

Human Resource Management Practices on Enhancing Teachers' Performance

Seema Bhakuni^{1*} Dr. Chanderjeet²

^{1,2} Department of Human Resource Management, NIILM University, Kaithal

Abstract – The urgency and significance for academic institutions to apply Human Resource Management (HRM) are progressively understood and perceived, especially as Human Resource Management is capable to amplify the results from students while boosting their engagement, capability, efficiency as well as aspirations of teachers. The objective of the research is impacting the HRM culture as well as educators' efficiency as the effectiveness of the teachers is a vital aspect of a nation's literary and growth. Students are motivated and guided by the teachers in educational courses. As far as the unsatisfactory performance of the students is concerned, it has resulted in this objective and in turn, the research. It attempted to create a simplified hypothetical basis where the efficiency of Human Resource Management practices in academic leadership was explored to understand their effect on increasing educators' performance.

Keywords: Human Resource Management, Teacher's Performance, Presentation

-----X-----

I. INTRODUCTION

Educational aspects and literacy are very important pillars to make and fortify an individual's character. It's regarded as the most impactful tool for making persons dignified and responsible countryman of a nation to eradicate impoverishment as well as to increase the community and financial development of the society.

In order to accomplish satisfactory outcomes, the Human Resources of a company is quite an important role-player. In spite of significant number of literature that has explored the connection between Human Resource Management and company's performance [1], a dearth of studies is there regarding the effectivity of the association between Human Resource Management practices and educators' performance, especially in Indian context.

The effect of Human Resource Management is described as all kinds of management practices to impact the capability, aspirations, and scopes of staffs to work [2] – on organizational results which have been perceived. For example, the healthy or positive impacts of Human Resource Management on results such as amplified staff loyalty or compliance as well as a declined turnover rate have been acknowledged by several types of research [3]. Although, only in recent times, the Human Resource Management system has been proclaimed as major aspects to boost the institutional performance [4]. It spoken particularly, by means of boosting the

efficiency and compliance of educators, Human Resource Management system can increase the potential and level of performance among teachers to cultivate greater student results [5]. This specific paper signifies how accurately academic institutions can harbor benefit out of the Human Resource Management systems.

For enhancing the qualitative standard of the educators, a good administrative pattern in relation to execution or performance, for example, plans, supervising and investigating educators and educators' training must be given in the institutions.

A couple of causes are there regarding why academic institutions can be benefitted from the Human Resource Management system. Primarily, as educators are a vital role-player in student accomplishment [6], institutional achievements to fulfill the rising demands and expectations about student accomplishment hugely rely on the efficiency and endeavor of the educators. The Human Resource Management can be seen as a method to aspire and boost the teachers to invest them to the institutional targets. Next, a constant novel cognitive ideas regarding pedagogical aspects and knowing that inspires educational institutions [7]. The educators must be wishful to make them professional constantly through including these novel aspects into their day-to-day practical cultures, and human resource management can be used as a tool to provide their teachers' scopes to better and sharpen the

professionalism. Lastly, the academic institutions, across the globe, find it difficult to get highly professional and qualified educators. Even after getting and appointing, numerous young educators leave because of unsatisfactory work atmospheres [8]. Human Resource Management systems can be helpful in getting as well as retaining efficient and bright teachers [9].

In spite of getting acknowledgment about the implementation of HRM practices in reference to the schools [10], Human Resource Management is yet to be developed in academic industry and it becomes tough to apply systematically and effectively [11]. In specific words, institutions put forth quite a high level of endeavors to implement practices such as teacher/educator training, development in the processes of appointment and selections or performance-based incentives/payments. However, these impacts are not optimal when it comes to the intensity [12]. It might be due to: weak association between various Human Resource practices, such as performance-based payments as well as appreciation; or inefficient persons to perform the scheme who do not have required amount of education and efficiencies; as well as the fact that there is a gap between the demands or expectations of teachers and the HRM practices, for example, teacher training events are not aligned with their demands. As mentioned by researchers, it might be the incompetence of the policymakers and academic leaders who do not have an inclusive or systematic perception about the human resource management [13].

Simultaneously along with the practical aspects, very less basic concentration is shown to the chance of packing Human Resource Management practices into inclusive HRM settings that includes interconnected cultures [14]. In parallel way, Human Resource Management literature has mostly research works for companies in beneficial point of view and it bypasses as well as neglects the public franchise and industry [15]. For connecting the gap between academic and HRM scientific aspects, this research work and paper basically investigates how Human Resource Management might be modified so that high-level, qualified and loyal educators can be created.

A. Objectives

- Exploring the application of Human Resource Management in offices
- Reviewing HRM cultures among educators for enhancing their roles and functions
- Reviewing the aftermath of Human Resource Management practices upon the execution of educators

II. LITERATURE REVIEW

Current Human Resource Management literatures show a transformation to move from understanding HRM entirely to control the behavioral aspects of staffs, boosting staff execution and functional richness or optimizing benefits. It is nowadays assumed to enhance staffs' engagement to their job, companies' aims as well as their individual growth [16]. These two modes are located in school management also [17] explore their origins in hypothetical views from companies and administrative or management related researches and indicate various presumptions regarding staffs' aspirations as well as attitudes including the ways through which these are impacted.

If speaking particularly, a regulatory way or pattern to Human Resource Management system shows that: individuals are not capable of self-controlling attitude and therefore, it's tough to trust. Such realization or perception is also indicated by: in-depth work descriptions [18]; personal reward as well as appreciation for estimable job results; centralized expertise growth scopes [17] along with less engagement of staffs. Alternatively, Commitment-oriented Human Resource Management relies on the presumption that individuals are able to regulate on their own if sufficient growth, scopes and expertise attributes are there along with proper duties and exercise [19].

The concentration in this way is put on staff growth and faith, shown by: wide job descriptions as well as job distinguishing ways; staff-facilitated professional growth functions; team-oriented award and appreciation for job as well as societal results [20] along with higher and intense staff involvement.

Progressively, empirical works indicate that regulatory Human Resource Management patterns boost staffs to go with the orders and cause a declining trend in involvement, on the other hand, committed Human Resource Management patterns increase the staffs' engagement as well as interests [10]. It can be said that when staffs understand or realize Human Resource Management as a favor, it encourages them to be committed and build a mental or cognitive compliance towards work. It will finally result in a company to perform efficiently [15].

HRM indicates an association of hypotheses to talk about societal, cognitive or mental as well as financial aspects of the staffs along with the heads or leaders. Several hypotheses regarding motivation or aspiration, behavioral attributes as well as humanistic aspects are utilized in this regard because it explores human assets and resources inside a company. An analytical research of these basic hypotheses results in the

growth of three views of HRM, such as behavioral or attitudinal, financial and archetypal or normative angles to increase the effectivity of the staffs of a company. The first or behavioral angle shows the exploration of staffs' activities for identifying behavioral setups which distinguish a proficient staff from an inefficient one, so gives insight to the leadership to control them. The archetypal or normative viewpoint associates the manpower administration to company planning. The HRM concentrates on the association of operational arenas like workforce management, work exploration, hiring or appointment, advantages and indemnity, estimation and investigation of work, negotiations of pacts as well as manpower or labor rules to organizational planning. This connection strengthens the company's interest regarding the staffs' ambiguities and dilemmas on aspirations and motivations. Workforce or the labor force is diagnosed as a passive asset for a company which can be utilized and disposed of when required. Besides, the financial aspect shows that there exists an inborn and powerful tendency to curb own execution and depend on others when there is a team working in a particular functional aspect. But when an individual shifts duty to another staff, undoubtedly conflicting interests appeal in this situation. In such a situation, promoting an alternative path to decrease this conflict as well as the expenses of a company is an important job for the HRM. It covers the two ways of investigating, supervising and providing incentives [5].

The HRM is definitely the best units of research in this field of commerce. It has immensely influenced knowledge zone in the Western republics. Throughout the span of 30 years this research continued to effect scholars and researchers [7]. Nowadays, it has influenced and even entered the knowledge zone of the state of Pakistan [3]. When the HRM has defined it like the application of persons to get all of the institutional aims, the operational devices. The HRM is needed in the companies in order to get all the necessary items and complete them [12]. All the people who deal with these matters of the HRM have to deal with various kinds of problems and challenges. They have other kinds of responsibilities to handle as well. These responsibilities range from altering the labor force to the government regulations, the technological revolt as well as the current global rivalry. All of these are associated with the heads of the organizations. These senior authorities have to handle all the work. The HRM system consists of many functions like the staffing, the human source, the progress and the growth, the compensation as well as the safety as well as the worker employment affairs [14]. Afza and Nazir (2007) said that all of the HRM policies increase the efficiency as well as the usefulness of the institute [21].

Rebore (2010) focused on the significance of the HRM in any institute [13]. They encouraged

everyone to toil harder as well as flourish. They take this shift in the paradigm in the system of HRM from the commercial zone to the information zone. This is the ultimate outcome of globalization in this field of information as well as knowledge. It directly effects the increased opposition in the competitive market, the decreased financial budgets for the knowledge zone as well as altering economic atmosphere. The financial blow from the countries of the West has moved the countries of the East as well. Thus slowly the knowledge zone of the state of Pakistan was incorporated. The HRM in these reports of frontrunner ship in theoretical findings, said that if they have to manage these findings of human origins more efficiently, they may need certain principles.

Vekeman, Devos and Tuytens (2014) said that the HRM talks about three main things [14]. These are the achievement, the affiliation as well as the power. These main aptitudes are given the most importance here. It is believed every employee must have all these characteristic to be able to perform their very best in the office or any other proper work place. All the managers, employees and other staff, must know the rule to develop a much better work environment in all their respective offices and companies. This system of HRM helps to advertise, promote and popularize the productivity, the presentation as well as the efficiency of the workers. This is done very systematically so that all the goals and initial aim of the company can be achieved easily.

The present trends in the enlightening supremacy pressure on the significance of the control–capacity dissimilarity. All the administrations and states in most of the western republics have decentralized power. The duties as well as the funding to the regional as well as the home-grown authorities are a struggle to allow schools to pursue the greatest possible value of knowledge. The attitude behind this is that devolution allows scholars and professors as well as teaches them to utilize everything that they have. They need to make the most of their situation in order to teach, educate and enlighten the children, the students and the pupils. Though, this devolution is often escorted by new morals as well as presentation evaluation systems. Professors and scholars as well as schools are always held responsible for the students' actions. They are also held responsible for their scores in examination or their results, or attendance percentages [16]. The bad side effects of this urge for states to remain 'in control' in this way as well as the control oriented rules that schools allow as a significance [20], have been widely documented. For an instance, professors and scholars may feel deskilled as a result of curriculum control [21] as well as professors and scholars may involvement limit freedom in their teaching practice [17]. Moreover, the different kinds of accountability procedures that emerge from the control approach are often involvement as an

increase in a scholar's workload [15]. These an instance demonstrates that it is important for schools to ask the HRM as a way of boosting professors and scholars' engagement with their work as well as their own progress and growth. Otherwise, school frontrunners have the risk of viewing the HRM as another process which can help with the teaching. This paper completely focuses on that. Every teacher must know what he or she is doing. Because it is their job to make sure that the students learn the right thing. Of course the student may fail and not turn out to be ideal and right. But ultimately it becomes the responsibility of the teachers to guide him or her and bring them to the right path. The teachers thus cannot afford to make mistakes. They should learn how to teach.

The origin-based viewpoint of the firm (RBV) shows that the HRM can produce sustainable competitive advantage through the processes of recruiting, the processes of developing as well as growing an exceptional human talent [12]. Human origin authority's follows have been widely researched as well as accepted in the institutional presentation [10]. Presentation is a procedure consumed by companies to produce particular that the workforce can actually make many excellence items. For an example, training as well as progress and growth is one of the most effective Human origin progress and growth follows which includes, the on-the-job training, the job rotation, the mentoring, the specialized progress and growth curriculums, capacity building for professors and scholars, case study etc. These often help to develop the knowledge, the skills, the involvement, the expertise, the presentation as well as the motivation of all employees. The Good Human origin follows lead to good functioning of internal institute which eventually become the origin of the creativity, the innovation as well as the succeeded presentation of the institute as per the Ahteela, Puumalainen, Blomqvist, as well as Jantunen (2010). Thus the HRM must have thought as a very strategic problem. The policies, systems as well as follows influencing attitude, behavior as well as presentation of employees compose the HRM [5]. HRM follows as well as its impact on workers' presentation is the place of attention and importance by the many researchers as well as it is said that this success of the institute hugely depends upon the presentation of the workers.

III. PRESENTATION AUTHORITIES

The knowledge is a continuous procedure. If one wants to increase the excellence, the knowledge of the zone, one has to know the process. It is mandatory to practice the presentation authorities in the schools and other educational institutions so that these successes can be accomplished [8]. To get the consistent final outcomes as well as the activities of schools, the presentation authorities plays a very important role Presentation authorities actually try to improve the power of the groups [12].

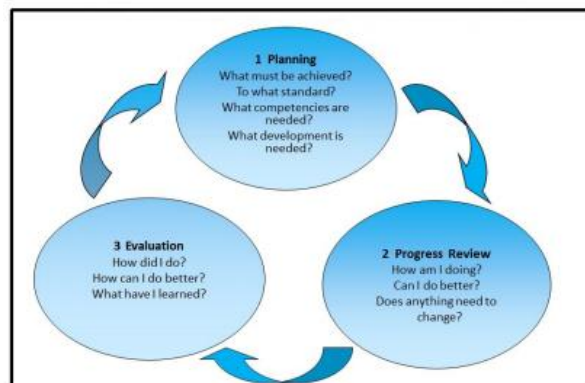


Figure 1: Presentation Authorities Cycle

(Origin: Erawan, 2011)

Presentation authorities maintain and follow a very systematic procedure. This helps one to create and understand the goals, the plans, the strategies, the policies, as well as the competitive market. The procedure helps the pupils and workers to ready to perform. These procedures of course involve lot of rules, guidelines and actions. But these are done and penned down so that the initial goal can be achieved. Training is essential for progress as well as growth.

IV. THE HRM AS WELL AS TEACHERS' PRESENTATION

Professors and scholars are completely responsible for providing the excellence knowledge to the students. They take care of the students' learning as well as make sure that they succeed academically. They look after the students so that they can reach up to their potential as well as seek the right careers for themselves.

The professors and scholars as well as the excellence of their teaching are greatly known as the most serious of many significant factors which all together help to combine and create overall excellence of knowledge [13]. A particular study about the in-service professors and scholars' training in the city of Jerusalem exposed that there is a very noteworthy and positive bond between the professors and scholars' training as well as the students' test scores. The improvement in the students' presentation with an extreme trained teacher is just because the professors and scholars know about the subject matter better and in much more detail.

Anyhow, all of the professors and scholars' in many developing republics have almost no preservice or preparation. They do not have the option of preparing themselves before beginning to teach as well as may not have the opportunities or the chance to take part in the in-service qualified progress and other types of growth as well as

development activities, which may be beneficial to the students and pupils.

V. IMPACT OF PLANNING IN IMPROVING THE TEACHERS' PERFORMANCE

The impacts the execution of practices of Human Resource had on Pakistan University teachers was studied by Shahzad et al (2008), where practice of performance evaluation, promotion, and compensation were taken as independent variables, and the perceived performance of an employee remained the dependent variable. To improve the performance of teachers, practices of promotion and compensation needed to be high as the study's results stated a positive relation, while there exist a negative correlation between performance of the teachers and practice of performance evaluation. The formal or structured communication between a supervisor and a subordinate, where the latter's work performance is studied so that his/her weakness as well as strengths can be found out is known as performance appraisal or evaluation. The aim to conduct evaluation of faculty, as it has been agreed upon, is aid the teachers in boosting their performance, while central objective was to make decisions of personal nature. English teachers from Indonesia were evaluated by Wati (2011) to assess their level of productivity that saw enhancement via the use of planned execution of Human resource practices [22]. Odunlami (2014) stated that the feedback of assessment and performance evaluation can be significant in improving the job satisfaction of an employee [23].

VI. IMPACT OF EVALUATION IN IMPROVING THE TEACHERS' PERFORMANCE

Hong et al (2012) stated that training facilities, comprising organization's output and an individual's development can improve teachers' performance [24]. For growth, training in all forms, including mental, intellectual, social, and physical are necessary. Olaniyan and Ojo (2008) stated that development and training practices are needed by any individual who seeks to perform efficiently and effectively, and further for attaining the competency and proficiency for the profession [25]. An adequate training program can aid in attaining goals. Further, it aids an organization to growth sustenance. Drummond et al (1990), areas such as assisting employees to qualify for future growth and opportunities, improving their knowledge and skills, inspiring them to perform their work in a productive manner, giving job orientations, and helping them to accustom themselves to the workplace come under the ambit of an efficient training program. Bibi et al (2012) stated that one of HRM's aspects is that quality training is needed for an employee work better [1]. Huczynski (1983) stated that trainers need

to adhere to training program contents, designs of training, and accommodate as per the demands of trainees if they wish to have a fruitful training outcome.

VII. IMPACT OF TRAINING DESIGN IN IMPROVING THE TEACHERS' PERFORMANCE

The advantages of imparting training to teachers aimed at the higher education level was assessed by Malik and Khan (2006), who deduced that such training programs, short in duration, were found to be workable and constructive. Well-equipped and well-designed workshops for training coupled with training manuals were needed to improve the ability of teachers to teach and educate themselves with new technology [3]. Shaheen et al (2013) too reached to the conclusion that an increased number of training courses need to be set up by college management to enhance the teachers' performance. Training is integral to an individual's performance, organizational progress, and success on a national level [10]. The main aspects that determine teachers' performance were revealed to be teaching abilities and skills, job responsibility, knowledge, and proficiency [12]. The ongoing practices of HRM in universities, private as well as public, who found out that a prominent difference in HRM practices that, existed in private and public universities. In comparison to private universities, the public ones were revealed to be better in terms of employees' participation and level of involvement, team orientation, compensation system, and Teachers' development and training. However, method of performance appraisal was better in private universities than its public counterpart. Practices of human resource management need to upgrade in both types of universities, researches were of the view. This would reap benefits for both the organization and its employees, causing further improvement of their performances. The teachers would enjoy the well-designed and well-planned sessions of training, allowing them to further their capacity and teaching capabilities.

VIII. PEDAGOGY, ANDRAGOGY AND TEACHER PERFORMANCE

Approaches in pedagogy are usually considered to be in between learner-centered and teacher-centered pedagogy. When the teacher is placed at the centre of whole process of learning, it is called teacher-centered pedagogy. In this, the teacher takes the use of methods like whole-class lecture. It is up to his discretion to choose the things to teach, how and when it is to be done, and also why is important. The communication between students, teachers, and learning tasks and environment is referred to as pedagogy. This term details the relation and the way teachers and

students are related and also the teaching methods used.

In the learner-centered pedagogy, the teachers reduce the gap between students and knowledge, acting as a mediator. Here, the learner is seen as independent persons, possessing unique motivators and experiences, when they start their experience or learning. This is largely based on theories of learning in which the students are given an active role in their process of learning. Hence, already learnt knowledge of students is used to create new experiences and attain knowledge. The process is aided by teacher, who further structures and forms the learning conditions.

Father of Adult Education Malcolm Knowles said that andragogical approach is a process where a teacher helps adults to be self-directed learners, where he/she acts as a facilitator. Knowles gave this definition in the Journal of Technology Studies [20].

It is an instructor's job to eliminate hurdles, like misunderstanding and fear, in the process of learning. The instructor should further create opportunities so that new skills, talents, and knowledge can be gained. Andragogical approaches aids learners, adults by age, to develop new skills, and then connect their experience with information, resulting in elevated retention of knowledge, study suggests.

The most beneficial ways to gain knowledge is the experience with instructors, pedagogical approaches assume. As a learner starts his education in the above-mentioned approach, the means to his/her learning is through the instructor. Hence, as per Smith (2005), the instructor is at the focus [17]. Further, the effectiveness of pedagogy is determined on the basis that the approach is suitable in terms of particular schools and nation.

IX. IN-SERVICE TRAINING AND TEACHER PERFORMANCE

As per Olaniyan and Ojo (2008), who researched the impacts of training of teachers on teacher value added, stated that in-service training program boosts the qualities of a teacher, which furthers their performance [25]. A teacher had fruitful relation to productivity during teaching high school as well as mid school mathematics, the results stated. Also, experienced teachers were found to be more effective in classes of elementary and middle school reading, as per the results.

In-service training has an important and pivotal role to play in this modern world in order to enhance education. It can further boost trainees' abilities and roles to adhere to the demands of skills and knowledge of institutions. Boxall and Purcell (2003) said that it is only the teachers who have been

imparted training are able to set goals and create plans to attain those goals [2].

Training is like catalyst for teachers: it brings about a prominent change among teachers, widen their perspective, redefine their roles, and improve their attributes. OECD (2014) writes that a teacher can become more logical and systematic if they receive the in-service training [7].

X. EDUCATIONAL INFRASTRUCTURE AND TEACHER PERFORMANCE

To better school quality is expensive. However, the rewards would seem more generous than investment as improving students and teachers will produce good revenue. Space, temperature, quality of air, lightning, and noise are the primary aspects of the facilities of a school. Further, drop-out rate and school attendance is hugely impacted by the school's infrastructure quality. If a school is in need of repairs, are understaffed, or use temporary structures, the probability of students attending it quite low [8]. Also, teachers teaching in schools that have decent conditions seem to possess positive attitude against the teachers of schools that lack such infrastructure [15].

A school's condition can largely impact teacher's experience/turnover and student's accomplishments. Moreover, behavior of students, community and parent support and attitude, attitude of teachers, their recruitment and retention was affected by the level of competence of a school, no less than 75 per cent of principals suggested.

XI. REWARDS AND TEACHER PERFORMANCE

Organizations give away rewards as performance is provided by employees [20]. The creation of rewards system lays on the fact that employees needed to be motivated while also their performance and behavior was kept under control. Walton (1985) said that if a reward system is dispensed properly, it would enhance performance of teachers, garner good quality work, and invite workers of high skills the join the organization considered [18]. However, the exact opposite may cause up productivity and rise in teachers' turnover. The author added. An inspiring system can be constructed via a reward system that can improve performance. If the compensation and salary of teachers are made alluring, DeArmond (2013) said, it would have a positive impact of the performance of teachers [11]. Hence, it can be concluded that adequate rewards, in-service training, and educational infrastructure have a good influence on teachers' performance. This can in turn improve students' efficiency.

XII. CONCLUSION

In HRM, development and training held significance and the existed a powerful accord between poor students' performance and the performance of teachers, the research concluded. The study further found out that HR practices are indicators of the performance of teachers. In India, HRM practices hold a positive future, but it is very primitive when compared to that of the world. For all who desire to bring to the fore planned HR initiatives and innovate ideas, including educationists and academics, would find this research helpful. The complete impact of HR practices in context to teachers' performance in this study was found out using training, assessing, and planning practices. Teachers' performance can be elevated using well-planned HR initiatives. However, evaluation of teachers, a variable in the study, was found to not have a prominent impact in enhancing the performance of teachers. The study revealed that in-service training programs improved teachers' performance.

Development and training policies should be developed, the study suggested. These policies should aim to use regular in-service training programs to improve teachers' performance and their skills in educational proficiency. This would further aid them in developing knowledge and skills, and also keep them updated in the field of education. The research also stated that for in-service training, andragogical approach should be preferred, which should be based on competency to have the training program attain more practicality. New literature and internet can also foster changes in teaching methodology.

Prior to designing training, education of teachers should be resourced to do evaluation of training needs. Teachers' service conditions should be lucrative so that they do their best. HRM policies, logistics' availability, better work environment, adequate infrastructure, and other requisites can aid in creating a quality-level teacher retention and education. But, the mentioned conditions require a medium to long term approaches.

XIII. REFERENCES

1. Bibi, A., Lanrong, Y., Haseeb, M., and Ahmad, I. (2012). The effect of human resource management practices on employees' job satisfaction in the universities of Pakistan. *Business Management Dynamics*, 1(12), pp. 01-14.
2. Boxall, P. and Purcell, J. (2003). *Strategy and Human Resource Management*. Basingstoke: Palgrave MacMillan.
3. Combs, J., Liu, Y., Hall, A. and Ketchen, D. (2006). How much do high-performance work practices matter? A meta-analysis of their effects on organizational performance. *Personnel Psychology*, 59(3), pp. 501–528.
4. Vekeman, E., Devos, G. and Tuytens, M. (2014). The influence of teachers' expectations on principals' implementation of a new teacher evaluation policy in Flemish secondary education. *Educational Assessment, Evaluation and Accountability*, 27(2), pp. 129–151.
5. DeArmond, M. M., Shaw, K. L. and Wright, P. M. (2009). Zooming in and zooming out: Rethinking school district human resource management. In: Goldhaber D and Hannaway J (Eds) *Creating a New Teaching Profession*. Washington, DC: The Urban Institute, pp. 53–80.
6. Rivkin, S. G., Hanushek, E. A. and Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), pp. 417–458.
7. OECD (2014). *TALIS 2013 Results. An International Perspective on Teaching and Learning*. Paris: Organisation for Economic Cooperation and Development.
8. OECD (2009). *Creating Effective Teaching and Learning Environments: First Results from TALIS*. Paris: Organisation for Economic Cooperation and Development.
9. Loeb, S., Kalogrides, D. and Beteille, T. (2012). Effective schools: Teacher hiring, assignment, development, and retention. *Education*, 7(3), pp. 269–304.
10. Loeb, S., Kalogrides, D. and Beteille, T. (2012). Effective schools: Teacher hiring, assignment, development, and retention. *Education*, 7(3), pp. 269–304.
11. DeArmond, M. M. (2013). *Good ideas and engagement aren't enough: School district central offices and the micro politics of implementing comprehensive human resource reform*. Doctoral dissertation, University of Washington.
12. Smylie, M. A., Miretzky, D. and Konkol, P. (2004). Rethinking teacher workforce development: A strategic human resource management perspective. *Yearbook of the National Society for the Study of Education*, 103, pp. 34–69.
13. Rebore, R. W. (2010). *Human Resources Administration in Education: A*

Management Approach (9th Ed.). Upper Saddle River, NJ: Prentice Hall.

14. Vekeman, E., Devos, G. and Tuytens, M. (2014). The influence of teachers' expectations on principals' implementation of a new teacher evaluation policy in Flemish secondary education. *Educational Assessment, Evaluation and Accountability*, 27(2), pp. 129–151.
15. Knies, E., Boselie, P., Gould-Williams, J. and Vandenabeele, W. (2015). Special issue of International Journal of Human Resource Management: Strategic human resource management and public sector performance. *The International Journal of Human Resource Management*, 26(3), pp. 421–424.
16. Mossholder, K. W., Richardson, H. A. and Settoon, R. P. (2011). Human resource systems and helping in organizations: A relational perspective. *Academy of Management Review*, 36, pp. 33–52.
17. Smith, T. M. and Rowley, K. J. (2005). Enhancing commitment or tightening control: The function of teacher professional development in an era of accountability. *Educational Policy*, 19(1), pp. 126–154.
18. Walton, R. A. (1985). From control to commitment in the workplace. *Harvard Business Review*, 63(2), pp. 77–84.
19. Khatri, N., Baveja, A., Boren, S. A. and Mammo, A. (2006). Medical errors and quality of care: From control to commitment. *California Management Review*, 48(3), pp. 115–136.
20. Mossholder, K. W., Richardson, H. A. and Settoon, R. P. (2011). Human resource systems and helping in organizations: A relational perspective. *Academy of Management Review*, 36, pp. 33–52.
21. Afza, T., and Nazir, M. S. (2007). Economic Competitiveness and Human Resource Development: An FDI Perspective. *Pakistan Economic and Social Review*, 45(2), pp. 167-180.
22. Wati, H. (2011). The effectiveness of Indonesian English teachers training programs in improving confidence and motivation. *Online Submission*, 4(1), pp. 79–104.
23. Odunlami, I. B. (2014). Impact of customer satisfaction and customer retention on customer loyalty: A case study of enterprise bank in Oyo. *International Journal of Education and Research*, 2(9).
24. Hong, E. N. C., Hao, L. Z., Kumar, R., Ramendran, C., and Kadiresan, V. (2012). An effectiveness of human resource management practices on employee retention in institute of higher learning: A regression analysis. *International journal of business research and management*, 3(2), pp. 60–79.
25. Olaniyan, D., and Ojo, L. (2008). Challenges against implementation of introductory technology curriculum in Nigerian junior secondary schools. *European Journal of Scientific Research*, 24(1), pp. 112–118.

Corresponding Author

Seema Bhakuni*

Department of Human Resource Management,
NIILM University, Kaithal

sunilbhakuni00@gmail.com