSE. Since guidelines issued by the Ministry of Human Resource Development (Now Ministry of Education) were released in 2016 and came into practice in 2018-19 thus, the opinion of teachers having more than 5 years of experience might differ from those of having up to 5 years of experience.

**Table 1: Association between Teachers' Opinions on the Impact of HRM Practices in Enhancing Teaching Skills and their City of Residence**

S. No.	Parameters	% of agreement		Chi-square Value	p-value (Result)
		Up to 5 Years	Up to 10 Years		
1.	Working Independently helps in enhancing Teaching skills.	43%	45%	16.699	0.002 (Significant)
2.	Current Profile helps in improving teaching skills.	85%	83%	4.979	0.289 (Non-Significant)
3.	Providing adequate and relevant information about the teaching and activities requirements helps to improve the technical skills.	68%	68%	1.651	0.800 ( Non-Significant)
4.	The sincere efforts of HR in all respects develop the teaching skills.	78%	71%	5.357	0.253 ( Non-Significant)
5.	Performance appraisal system helps to win co-operation and teamwork among teachers.	24%	24%	5.197	0.268 ( Non-Significant)
6.	HR screening system helps to identify the strength and weaknesses of the teachers for future betterment.	60%	58%	6.782	0.148 (Non-Significant)
7.	Organizing and participating in various seminars and workshops etc. helps to enhance skills.	46%	51%	3.781	0.436 ( Non-Significant)
8.	Teachers' development here is better as compared to that of teachers of other schools due to better HR practices.	56%	59%	3.941	0.414 ( Non-Significant)
9.	HR practices motivate teachers to enhance their teaching skills.	60%	58%	2.160	0.706 ( Non-Significant)
10.	Rewards and incentives are fairly distributed in our school to enhance the productivity of teachers.	77%	77%	1.521	0.823 ( Non-Significant)
11.	Working with no threat of losing the job helps to work freely and efficiently.	65%	67%	0.334	0.988 ( Non-Significant)
12.	Teachers take a keen interest in their jobs because the appropriate compensation package motivates them.	Up to	51%	4.666	0.323 ( Non-Significant)
13.	Training, development, health, safety and other welfare measures help teachers to upgrade their skills.	45%	46%	1.898	0.755 ( Non-Significant)
14.	Working environment provided by the HR team helps teachers to work better.	81%	85%	3.170	0.530 ( Non-Significant)
15.	Hygienic and comfortable personal setting, food area, etc. helps to maintain the working ability of teachers.	66%	69%	1.422	0.840 ( Non-Significant)

The abovementioned analyses depict that for the majority of parameters pertaining to the impact of HRM practices in enhancing teaching skills, both the groups of teachers were having more or less similar opinions.

**Table 2: Comparison of Mean Scores of Teachers’ Opinions about the impact of HRM practices in enhancing teaching skills based on their teaching experience**

Teaching Experience	N	Mean	Std. Deviation	T Test	P Value	Result
Upto 5 Years	223	54.3587	6.2778	0.313	0.754	Non-Sig
Upto 10 Years	211	54.1659	6.5550			

The above table shows the comparison of the mean score of opinions of teachers belonging to two teaching experience groups about the impact of HRM practices in enhancing teaching skills.

Independent sample t-test for two sample means was applied and a non-significant difference was found between the scores of the two groups ( $P > 0.05$ ). Thus, it can be concluded that teachers’ opinions about the impact of HRM practices in enhancing teaching skills do not vary with their teaching experience. Hence, the null hypothesis holds true that “There was no significant difference in the opinion score of teachers of different teaching experience groups regarding the impact of HRM practices in enhancing teaching skills”.

### 7. Conclusion

The necessity for schools to implement proper human resources practices is increasingly acknowledged. Specifically, HRM holds the potential of increasing student outcomes through the increased involvement, empowerment and motivation of teachers. Teachers are the ones who have to be willing to continuously professionalize themselves by incorporating these new insights into their daily practices, and HRM can be seen as a way for schools to offer their teachers opportunities for continuous professionalization. Therefore it has become necessary to advocate the use of good human relations so as to ensure effective and efficient administration. The findings of the study reveal that the majority of the sample teachers admitted that sound HR practices help in improving the teaching skills of teachers which is in line with the previous studies (Waseem et al., 2013; Manzoor et al., 2019; Rafiei & Davari, 2015). If proper human resource practices are followed in an educational institute in terms of adequate compensation, performance appraisal, training and development, positive working environment, etc., there will be a favourable impact on the teaching skills of teachers. Moreover, findings suggested that if HR practices are properly planned in a school it ensures better development of teachers. Thus, HR practices, if followed in an adequate manner in an educational institute, can enhance teachers’ performance which may lead to the development of our society. School leadership should need to motivate teachers and staff not only through monetary means but also to recognize the individual’s worth and enhance their feeling of responsibility and achievement. This research is beneficial for school management and policymakers to design HR practices in such a manner to improve teachers’ performance to improve the current status of education in our country.

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