

A STUDY OF KNOWLEDGE AND PRACTICES OF HIGH SCHOOL PRINCIPALS ON HUMAN RESOURCE MANAGEMENT

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Abstract

The objectives of this study are to investigate principals' knowledge, practices and difference in human resource management practices in terms of their knowledge level in Kyaukpyu and Yanbye Townships. As the research method is a mixed method, both quantitative and qualitative methods were applied. In this study, two sets of questionnaires were used. The first one is the questionnaire for principals and the second one is for teachers. There are 35 True-False items to investigate the principals' knowledge on human resource management, and 5 open-ended questions for their practices and challenges. The questionnaire for teachers consists of 59 items for measuring principals' human resource management practices. A total of 50 high school principals who had at least 2 years of administrative services and 300 teachers from Kyaukpyu and Yanbye Townships were selected by using purposive sampling method. Descriptive Statistics, Item Percent Correct (IPC) and One-way Analysis of Variance (ANOVA) were used for analyzing the collected data. According to the findings, it was found that most of the high school principals (n=35, 70%) had average knowledge level of human resource management. However, the participant principals had moderately performed on HRM practices. There was no statistically significant difference in principals' practices on human resource management in terms of their knowledge level. It can impact stakeholders and policy makers if they consider and implement developmental programs in accordance with findings and suggestions of this study.

Keywords: human resource management, human resource management practice

Introduction

In the modern world, the human resource is one of the most critical and difficult resources to plan for more than one reason. The human resource has a far-reaching impact on the profitability of the enterprises. Human resources may be thought of as the total knowledge, skills, creative abilities, talents and aptitudes of an organization's workforce, as well as the values, attitudes and benefits of an individual involved. The term human resource management (HRM) has popularized in management literature over the last three decades. Human resource management is an important and distinct skill in organizational management, which refers to a person's ability to integrate effectively with people for work related matters. HRM in schools is not much different as compared to other organizations. In the school context, human resources can be considered as teachers, students and the support staff. When the principals have implemented the human resource management functions as the strategic approaches more professionally to staff management, human resources can be a big advantage and a great source of strength for the schools (Sothy, 2019).

Significance of the Study

Human resource management in education is considered as the process of motivating workers to maximize their performance in order to obtain maximum output starting from the day they are recruited. That means utilizing people to perform duties and functions in the school (Oduma, 2012). The practice of HRM in school is vital for school effectiveness. It brings several implications towards teachers, students and stakeholders, not just the school as a single learning institution. It is expected to be beneficial to the management and staff of high schools as it will

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be a source of information and reference material on human resource management practices. Therefore, it will be a great help for stakeholders and policy makers while considering and implementing effective Professional Development programs. Moreover, it can be pointed out through the findings that training programs for principals about human resource management are tremendously needed for improvement.

Objectives of the Study

General Objective

To study knowledge and practices of high school principals on human resource management

Specific Objectives

1. To investigate the level of high school principals' knowledge on human resource management
2. To investigate the extent of human resource management practices of high school principals
3. To investigate the difference in human resource management practices of high school principals in terms of their knowledge level

Research Questions

1. What is the level of high school principals' knowledge on human resource management?
2. To what extent do the high school principals perform human resource management practices?
3. Is there any significant difference in human resource management practices of high school principals in terms of their knowledge level?

Theoretical Framework

This study was based on AMO theory: the components of Ability, Motivation, and Opportunity developed by Bos-Nehles et al., (2013) and the dimensions of human resource management functions described by Ghosh (2000), Armstrong (2010), Robbins (2010), and Mondy and Martocchio (2016).

According to Ghosh (2000), the human resource management functions today are (1) recruitment and selection, (2) training and development, (3) performance evaluation and (4) compensation. Armstrong (2010) mentioned that the important functions in human resource management are (1) recruitment and selection, (2) training and development, (3) compensation and benefits, and (4) employee performance management. DeCenzo and Robbins (2010) proposed four basic functions: (1) staffing, (2) training and development, (3) motivation and (4) maintenance. Besides, Mondy and Martocchio (2016) claimed that the six functional areas are associated with effective HRM: (1) staffing, (2) human resource development, (3) performance management, (4) compensation, (5) safety and health, and (6) employee and labor relations.

In this study, the human resource management functions are adapted and refined to suit public schools in Myanmar context. Therefore, the human resource management practices of high school principals will be investigated according to the following dimensions;

- 1) Staffing
 - Strategic human resource planning,
 - Placement
 - Induction and orientation

- 2) Training and development
 - Employee training
 - Career development
- 3) Motivation
 - Motivation theories and job design
 - Performance appraisals
 - Rewards and compensation
- 4) Maintenance
 - Safety and health
 - Communication
 - Employee relations

Staffing: Staffing is a process through which an organization ensures that it always has the proper number of employees with the appropriate skills in the right jobs, at the right time, to achieve organizational objectives (DeCenzo & Robbins, 2010).

- **Strategic human resource planning:** It is the systematic process of matching the internal and external supply of people with job openings anticipated in the organization over a specific period of time (Mondy & Martocchio, 2016).
- **Placement:** Placement is assumed as the determination of the job to each of the selected candidates. It is not enough just recruiting employees in the organization, but it is really important assigning the right man in the right place (Ghosh, 2000).
- **Induction:** Induction is a process of the introduction of the employees to the job concerned with purposes, policies and practices of the organization. Basically, it is also considered as a welcoming process (Omenyi, 2007).
- **Orientation:** The orientation takes place after following the placement. Proper instructions, job description and job analysis, all give the newly recruited teacher a way to orient himself/herself with what is expected and required to be successful in the position (Omenyi, 2007).

Training and development: Training and development involve improving the employees' skills and enhancing their potentiality to fit in the ever-changing situation. It is asserted that training and development of the employees is not an option, and it is an intrinsic part of the practice of human resource management and is an investment in people (Ghosh, 2000).

- **Employee training:** Employee training is a work program that provides employees with specific knowledge and skills to facilitate and improve job performance in current roles (DeCenzo & Robbins, 2010). According to Edem (2006), a trained teacher is more likely to be highly motivated, competent and productive.
- **Career development:** Career development refers to a set of programs designed to match an individual's needs, abilities, and career goals with current and future opportunities in the organization (DeCenzo & Robbins, 2010).

Motivation: The term motivation encompasses variables such as drive, incentives, need, reward etc. It is the act of generating, stimulating, directing and moving someone's behavior to achieve a desired goal (Greenberg & Baron, 1995).

- **Motivational Theories:** The motivational theories provide insights into the way people behave and what motivates them to work towards a particular goal or outcome. Motivational theories are all linked and they lead to serving satisfaction in employees (Badubi, 2017).
- **Job Designs:** The motivational level of an employee can be influenced by the structure of his work. The considerable and applicable techniques or job designs for increasing motivation are job enrichment, job rotation and job enlargement (Ghosh, 2000). In school context, a school principal is the determining factor in the motivation aspects of staff (Dimmock & Walker, 2005).
- **Performance Appraisal:** According to Flippo (1984), performance appraisal is the systematic, periodic and an impartial rating of an employees' excellence in matters pertaining to his present job and his potential for a better job.
- **Rewards and Compensation:** In order to motivate and keep their best employees, a "package" is provided by organizations in terms of rewards and compensation. The staff who are found to have exceeded expectations should be compensated for their action. Some of compensation may be holidays offered, end of year bonuses, awards, salary increments and promotion.

Maintenance: Maintenance is the process of designing safety and health measures and supplication of welfare services. It can be defined as prevention from desertion and sustaining people within an organization (Javadin, 2006, as cited in Shahriari, 2016).

- **Safety and Health:** Safe and healthy working conditions enables the employees to work with vigour and vitality (Padala, 2011). That means employees are not interested in doing the work in unsafe conditions even though they get a high amount of remuneration. Ensuring the school environment is safe and orderly with active support for staff; and provide materials and supplies to all staff in consistent, timely and inclusive manner.
- **Communication:** Staff will be comfortable in an institution if there is a clear channel of communication, establishment of clear staff policy and principles of justice and fair play (Adeyemi, 2009).
- **Employee Relation:** Employee relation is the organization's concerted effort in adopting several mechanisms to regulate relationship amongst employees towards the achievement of the organization goals. Effective employee relations focus also on creating an open-door system in the organization where employees can freely express their grievances, initiate ideas, suggestions without fear of intimidation and suppression (Jing, 2013).

Limitations of the Study

The scope of this study is geographically limited to Basic Education High Schools from Kyaukpyu and Yanbye Townships, Rakhine State. This study is concerned with human resource management practices of high school principals.

Definition of Key Terms

Human Resource Management - a strategic and coherent process of managing employees who are the priceless organizational asset contributing to the attainment of organizational objectives and ensuring the organizational survival in the competition (Armstrong, 2010).

Human Resource Management Practice- a strategic approach to acquiring, developing, managing, motivating and gaining the commitment from employees who are seen as the organization's asset (Armstrong, 2009).

Operational Definitions

In this study, *human resource management practices* mean practices performed by the principals such as staffing, training and development, motivation and maintenance at schools. HRM practices will be determined by the mean values of the teachers' responses to the items of HRM practices questionnaire. The greater the mean value indicates that the principals have higher HRM practices level.

Knowledge on human resource management means information, understanding, or skill that the principals get from experience or education. It will be measured by true mean score of the principals' responses to the items of HRM knowledge questionnaire. The greater the true mean score indicates that the principals have higher HRM knowledge level.

Methodology

In this study, both quantitative and qualitative methods were applied to collect the required data. For quantitative and qualitative research study, questionnaires and open-ended questions were used respectively. As two sets of questionnaires were used, the first one is the questionnaire for principals and the second one is for teachers. A total of 50 high school principals who had at least 2 years of administrative services and 300 teachers from Kyaukpyu and Yanbye Townships were selected by using purposive sampling method.

The questionnaire for principals consists of 35 True-False items to investigate the principals' knowledge on human resource management, and 4 open-ended questions for their HRM practices. The questionnaire for teachers consists of 59 items for measuring four dimensions such as *staffing, training and development, motivation and maintenance*. Pertaining to the extent of principals' performance on human resource management practices, they were measured by using four-point Likert Scale ranging from "never" to "always" (1= never performed, 2=sometimes performed, 3=frequently performed and 4= always performed). Descriptive Statistics, Item Percent Correct (IPC) and One-way Analysis of Variance (ANOVA) were used for analyzing the collected data.

Findings

In this session, human resource management practices of high school principals through analyzing the collected data were presented. Firstly, quantitative findings on human resource management practices of high school principals were described.

Table 1 Item Percent Correct (IPC) Values Showing the Number of High school Principals Giving Correct Answer on Each Item (N=50)

No	Items	No. of Correct Principals	IPC (%)
1	Human resource management can be considered as the management of employees' prior knowledge, skills and abilities in the workplace.	6	12.0
2	In 21st century, advancement of modern technology is a basic requirement for the development of nation or human society among abundance of natural resources, modern technology and high performance of human resources.	15	30.0
3	The fundamental objective of every organization is to get profit.	27	54.0
4	Except HR manager, his subordinates cannot take part in human resource management process.	43	86.0
5	Human resource management takes place only in government area.	42	84.0
6	High quality and skill of employees do not directly relate to high performance of organization.	39	78.0
7	HR manager must fully focus on the present workforce planning without determining future prospects.	45	90.0.
8	Organization's vision and mission should be set only for short term to review periodically.	20	40.0
9	Recruitment and selection is considered as the core function of human resource management.	19	38.0
10	New employees must be assigned to work independently instead of working together with the experienced ones.	45	90.0
11	Proper placement can reduce employee turnover, accidents and absenteeism. *	48	96.0
12	Orientation is not a must for introducing tasks, workplace and colleagues to new employees.	40	80.0
13	Allowing employees to attend in-service training can cause loss for organization as it is time consuming and costs lot of money.	43	86.0
14	The success or failure of a training program highly depend on the accuracy with which the organizational need has been identified and the training objective specified.*	47	94.0
15	After training, it is not a must to evaluate its effectiveness.	40	80.0
16	Whenever an organization's objective is achieved, each employee's one is too.	10	20.0
17	Job rotation within the fixed time encourages employees' career development. *	48	96.0
18	Career development programs for each employee implement to obtain only for their present opportunities in organization.	30	60.0

No	Items	No. of Correct Principals	IPC (%)
19	The operational performance of a HR manager depicts a kind of behavior that highly depends upon authority.	26	52.0
20	Considering the employee voice can disturb the accomplishment of tasks.	32	64.0
21	Assigning employees to perform the challenging tasks along with authority can reduce enthusiasm and skills in their present job.	36	72.0
22	Frequently movement of employees on different job roles can gain various knowledge and experience in their jobs.	5	10.0
23	Besides the present jobs, assigning employees to perform additional work at the same level of skill and responsibility reduce boredom and monotony. *	44	88.0
24	Objective of performance appraisal system is to identify the developmental needs of each employee.*	45	90.0
25	Frequently recognition and rewarding to employees cannot attract them to get interested in their jobs.	46	92.0
26	Majority of the disputes in organization are related to the problem of wages, salaries and benefits.*	34	68.0
27	Only enormous amount of salary can attract employees to persist and work happily.	8	16.0
28	Seniority should be prioritized rather than ability when promotion comes.	37	74.0
29	Although employee needs are fulfilled, it cannot prevent turnover and corruption at work.	19	38.0
30	Security and safety in jobs make employees more productive. *	47	94.0
31	Some cases such as bullying, racism and using drugs at workplace occur as usual so it cannot affect the organization success.	38	76.0
32	As a HR manager, it is not necessary to explain instantly using solid evidences for spreading non-sense rumor within organization.	33	66.0
33	Employees' less willingness to work, absenteeism and turnover do no directly relate to that manager.	37	74.0
34	Whenever the problems and conflicts breed among employees, the HR manager must warn them not to happen again rather than engage them.	27	54.0
35	Only employees who benefit the organization must be considered as human resources.	16	32.0

Note: (*) = True item

Therefore, the item with the lowest number and percentage was item (22), and it can be concluded that only 10% of the high school principals had knowledge concerned with this item. In contrast, the items with the highest number and percentage were items (11) and (17), and 96% of the high school principals had knowledge related to these items.

Table 2 Mean and Standard Deviation of Principals' Knowledge on HRM

Variable	N	Mean Score	SD
High School Principals' Knowledge on HRM	50	22.74	4.74

According to Table 2, the mean score of high school principals' knowledge on HRM was 22.74, and the standard deviation was 4.74. Based on the results, the scores above 27.48 ($\bar{X} + SD$) are defined as above average level, the scores between 18 ($\bar{X} - SD$) and 27.48 ($\bar{X} + SD$) are defined as average level, and the scores below 18 ($\bar{X} - SD$) are defined as below average level of knowledge on HRM.

Table 3 Number and Percentage of Participant Principals Showing the Level of Knowledge on Human Resource Management (N=50)

Variable	No. of principals (%)	Knowledge level
High School Principals' Knowledge on HRM	6 (12%)	Below average
	35 (70%)	Average
	9 (18%)	Above average

Scoring direction: <18 = below average 18 -27.48 = average >27.48 = above average

Table 3 indicates that 6 (12%) of high school principals had below average and 35 (70%) of high school principals had average level. In addition, 9 (18%) of high school principals had above average knowledge level on human resource management among groups.

Findings on the Extent of Human Resource Management Practices of High School Principals

To know the extent of the extent of human resource management practices of high school principals, mean values and standard deviations of teachers who responded on each item for principals' HRM practices were calculated. These are shown in Table 4.

Table 4 Means and Standard Deviations of Principals' Performance on HRM practices Perceived by Teachers (N=300)

No.	Variables	Mean (SD)	Remark
1.	Principals' performance on staffing	3.39 (.54)	Highly performed
2.	Principals' performance on training and development	3.01 (.61)	Moderately performed
3.	Principals' performance on motivation	3.10 (.59)	Moderately performed
4.	Principals' performance on maintenance	3.38 (.48)	Highly performed
Principals' performance on HRM practices		3.21 (.50)	Moderately performed

Scoring direction: 1.00-1.75 = not at all performed 1.76-2.50 = somewhat performed
2.51-3.25 = moderately performed 3.26-4.00 = highly performed

As found in Table 4, the principals had moderately performed on HRM practices with its overall mean value of 3.21.

Table 5 Means and Standard Deviations of Staffing Perceived by Teachers

(N= 300.)

No.	Items	Mean	SD
1	Implementing school development plans	3.35	.74
2	Planning the list of employee allocation, appointment and requirement	3.60	.67
3	Asking help for the attainment of subject teachers from the management team	3.42	.80
4	Introducing new staffs to students and staffs from school	3.49	.81
5	Caring new teachers as a family member to ensure satisfaction	3.37	.78
6	Introducing new staffs to school's established vision, mission and policy	3.32	.82
7	Placement of teachers to fit with their major subjects and assigned teaching subjects	3.57	.66
8	Assigning new teachers to work with experienced ones in instruction	3.26	.86
9	Asking less experienced teachers to learn about managing classroom and teaching methods from old service teachers	3.10	.89
10	Managing to get full access to school furniture and teaching materials	3.44	.78
11	Managing systematically the substitution of teacher for those who take leave	3.55	.76
12	Proper placement of individual teacher in school tasks according to his or her skill level	3.47	.74
13	Observation of periodic follow up measures after the placement	3.11	.88
Principals' performance on staffing		3.39	.54

Scoring direction: 1.00-1.75 = not at all performed 1.76-2.50 = somewhat performed
2.51-3.25 = moderately performed 3.26-4.00 = highly performed

As found in Table 5, the principals had highly performed on *staffing* dimension with its overall mean value of 3.39.

Table 6 Means and Standard Deviations of Training and Development Perceived by Teachers (N= 300)

No.	Items	Mean	SD
1	Implementing board of study according to their respective subjects	3.17	.84
2	Observing the board of study by himself in school	3.16	.89
3	Encouraging all teachers to participate in their respective board of study	3.34	.81
4	Allowing teachers to attend township level refresher courses and workshops	3.40	.80
5	Inviting experts outside of the school for the development of teacher quality	2.32	1.02
6	Evaluation of training programs held in school for upgrading teacher performance	3.02	.90
7	Arranging to observe the schools that achieve high results in township	2.68	1.01
8	Giving lectures and discussions to colleagues on knowledge and experience embraced from refresher courses and workshops	3.12	.89
9	Encouraging teachers to learn punctually about the concept of subjects and instructional methods	3.29	.85
10	Creating enough learning space and challenges to improve teachers' skills	2.95	.85
11	Directing and teaching action research to teachers by himself for the purpose of educational development	2.64	.93
12	Encouraging teachers to do action research by individual or group	2.71	.98
13	Doing workshops and teaching practices led by experienced and subject matter expert teachers	2.82	.96
14	Encouraging teachers to attend talk shows for gaining other knowledge besides educational knowledge	2.98	.98
15	Supporting teachers to discuss each other their difficulties in teaching	3.11	.91
16	Encouraging knowledge sharing session after reading instructional books	3.15	.87
17	Allowing teachers to attend professional development courses and post graduate class	3.27	.93
Principals' performance on training and development		3.01	.61

Scoring direction: 1.00-1.75 = not at all performed 1.76-2.50 = somewhat performed
2.51-3.25 = moderately performed 3.26-4.00 = highly performed

As shown in table 6, the principals had moderately performed on *training and development* dimension with its overall mean value of 3.01.

Table 7 Means and Standard Deviations of Motivation Perceived by Teachers**(N= 300)**

No.	Items	Mean	SD
1	Allowing teachers to express their ideas and philosophy during school activities	3.33	.79
2	Creating opportunities for teachers to apply their abilities by holding competition (e.g. Teaching aids competition)	2.81	.97
3	Allowing staffs to suggest him concerning with his management and supervision	3.16	.95
4	Showing his trust in teachers' ability for accomplishing the established goals	3.18	.85
5	Assigning teachers to perform school activities that can challenge their ability	3.05	.93
6	Reviewing teachers' low performance and absenteeism	2.89	.88
7	Giving positive feedback to teachers after observing their classroom teaching	3.09	.91
8	Trusting in that teachers can lead their own way as he can	3.24	.91
9	Praising teachers who teach students outside the school time	3.11	.96
10	Rewarding staffs in the special ceremony for the appreciation of their performance	3.14	1.03
11	Encouraging teachers to be passionate about their job and work enthusiastically	3.21	.89
12	Prioritizing the finish of lessons rather than the actual accomplishment of teaching and learning process	2.73	1.13
13	Encouraging teachers to be able to perform their tasks giving full authority, and taking responsibility and accountability	3.31	.85
Principals' performance on motivation		3.10	.59

Scoring direction: 1.00-1.75 = not at all performed 1.76-2.50 = somewhat performed
2.51-3.25 = moderately performed 3.26-4.00 = highly performed

As shown in table 7, the principals had moderately performed on *motivation* dimension with its overall mean value of 3.10.

Table 8 Means and Standard Deviations of Maintenance Perceived by Teachers

(N= 300)

No.	Items	Mean	SD
1	Managing the safety and security of school environment for smooth instruction	3.58	.70
2	Checking and maintaining the school furniture punctually	3.43	.75
3	Prioritizing the mental and physical well beings of teachers and students	3.45	.77
4	Managing school environment keep clean and healthy	3.55	.71
5	Holding meeting during instructional time or after school as usual	2.22	.95
6	Treating everyone fairly in school without discrimination	3.59	.69
7	Sharing information transparently to staffs sent by the upper management	3.62	.72
8	Manipulating over staffs using his authority	3.33	1.02
9	Treating everyone warmly in school	3.51	.76
10	Informing the extent of performing school activities to teachers	3.50	.72
11	Engaging staffs to have mutual understanding and respect each other	3.40	.76
12	Providing accommodation for teachers who come from far away with the help of public support	3.32	.80
13	Consulting teachers to get relief whenever they express their feeling and personal problems	3.28	.84
14	Helping to solve teachers' social issues and problems as much as he can (e.g. School leave, loan)	3.13	.96
15	Managing fairly teachers' benefits	3.54	.71
16	Directing clearly how to do school activities	3.60	.67
Principals' performance on maintenance		3.38	.48

Scoring direction: 1.00-1.75 = not at all performed 1.76-2.50 = somewhat performed
2.51-3.25 = moderately performed 3.26-4.00 = highly performed

As found in the above Table 8, the principals had highly performed on maintenance dimension with its overall mean value of 3.38.

Table 9 One-Way ANOVA Results of Human Resource Management Practices of High School Principals Grouped by their Knowledge Level (Perceived by Teachers) (N=300)

No.	Variables	Knowledge level	N ₁	N ₂	Mean	SD	F	p
1.	Staffing	Below average	6	235	3.36	.46	.16	n.s
		Average	35	32	3.40	.54		
		Above average	9	15	3.36	.59		
2.	Training and development	Below average	6	235	3.03	.45	.37	n.s
		Average	35	32	2.99	.60		
		Above average	9	15	3.07	.72		
3.	Motivation	Below average	6	235	3.06	.61	.36	n.s
		Average	35	32	3.09	.57		
		Above average	9	15	3.16	.65		
4.	Maintenance	Below average	6	235	3.40	.42	.07	n.s
		Average	35	32	3.38	.49		
		Above average	9	15	3.36	.51		
	Principals' performance on human resource management practices	Below average	6	235	3.21	.42	.06	n.s
		Average	35	32	3.21	.49		
		Above average	9	18	3.23	.56		

Note: n.s = no significance, N₁= number of principals N₂= number of teachers

Table 9 indicates that there was no significant difference in human resource management practices of high school principals in terms of their knowledge level.

Qualitative Findings

In this qualitative study, the open-ended questions were used to investigate the high school principals' human resource management practices and some challenges of principals performing in human resource management in their schools. Responses to these open-ended questions were described as qualitative findings as follows.

Question (1) While assigning and delegating responsibilities to staff, how do the principals manage these considering on which factors?

Generally, most of the principals (n=42, 84%) responded that responsibilities are assigned and delegated to staff considering their skill, ability and attitude towards jobs. Besides, (n=11, 22%) of principals rely on staff who take responsibility and accountability to their activities. In addition, they answered that those who have creativity, initiative, interest and active participation in school activities are priceless human assets for their schools.

Question (2) Besides teaching work, how do the principals implement school activities and Professional Development (PD) that enrich the improvement of teachers' quality?

Some principals (n=6, 12%) responded that they observe and supervise teachers' classroom teaching and develop positive feedbacks concerning with the areas that need to improve. In the 21st century, it will go backwards if the schools fail to fulfill and meet the needs of their staff. Therefore, the principals (n=24, 48%) who have a sense of school improvement, commonly, implement Board of Study, workshop and allow teachers to attend PD courses. They believe that it can bring all wellbeing not only for school but for their staff.

Question (3) Express how to handle that teachers' low performance and less willingness to work are observed in the workplace.

Most principals answered that they have confronted these issues as usual in the workplace. To deal with these, some principals (n=5, 10%) usually find the sources and listen to their staff's voice in order to express empathy with people. Then they sometimes take a role of counsellor to help and support teachers with problems one by one. Furthermore, (n=42, 84%) of principals care about creating opportunities for staff to show their talents and abilities, and what is more, praising their efforts and mentioning their advantages. In contrast, (n=7, 14%) of principals use "carrot and stick" method to induce a desired behavior. Finally, yet importantly, the school principals must be a role model for his school to exemplify his actions and thoughts.

Question (4) Discuss the welfare services that enrich the safe and healthy workplace for embracing teachers' wellbeing and satisfaction?

Some principals (n=9, 18%) responded that they provide accommodation for those who came from distant areas. By doing so, they believe that their staff could feel a sense of safety and it could lead to produce positive impacts towards school. Moreover, they mentioned how to manage the benefits of their staff fairly. (n=11, 22%) of principals answered that keeping the school environment safe is a must to promote staff's physical and mental wellbeing. Then, (n=9, 18%) of principals strongly claimed that the word "discrimination" should not exist in the area of school as it could be the destructive power of school and teachers' wellbeing. Some principals replied that it is necessary to trust their staff and let them take responsibilities along with autonomy. What's more, some of them know that their staff have economic affairs so they provide school loans for those in need.

Question (5) Express the challenges faced by the principals while performing the following sectors in their schools.

(a) Challenges of Principals while assigning and delegating responsibilities to their staff

In general, (n=15, 30%) of principals answered that there is no enough staff including both academic and non-academic staff to perform school stuff effectively. Therefore, (n=16, 32%) of them could not manage to assign the right man in the right place. Moreover, some principals (n=7, 14%) responded that because of improper placement in the workplace, unskillful staff do not perform and accomplish the tasks completely and they become less responsible at work. (n=9, 18%) of principals sighed that some of teachers are lacking of obedience and good at giving inappropriate reasons in order to avoid tasks.

(b) Challenges of Principals while promoting teachers' school activities and professional development (PD) for their improvement

Some of the principals reacted that they cannot reach out some opportunities because of poor communication and transportation. In addition to poor infrastructure and no facilities and resources, (n=10, 20%) of principals fail to fulfill their staff's career development. Controversially, (n=6, 12%) of principals mentioned that some teachers do not assume professional development (PD) as an effective and useful process. According to the responses of principals (n=7, 14%),

some teachers would like to stay in comfort zone and they are afraid of change so they avoid tasks and training programs. Moreover, some teachers are weak in team work.

(c) Challenges of Principals while motivating teachers' willingness to work

It is common for (n=20, 40%) of principals to face disturbance because of poor salary and over-workload. Then, there is no fair benefits between those who do properly and those who do not. Therefore, (n=18, 36%) of principals answered that some teachers in their schools seem dull and having less enthusiasm and commitment towards jobs but they only know and prioritize their own business except school work. Moreover, there is no initiative in the workplace to make decision and take action but they wait for principals to tell them what to do. Lastly, some principals mentioned that they have faced difficulties in informing the recipients of information in advance by the related upper management team.

(d) Challenges of Principals while creating opportunities for teachers' wellbeing and satisfaction in the workplace

According to the responses of some principals (n=9, 18%), they had difficulties to provide accommodation for staff. As having conflicts among staff, they hinder school improvement and develop toxic relationship. In addition, (n=18, 36%) of principals claimed about over workload but no benefits, what is more, it reduces teachers' wellbeing and satisfaction in the workplace. Controversially, one of the principals mentioned that "Teachers seem missing something like commitment and they only prioritize their own business so it is hard to make them satisfied with jobs." Last but not least, (n=15, 30%) of principals added staff family's economic affairs and then staff manage to struggle these issues so they do not fully give attention to their profession.

In accordance with the findings, there was no significant difference in human resource management practices of high school principals in terms of their knowledge level. Therefore, it was found that the principals who had high level of HRM knowledge could not perform their practices well. Tracing back to the causes, these principals pointed out that they have no enough staff including both academic and non-academic staff. Similarly, they mentioned that some of their teachers show no interest towards their workload. Moreover, half of these principals responded that their teachers only know and prioritize their own business. Especially, they also mentioned that their staff have no commitment and initiative in the workplace. Therefore, it is hard for the principals to implement and manage as they intend to do despite having high level of HRM knowledge.

Suggestions

According to the findings of this research, the following suggestions are made for the education.

- (1) As most of the principals had average level of HRM knowledge, they should be taught and shared the theories and practices of HRM for improving their knowledge through training programs.
- (2) The principals should conduct workshops by inviting the experts outside of the school for the development of teacher quality.
- (3) To motivate both principals and teachers, it is crucial that heavy workload and burden of paper work should be lessened. However, good salary and fair benefits should be provided for their effort.

- (4) The principals should encourage the process of teaching and learning instead of prioritizing the finish of lessons. Plus, it should have space time for school meeting rather than holding it during teaching time.
- (5) As change never changes, the principals should adapt and equip themselves with 21st century skills by themselves.
- (6) The principals should develop mentoring programs in order to improve less experienced teachers' academic areas. It is essential to assign less experienced teachers to work with experienced ones.
- (7) As stakeholders and policy makers have authority and autonomy, they should consider how to fulfill the need of adequate staff, infrastructure, facilities and resources, and staff accommodation and fair benefits.
- (8) Giving more autonomy to the headmasters to make decision on certain issues of management can be a more favorable choice.

Need for Further Study

It is advisable for the future researchers who would like to study the similar content with the present study that human resource management practices should be conducted for comparative purposes i.e. between public and private schools. It is suggested to do this kind of study in primary and middle schools as the present study was done in high schools in Kyaukpyu and Yanbye Townships, Rakhine State. There is need to investigate the relationship between principals' human resource management practices and other variables such as student performance, teachers' involvement and school effectiveness.

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