



Effectiveness of Human Resource Management Practices on Teachers' Performance in Public Secondary Schools in Arusha City Council

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Abstract: Performance of teachers is crucial in attaining the educational goals and it is the role of Human Resource Management (HRM) to ensure that teachers are motivated in carrying out their day-to-day teaching and learning activities. The study purposed to assess the effectiveness of HRM practices on teacher's performance in public secondary schools in Arusha City. The practices include job promotion, housing facilities, loan, teamwork, recognition, in-service training, performance appraisal, lunch programme and incentives. Descriptive research design was used to collect both quantitative and qualitative data. A total of 130 respondents including 126 teachers and 3 school heads, selected randomly, and one district education officer automatically selected, were sampled for the study. Questionnaires were used to collect quantitative data whereas interview guides were used to collect qualitative data from school heads and education officer. Qualitative data were analyzed thematically alongside research questions and presented in narrative forms whereas quantitative data were analyzed using descriptive statistics and presented in tables. The findings indicate that new employees were subjected to induction and orientation, adapted to their new surrounding through socialization and subjected to training and development. Results finally indicated that effective human resource management through proper remuneration, training and retraining of staff, strong trade unions, good organization culture, friendly government prescribed policies, employees' safety and improved working conditions increases job satisfaction, improves teachers' commitment, motivates talents, improves employee's relationships and cultivates performance culture. The study recommends regular workshops and short courses to help teachers keep abreast with trends in human resource management.

Keywords: Resource, Education, Human, Management, Schools and Arusha

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1. Introduction

Human resource is undeniably one of the key resources in any form of an organization. According to Wilton (2011) Human Resource Management (HRM) is commonly used to describe organization activities concerned with selecting, recruiting, designing work for, training and developing appraising, and rewarding, directing, motivating and controlling workers. In other words, HRM is the strategic approach to the effective and efficient management of people in a company or organization such that they help their organization gain a

competitive advantage. It is designed to maximize employee's performance in order to achieve institution's strategic objectives. Ngaire (2015) expressed that HRM is the use of policies and practices that influence organization's strategic objectives. It is a shift from the traditional human resources transactional services of hiring and firing employees and running the pay roll department.

Management of the secondary schools requires the effective management of Human Resource best practices namely; providing security to employees, hiring the right

people, formation of teams that are effectively managed, fair and performance-based compensation, training in relevant skills, creating egalitarian organization and making information easily accessible to those who need it (Redman and Wilkinson, 2019). According to Marchington and Grugulis (2010), employment security is only offered when and for as it is convenient to the employer's physical infrastructure, financial resources as well as enabling policies and systems. According to Allui and Sahni (2016), there is need for highly qualified and committed teaching staff or teachers who can produce effective results by producing good quality students, who can as well contribute to their country's development. Therefore, it is crucial for schools to retain the talented or key teaching staff because only qualified teachers can give best education to the students. The performance of teachers is crucial in attaining the educational goals and it is the role of managers to employ human resource management practices that will ensure teachers are motivated in carrying out their day-to-day teaching and learning activities. Olembo (2012) pointed out that these practices include job promotion, housing facilities, soft loan, teamwork, incentives, in-service training, performance appraisal, lunch programme and recognition of individual effort.

Tanzania is among the countries that have not yet subsidized the salaries for government teachers due to feasibility and sustainability issues (UNESCO, 2014). As a result, teachers are not paid commensurate to their tasks. Teaching staff have been at the heart of developmental efforts of Tanzania as a government since independence. Mutiso (2013) emphasized much on the relationship between the HRM practices and quality of services delivery in government school in Tanzania. The study further noted that for quality services to be delivered, relevant management practices must emphasize on adequate compensation, training and development, performance management and employee safety, health and welfare. Emily (2015) argues that effective rewards and compensation schemes motivated teachers in private secondary schools to work harder. HRM practices such as compensation of teachers, democratic leadership, employee security, team work and incentives pay, positively affected the effectiveness of teachers in government secondary schools. An effective and competitive human resource practice is, therefore, a key strength to performance of both individual employee and organizations.

All these factors have contributed to performance in the sector both at the institutional and learner levels. The situation has also affected teacher qualification since most of them do not see the need for engaging in related educational advancements. This ultimately impacts on the service delivery as most of the teachers are basically equipped to handle the school programs. All these variables combined provided a justification for conducting a study to link strategic human resource

practices and school effectiveness with a focus on teacher performance in government secondary schools in Arusha City Council.

2. Literature Review

2.1 Theoretical Review

The study was guided by the Capital School Effectiveness and Improvement Theory as cited in Jackline and John (2014). The theories are based on various interrelated variables such as outcomes, leverage, intellectual capital and social capital. The study was based on capital school effectiveness. The capital school effectiveness (at the national or state levels) treats education as a relatively homogenous input where welfare practices such as job promotion, housing facilities, mortgage, teamwork, recognition of individual effort, in-service training, performance appraisal, lunch programme and incentives will lead an individual to higher levels of performance.

2.1.1 Weaknesses of the Theories

The theories assume that higher levels of educational attainment and quality will yield greater productivity and wages across the board. Such treatment of education is problematic because the process of human capital formation varies from individuals and groups. People learn differently, and quality education in one context may prove ineffective in another hence low productivity.

2.1.2 Applications of the Theories to the Current Study

The theories emphasize that the investments required to achieve a desired outcome in urban schools are necessarily different from those in sub-urban districts because of the unique characteristics of their student populations. It is thus incumbent upon policymakers to consider the context dependency of human capital investments to ensure efficient allocation of resources and effective policy interventions at the national and state levels. These theories fitted well into the study because motivation is a continuous process where teachers are not just satisfied with achievement of lower-level needs. The desire for recognition, personal development, and promotion will lead an individual to higher levels of performance.

2.2 Empirical Literature Review

2.2.1 Effectiveness of Human Resource Management Practices on the Teachers' Performance in Secondary Schools

Özgenel and Mert (2019) investigated the role of teacher's performance in the effectiveness of management of resources in schools. The study was carried out in the Anatolian side of Istanbul, Turkey. Using the relational survey model as a research method, the findings revealed that teachers' performances positively affect the effectiveness of school management. Also, it was concluded that teachers' performance predicted school effectiveness and positively influenced it.

Hashim (2014) examined human resource management strategies and teacher's efficiency within schools in the context of teacher education institutes in Karachi, Pakistan. The study adopted a survey methodology and the results of the study revealed that no relationship exists between the organization of the school and the newly acquired knowledge and skills of HRM. In a related study by Mintah (2011), educational leaders are striving to meet the educational requirements of the time and to face challenges while using the learnt strategies of HRM to promote teachers' efficiency for the improvement of their particular schools.

A report by Millennium Development Goal (2010) indicates that United States of America (USA) has experienced higher rate of teachers changing careers after a short time or do not enjoy their work – a consequence of poor staff welfare practices as seen in low pay, lack of support from educational bureaucracy and a pervasive isolation. The report concludes that there is need for equality of opportunity and social mobility of groups of people with special needs should also be fostered. Therefore, welfare services should intend to raise the quality of life of all people in an institution. Allui and Sahni (2016) conducted empirical study on Strategic Human Resource Management in Higher Education Institutions in Saudi Arabia. The results of the study indicate that based on participants' perceptions, the higher education institutions under study had a strong level of awareness of Human resource management. The recruitment and selection process were largely found to be inadequate and needed effective attention. The results also showed that the performance appraisal and compensation system does not guarantee a highly motivated staff, especially if they are expatriate workers.

Mahmood (2013), in a study entitled "Evaluation of the Degree to which Employee Satisfaction is related to Internal Marketing within Pakistani Universities". The

study population consisted of the staff (academic and non-academic) of 3 universities with population of 1,411 and the sample size of 665. The study stated that Internal Marketing (IM) is a concept in which employees within organizations are treated as internal customers. This concept of IM focuses on how an organization serves the employees. In addition, IM has evolved as a strategy in order to achieve employee satisfaction within the company. This is because when employees are treated as customers, they become more committed, co-operative, enthusiastic and satisfied. Employee satisfaction is an essential element of any organizations. This is because employee understanding of the organization's goals and activities help in meeting the required standards and establish successful relationships with customers. Employee satisfaction towards their work uplifts their morale which in turn contributes significantly and positively to high-quality performance and effective customer service. Results indicated that there is a significant and positive correlation found between all variables of IM and employee job satisfaction in the three targeted Pakistani universities.

Oladipo and Abdulkadir (2011) in a study on HRM practices in Nigerian Universities examined the influence of ownership-type and age on the adoption of HRM practices. Their findings on recruitment system as practiced ensured a fit between the prospective employee's abilities and qualifications and the universities requirements. Similarly, performance appraisal system as practiced then was effective enough to let the universities scrutinize the development of desired employee attitudes and behavior. In the views of Olembo (2012), different schools have different levels and type of welfare practices such as job promotion, incentive packages, housing facilities, soft loan (imprest) to the teaching staff, team work, recognition of individual effort, in-service training, performance appraisal, lunch programme and other fringe benefits. These practices contribute towards good performance of both teaching and non-teaching staff.

Jackline and John (2014) analyzed the strategies school managers apply to improve academic performance of students in schools under free day secondary school education in Embu District, Embu County, Kenya. It was established that school managers used various strategies to improve students' academic performance. The strategies included: inconsistent monitoring of instructional processes and student assessment; subsidizing Government funding through free day secondary education using income generating activities; and uncoordinated guidance and counseling programmes. Despite these efforts, the expected improved students' academic performance was not realized due largely to the fact that most school managers had not undergone management skill training (UNESCO, 2014).

Ngair (2015) investigated the effectiveness of secondary school principals in the management of human resources in Mathioya District, Murang'a County, Kenya. A descriptive survey research design was used to carry out the study. From the study findings, principals as the heads of the school are to execute the role of human resource managers, which include human resource planning, recruitment and selection, induction of staff, training and development and motivation of staff. The main challenge facing principals in human resource management was inadequate finances. The study proposed that principals should plan holding weekly dialogues; briefs and open forums with staff to encourage interpersonal relationships. In addition, Mahmood (2013) reported that there is need to establish a PTA kitty for staff motivation, advice on adequate staffing to avoid overload on staff as well as organize motivational trips for teachers every year and avail copies of staff code of ethics and regular consultation between the principals and the staff.

Chua and Mosha (2015) conducted an empirical study on managing school internal mechanisms for performance improvement in secondary education. The study was conducted using comparative method in six secondary schools in the Eastern zone of Tanzania. The findings revealed that, performance of schools was found to be determined by the type of management available in a particular school, which will ensure availability of workable and agreed mechanisms of providing effective teaching and learning.

3. Methodology

The researcher used a descriptive research design and adopted a mixed method approach in order to collect data from the field. Quantitative approach involved generation of data in quantitative form which can be subjected to statistical, mathematical and numerical analysis of data collected from the field, while qualitative approach was concerned with subjective assessment of non-numerical

data such as attitudes, opinions and concepts, experiences whether in text form, video or audio form (Creswell, 2014). The sample size used was 126 teachers and 3 heads of schools. Questionnaires were used to collect quantitative data whereas interview guides were used to collect qualitative data from school heads and education officer. In order to ensure the validity of the instrument, the researcher consulted the experts to address any ambiguity. In order to ensure the reliability of the instruments, the researcher conducted a pilot study in a test-retest method where the researcher used two secondary schools not included in the actual study. The reliability of quantitative research instruments was determined and a reliability index $r=0.75$ was obtained using Cronbach Alpha. According to Best and Khan (2005), the instrument was considered to be reliable for the study. Qualitative data were analyzed thematically alongside research questions and presented in narrative forms whereas quantitative data were analyzed using descriptive statistics in the SPSS version 22 and the results were presented in tables of frequencies and percentages.

4. Results and Discussion

4.1 The Findings on the Effectiveness of Human Resource Management Practices on Teachers' Performance in Secondary Schools

The study was set to find out the Effectiveness of Human resource management practices to the teachers' performance in secondary schools. The respondents were asked to place a tick in the option that best described their views, on the statement, which shows the influence of Human resource management practices to the teachers' performance in secondary schools. The table 1 below summarizes the findings.

Table 1: Effectiveness of Human resource management practices on the teachers' performance in secondary schools (Trs = 126, HS=3)

Human resource management practices	Trs (%)	HS (%)	TT (%)
Motivation of teachers through recognition increases their job satisfaction	90	79	83
Impartial treatment of teachers improves their commitment to performance	100	100	100
Appraisal of teachers motivates them to showcase their talents	95	85	90
Effective HRM enhances teamwork & improves teachers' relationships	87	85	86
Effectiveness in HRM cultivates healthy culture of competition	74	80	77
Participatory leadership cultivates sense of ownership of school activities	82	70	76

Trs – teachers, HS – Head of School. TT – total, % = percentages values of teachers & Head of Schools who agreed with the statement. Hence, those with contrary opinion to the statement are implied.

Source: Field Data (2021)

Table 1 above shows various responses from teachers and head of schools on the influence of Human resource

management practices to the teachers' performance in secondary schools. The finding shows that majority

(83%), agreed that motivation of teachers through recognition increases their job satisfaction, while 17% disagreed with the statement. The motivation can be applied through recognition of one's effort and incentives. This implies that job satisfaction remains central to successful human resource management. The results agree with the findings of Ali (2016) who indicated that the importance of job satisfaction among employees/teachers remain a core asset to employees in any organization since they are the ones who ensure performance and subsequent production in an institution.

The findings of the current study indicate that all (100%) respondents agreed impartial treatment of teachers improves their commitment to performance while none of the respondents held contrary opinion. In a related study, Ngairé (2015) reported that heads of schools should fairly execute the role of human resource managers, which include human resource planning, recruitment and selection, induction of staff, training and development and motivation of staff and prudent financial management. These will improve teacher commitment to performance hence high positive results. Commitment refers to ability of employees to be loyal and identify with the organization in relation to the duties and responsibilities being held. In organizational commitment, the employees identify themselves with the goals and values of the organization they work for to enable it achieve increased performance (Herscovitch and Meyer, 2002). It is argued that commitment can be in form of affective, normative and continuance. Commitment comes with job related behaviors such as reduced absenteeism which leads to effective quality service.

In addition, the finding show that the majority (90%) agreed that appraisal of teachers motivates them to showcase their talents. In the views of Dessler (2017), education sector is facing challenges of effectiveness and efficiency of human resource management. The development of an educational institution depends on HRM practices such as fair appraisal of teachers that in turn motivate them to perform their duties in their respective institutions.

The findings of the current study indicate that the 86% of the respondents agreed that effective HRM enhances teamwork and improves teachers' relationships while 24% held contrary opinion. Employee relationship in some organizations is labeled Employee Relations Management (ERM) meaning a strategic process to manage and increase motivation in the workforce by increased focus on nonstop excellence of the individual relationships between the employer and each employee (Wargborn, 2008).

Similarly, the results further indicate that 77% of the respondents agreed that effectiveness in HRM cultivates healthy culture of competition. The respondents agreed with the statement that human resource management

cultivates performance culture. Human Resource Management is an invisible asset in an organization. It creates value when embedded in the operational system that enhances organizational performance and ability to deal with turbulent environment. In the wisdom of Wilton (2011) effective HRM assists in developing human resources into high quality and efficient workforce thus enabling the organization to obtain a competitive advantage through its e people. In contrast, inefficient workforce can increase labor cost and decrease organization's productivity. However, Hashim (2014) pointed out that in order to remain competitive, grow and diversify, an organization must ensure that its employees are qualified, placed in appropriate positions, properly trained, managed effectively and committed to the firm's success. The goal of HRM is to maximize employee's contribution in order to achieve optimal productivity and effectiveness while simultaneously attaining individual objective (such as having a challenging job) and obtaining recognition) and societal objectives (such as legal compliance and demonstrating social responsibility). Human resource dimensions or practices (training, recruitment and reward system performance appraisal) have considerable impact on the performance of organizations and these contribute to the affirmative link between human resource management and organizational performance (Osman, 2012). Employee performance can be evaluated through task and reward system. Employee performance is one that is affected by the knowledge transfer that helps employees to develop their understanding of networking as well as focusing on the organizational performance Bajaj, Sinha & Tiwari (2013).

Furthermore, the findings indicate that participatory leadership cultivates sense of ownership of school's activities. This was supported by overwhelming majority (77%) of the respondents. In normal circumstances, the management has been described as primarily a function of getting things done through people. To this end, the processes of getting, motivating and maintaining the right types of people, become the major strategic roles of the manager (Mostafa, 2013). In complex organizations such as educational institutions, it has become more useful and applicable to the term 'Human Resources Management' rather than staffing or just personnel. This is because, in business, commercial and industrial organizations, the term "personnel" refers to the process of personnel management which is primarily concerned with the workforce (Chidobi and Okenwa, 2015). In the education enterprise, personnel management more technically and realistically categorized under two or more functional areas, including; staff personnel management; and student personnel management (Nwankwo, 2014). Therefore, their involvement in day to day activities of the learning institution is an assure bet for the achievement of institutional goals and objectives

5. Conclusion and Recommendations

5.1 Conclusion

This study has provided a preliminary insight into the extent to which effective HRM practices adopted in public secondary schools in Arusha city council influence teachers' performance. The research has revealed that in general, motivation of teachers by way of incentives and recognition of individual efforts, impartial treatment of teachers, appraisal of teachers, teamwork, cultivating healthy culture of competition and participatory leadership increases teacher job performance. The impact of these practices on worker performance is felt as managers introduce them along with a broader range of complementary HRM practices. It appears that public secondary schools in Arusha city council, to a reasonable level, have successfully done so, and this is reflected in the positive performance within the various sections in public secondary schools in

Arusha city council. However, the study concludes that there is room for improvement in a certain areas.

5.2 Recommendations

Based on the research findings, the following recommendations are given forth;

1. Need for regular workshops and short courses to help principals keep abreast with trends in human resource management. Forums and meetings could be very useful to boost teachers' performance.
2. The ministry of education should state clearly the roles of all stakeholders to avoid conflicts among education stakeholders
3. All aspects of human resource management should be assigned and taken care of.
4. Teamwork and participatory leadership should be encouraged in educational institutions.

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