

Multifaceted Ramifications of Institutional Human Resource Management Practices on Secondary School Teachers' Performance and Expectations

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Abstract

Human Resource Management (HRM) in literatures and organizational practices is considered as philosophy for optimum utilization of human dimension in the organization. HRM practices deal and regulate every facet of employees' organizational life. Accordingly, HRM has multidimensional implications on employees' job behavior and expectation. The study aims to explain the observed effects of institutional HRM practices on teachers' behavioral actions and expectations particularly operational performance effort, Quality of Work Life (QWL) and job satisfaction. The study has aligned with the cross-sectional research design and a sample survey of 140 high school teachers from 14 schools located in greater Sylhet district, Bangladesh. Data for empirical analysis purpose were collected by using a structured self-administered survey questionnaire; participants were randomly chosen using the cluster sampling method. Frequency distribution, descriptive statistics, Pearson correlation, and multiple regression analysis have been executed to analyze the data and test the hypotheses. Empirical results showed that all HRM practices positively related with high school teachers' operational performance, QWL and job satisfaction. Results also showed that different HR practices were significant predictors to different predicted variables. Training and development and performance appraisal were revealed as insignificant predictors in the study. At the end, implications for organizations and practitioners working with HR policies and future research are also discussed.

Keywords: HRM Practices; Operational Performance; Job Satisfaction; and Quality of Work Life (QWL)

1. Introduction

Tesco, the third largest UK based retailer in the world (Tesco plc, 2016) advertise the slogan 'Every little helps' has been used to highlight the commitments that they have made to their customers (Tesco, 2013). Further, the HR department of Tesco contemplates that "We take care of our people who in turn look after of our customers". The HRM division of University of Waikato, New Zealand announced their slogan "We are all stars around here" headed on their 1998 Web page, it was not superficial attempt at humor rather the essence of this philosophy was familiar to all HRM practitioners all around the globe (Butler, 1999). Talent management philosophers posited and proved that people are the organic resources and core competencies of an organization that brings unique and valuable skills to the workplace. Teachers in educational institutions form the nucleus around which all school operations revolved. A strong educational base has a direct influence on our society across many levels. Availability of qualified teachers, their commitment to student and devotion are essential to generate capable students who later on contribute to building the nation. A professional teaching system does not make one a proficient teacher in the true sense of the term. Further, belonging to a particular profession like teaching does not inevitably guarantee that the service makes a person as professional one. Hence, teaching as a profession is a hard job because it comprises many roles within the breadth of classroom and in larger school community to be performed well. In Bangladesh, teachers are facing many limitations and the profession of teaching does not get that scope to get flourished in its own rhythm. In spite of difficulties of varied nature, a proper co-ordination and implementation of human resource management practices can be of great help to promote teachers' operational performance, job satisfaction and overall quality of work life.

Institutional HRM practices cover a range of intertwined policies and practices that implicitly stimulate the strategy and outcomes of the organization (Schuler & Jackson, 1987); and overtly focus on attracting, maintaining, developing, satisfying and retaining teachers in such a way that it generates maximum teachers' classroom performance towards achieving school's goals (Runhaar & Runhaar, 2012). But many of the secondary schools in developing countries presently can't seem to functionalize the full functions of HRM practices and other related issues. As a result, the awful effect on teachers' behaviors and expectations are very common in Bangladesh. For the study purpose, HRM functions are defined as HR plan, training and development, discipline and disciplinary measures, performance evaluation and reward system, salary and

benefits, industrial relations and participation, and work environment. In recent times, HRM has been recognized as a strategic element in increasing student enrolment, teachers' performance as well as schools' outcomes (DeArmond et al., 2009; Vekeman et al., 2014).

School teachers nowadays, are intense to constantly professionalize themselves by integrating innovative insights of knowledge into their day by day practices and HRM can be viewed as means to offer opportunities for continuous professional development among school teachers for exerting their best performance (Runhaar, 2016). Further, around the world, schools have been struggling in retaining qualified faculties (OECD, 2014) and too many young teachers leave teaching as the workplace does not satisfy their anticipations (OECD, 2009). HRM practices in this regard can help schools in attracting and holding a pool of qualified and inspired resources (Loeb et al., 2012). This research however, is an attempt to notice the degree to which institutional human resource management practices are related to school teachers' actions and expectations. The results of the study will assist the policy makers and education leaders in fostering a precise and complete viewpoint on HRM practices at school level.

2. Literature Review

Education plays a vibrant role in developing an individual at the institutional level and building the nation at the macro level. HRM is now considered as one of the most dominant social instruments to make people knowledgeable and responsible citizen towards socio-economic growth and progress of the country (Waseem, Farooghi & Afshan, 2013). Researchers recently give attention on human resource development in an educational institution to improve schools' performance up to the marks (Curtis & Wutzel, 2010). Conventionally, higher secondary schools in Bangladesh are doing well especially in term of results of terminal degree and student discipline. But Bangladeshi higher secondary schools are far behind in technological adaptation, teacher-student participation, creativity and innovation in comparison to the schools in developed countries. In doing so, almost all areas of higher secondary schools' require a breakthrough improvement in institutional HRM practices mainly in training and development of teachers, their compensation system, professional improvement, work environment, job satisfaction and performance management of the teaching workforce (Waseem, Farooghi & Afshan, 2013).

Human elements are the most critical and valuable asset of any organization, even though very few schools can reap its full potential (Ahmed and Schroeder, 2003.) Past studies on HRM practices and employee behavioral outcomes investigated the effect of HRM practices on employee behavior, expectation, job satisfaction, organizational performance and operational performance (Khera, 2010; Schroeder, 2003; Uddin et al., 2016). Researchers and HR practitioners relentlessly develop and suggest as many as HRM practices having possible impact on employee attraction, job satisfaction, task commitment and work performance (Rahman, Uddin & Miah, 2013; Majumder, 2012). Numerous HRM models have been developed by institutions and practitioners stating HRM practices and their consequences. Warwick model, Guest model, Fombrun, Tichy and Devenea model, Michigan model and Harvard model of HRM are more familiar in this literature (Absar et al, 2010; Bratton & Gold, 1999). The most acceptable HRM practices resultant from those models are: human resource planning, job description and specification, recruitment and selection, employee socialization, training program, motivation, performance appraisal, compensation, promotion and transfer, QWL, disciplinary measures, career counseling, job security and industrial relations (Absar et. al., 2010; Aswathappa, 2008; Ghankar, 1997; Huselid, 1995; Mamoria & Gankar, 2010). Inadequate attention has been given to the HRM practices at secondary school level especially in attracting applicants and motivating, rewarding, compensating and retaining desirable teaching staff. These are the major obstacles for the efficiency of the school system in our country. Further, an unattractive career structure, low salary and poor incentive schemes are indicative of this fact. The quality of teaching staff needs to improve to enrich the education standard. Quality education at secondary school level, institutions should nurture teaching friendly HRM practices that have a noteworthy effect on teachers' operational performance and expectations.

Thus, teachers' performance and expectation are the issues, if addressed adequately teachers can act as change agents and accelerate the process of education for the development of our society. This study aims at identifying the HRM practices having an effect on secondary school teachers' operational performance, job satisfaction and other behaviors. This research provides direction to policy makers and the governing body of secondary educational institutions who are working for the enrichment of teachers' performance and the improvement of the prevailing educational situation by implementing time demand HR practices.

3. Operational Framework and Hypotheses Development

Seven different dimensions of institutional HRM practices were extracted from the collected data by using Exploratory Factor Analysis (EFA) technique. These dimensions of HRM practices have been extracted to establish the causal relationship with secondary school teachers' operational performance effort, job satisfaction and quality of work life enjoyment. Accordingly, the researchers designed the following conceptual research framework which directs the development of hypotheses based on causality among studied variables.

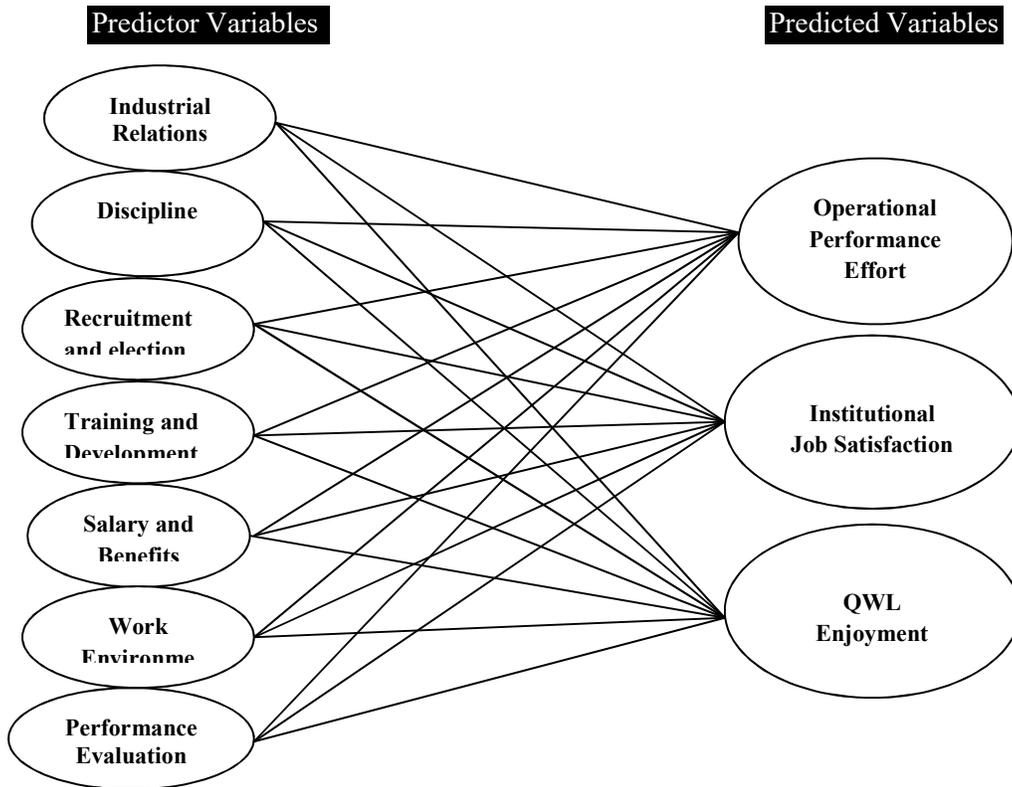


Figure 1: Operational Framework of the Study.

4. Hypotheses Development

4.1 Institutional HRM Practices and Operational Performance

Employee performance or performance effort is basic measure that decides an organization's achievement (Ojokuku, 2013). Campbell (1990) cited by Ojokuku (2013), defined performance as an activity which comprises of directly recognizable actions of a personnel and the rational participation in decision making which bring about institutional outcomes as execution of set objectives. Sturo (2007) described employee performance as an amount of assigned tasks and their level of completion. Accordingly, the employee performance here means the participation and involvement with job and service made by an individual in the achievement of organizational mission. There are abundant literature which have studied the relationship between HRM and agreed performance (Bibi, Lanrong, Haseeb, & Ahmad, 2012; Khera, 2010; Mondy, 2010; Shahzad, Bashir, & Ramay, 2008). But there is a dearth of literature and empirical findings in connection between HRM practices and high school teachers' performance specifically in Bangladesh. Past researchers postulated that HRM played a central role in achieving the performance of organizations and individuals. Past researchers observed a significant positive relation between HRM practices and operational performance (Rahman, Uddin, Miah, 2013; Teseema & Soeters, 2006; Waseem, Farooghi & Afshan, 2013; Uddin, Miah, Rahman & Rahman, 2016). From the above literature, we posit the following hypotheses:

Hypothesis, H₁: *Secondary schools' HRM practices significantly predict increased teachers' perceived operational performance.*

Hypothesis, H_{1A}: Institutional industrial relations related to increased teachers' perceived operational performance.

Hypothesis, H_{1B}: Institutional discipline and disciplinary measures related to increased teachers' perceived operational performance.

Hypothesis, H_{1C}: Institutional recruitment and selection (HR plan) related to increased teachers' perceived operational performance.

Hypothesis, H_{1D}: Institutional salary and benefits related to increased teachers' perceived operational performance.

Hypothesis, H_{1E}: Institutional training and development related to increased teachers' perceived operational performance.

Hypothesis, H_{1F}: Institutional internal work environment related to increased teachers' perceived operational performance.

Hypothesis, H_{1F}: Institutional performance evaluation and reward system related to increased teachers' perceived operational performance.

5. Institutional HRM Practices and Teachers' Job satisfaction

Teaching is such a service oriented profession where the total effort rests on satisfaction and commitment resulting from the job and job-related issues (Uddin, et al. 2016). Job satisfaction is the most important thing in any job or work. The basic concepts of Job satisfaction suggested that when a job fulfills one's expectations is termed as job satisfaction. Job satisfaction defined by Porter, Lawler and Hackman (1975) as an emotion and feeling about a job which "is determined by the difference between all those things a person feels he should receive from his job and all those things he actually received." The sum and substance of job satisfaction is about connecting one's expectation with the sense of fulfillment in what he/she does. An astasiouand Papakonstantinou (2014) specified that the key issues relevant to teachers' job satisfaction are the desire to enhance student skill, intellectual challenge and opportunities, autonomy, salary and benefits, creative classrooms, personal and professional developmental support, school's leadership style, participation, decision making, cooperation, interactive relationships, friendly workplace and work recognition (Bogler, 2005; Evans, 2001; Hackman & Oldham, 1975; Koustelios, 2001). Satisfied teachers showed longer tenure in profession, positive interaction with students and engagement in students' enhancement (Tsigilis et al., 2006), while then again, teachers who are dissatisfied in their jobs are more likely show a job switching behavior and give less devotion to students (Tye & O'Brien, 2002). The researchers point out that satisfied teachers will generate better operational performance (Davis & Newstrom 2010); and friendly workplace and/or good working conditions have contributed positively towards teachers' job satisfaction regardless the school ownership authority and school types (US Department of Education, National Center for Education Statistics, 1997). The Wyatt Company's 1989 National Work America study explored 12 dimensions of job satisfaction labeled by work organization, communications, job performance and performance review, working conditions, peer groups, supervisors', company management, payment and benefits, training and career development, job content and company image (Work America study, 1989 cited by Robbins 2008). However, in organizations, there are several factors responsible for employees' job satisfaction. HR

practices are the most prime of those factors of job satisfaction. HRM comprises all those factors which are explicitly and implicitly related to employees' job satisfaction and discontent. A service oriented organization especially school should focus on HRM to make their teachers systematic, trained and motivated. Majumder (2012) in a study on 20 private commercial banks located at Dhaka city has found that job satisfaction and HR practices (HR planning, recruitment and selection, salary, working environment and job security) are positively correlated with each other (Javed, et al. 2012; Sarker, 2011; Teseema and Soeters, 2006). The above literature thus helps to take the following hypotheses:

Hypothesis, H₂: *Secondary schools' HRM practices significantly predict increased teachers' job satisfaction.*

Hypothesis, H₂A: *Institutional industrial relations positively related to increased teachers' job satisfaction.*

Hypothesis, H₂B: *Institutional discipline and disciplinary measures related to increased teachers' job satisfaction.*

Hypothesis, H₂C: *Institutional recruitment and selection (HR plan) related to increased teachers' job satisfaction.*

Hypothesis, H₂D: *Institutional salary and benefits related to increased teachers' job satisfaction.*

Hypothesis, H₂E: *Institutional training and development related to increased teachers' job satisfaction.*

Hypothesis, H₂F: *Institutional internal work environment related to increased teachers' job satisfaction.*

Hypothesis, H₂G: *Institutional performance evaluation and reward system related to increased teachers' job satisfaction.*

6. Institutional HRM Practices and Quality of Work Life (QWL)

The quality of work life (QWL) in organizations is now accepting as a slogan for more than last 30 years and has got attention since the industrial revolution (Patil & Swadi, 2014). The QWL can be defined as a philosophy or set of principles making people accountable, responsible and capable of making a value added meaningful contribution in the attainment of organizational goals (Rose, Beh, Uli & Idris, 2006). A supportive QWL program at school level plays a magical role in improving teachers' efficiency and organizational efficiency. Nayak and Sahoo (2015) stated that the QWL is the footing of employee well-being which leads to employee retention and quality service. The quality

services in turn help in the creation of value added services to customers, their satisfaction and retention. QWL in organization reduces the feeling of job insecurity and stress in one hand and increases employee job satisfaction, commitment and quality service on another hand consequently increases expected organizational productivity and profitability (Indumathy&Kamalraj, 2012). Islam and Siengthai (2009) identified several factors responsible for QWL enjoyment in institution, such as, management behavior towards employees, quality supervision, involvement in decision, job security, safe work environment, prevailing work conditions, health hazards, working time, compensation management, non-financial benefits, equal employment opportunities, career development path, equity and fairness, organizational support, absence of power and politics, use of personal skills, life satisfaction, job satisfaction, and happiness at work. Thus, HRM is as a philosophy aims at satisfying the dual goals of organization-employee utilization for organizational effectiveness and improved QWL at work for employees' well-being (Patil &Swadi, 2014). According to literatures, the following hypotheses regarding HRM practices and institutional QWL enjoyment are considered:

Hypothesis, H₃: *Institutional HRM practices significantly predict increased QWL enjoyment.*

Hypothesis, H_{3A}: Institutional industrial relations related to increased QWL enjoyment.

Hypothesis, H_{3B}: Institutional discipline and disciplinary measures related to increased QWL enjoyment.

Hypothesis, H_{3C}: Institutional recruitment and selection (HR plan) related to increased QWL enjoyment.

Hypothesis, H_{3D}: Institutional salary and benefits related to increased teachers' QWL enjoyment.

Hypothesis, H_{3E}: Institutional training and development related to increased QWL enjoyment.

Hypothesis, H_{3F}: Institutional internal work environment related to increased QWL enjoyment.

Hypothesis, H_{3G}: Institutional performance evaluation and reward system related to increased QWL enjoyment.

7. Research Questions and Objectives of the Study

This study is a causal/explanatory in nature aimed at observing the cause-and-effect relationships between institutional HRM practices and teachers' performance effort and expectations. Accordingly, the study aims to answer the following three research questions in order to establish the causal relationships of variables of interest in the context of secondary school teachers' perception:

- i.** What is the relation of HRM practices and high school teachers' operational performance?
- ii.** What are the institutional HRM practices contributing to teachers' job satisfaction?
- iii.** What is the causal relationship between institutional HRM practices and QWL for high school teachers' well-being?

The following specific objectives are developed in the light of the above research questions:

- i.** To describe the secondary school teachers' attitude towards existing HRM practices and their intention to exert desired performance.
- ii.** To find out the prediction power/ variance explained by HRM practices to teachers' operational performance effort, job satisfaction and internal work life enjoyment.
- iii.** To find out the association among HRM practices, operational performance effort, job satisfaction and quality of work life enjoyment.
- iv.** To realize the effects of institutional HRM practices on teachers' operational performance, job satisfaction and institutional QWL enjoyment.

8. Methodology of the Study

8.1 Procedures

This is a causal study seeks to determine the causality among the variables of interest. This causal study is based on primary survey and fact-finding inquiries. Both secondary and primary sources of information have been used in the study. Secondary sources have been used review of literatures and support for hypotheses. Primary data have been collected and used to evaluate the causality between independent and dependent variables. Primary data of study were collected from 14 secondary schools (4

government and 10 private schools) during the period of September-October 2019 located at greater Sylhet district. The primary information from the government and the private schools in the study are relevant because internal environment and service pattern (job responsibility) are likely similar in both organizations. A self-administered and structured questionnaire was constructed focusing on high school teachers' perceived perception about existing organizational HRM practices in connection with job performance, quality of work life and job satisfaction. Sample items were randomly selected using the cluster sampling technique; a sum total of 180 questionnaires were distributed to different schools regardless of disciplines. About 110 survey instruments were personally distributed and the remaining was vested to heads of the institutions who later distributed among their concerned faculty members; sum total of 162 completed instruments were received where the response level was 90%. The received instruments 22 instruments discarded due to incompleteness and biasness (whimsical response) in response. A total of 140 instruments finally considered for the study purpose.

8.2 Participants

The sample consisted of only school faculties including Headmasters, Assistant Headmasters, senior and junior faculties. The sample consisted of 69 male and 71 female; 102 married and 38 unmarrieds; the age range was 25-56, and the majority of teachers having experience of either 1-5 years and or 15+ years. All the sample items came from 8 different education disciplines; 15% completed a graduate degree, 53% completed post graduate and remaining 32% completed B.Ed. /M.Ed. courses.

8.3 Measures

This study has used Principal Component Factor analysis which extracted seven HRM practices as independent variables; and three variables such as, operational performance effort, job satisfaction and QWL has used as predicted variables. All variables have been rated on a 5-point Likert Scale (1= Strongly Disagree to 5= Strongly Agree). The major components of Principal Component Factor analysis along with relevant reliability alpha values are presented along with the Principal Component Factor analysis results' table (see, table No-1).

8.4 Plan for Analysis

Statistical Package for Social Sciences (SPSS) version 20.5 was used to analysis collected data. First, Principal Component Factor Analysis means, standard deviations, correlations and scale items' internal consistency estimates were calculated for the extracted predictors and predict and variables. Karl Pearson correlation coefficient was calculated to determine the general direction of relationships among the studied variables. Later on, a number of Ordinary Least Square (OLS) multiple regression equations (Cohen & Cohen, 1983) consistent with the model presented in figure-1 and hypotheses H₁, H₂, and H₃ were computed. Before running the final regression model, 5 general assumptions of OLS multiple regression analysis (e.g., Outliers, Normality, Auto-correlation, Homogeneity and Multicollinearity) were tested where no significant problem observed for conducting OLS regression.

9. Analysis and Result

9.1 Principal Component Factor Analysis (HRM Practices)

Principal Component Exploratory Factor Analysis (EFA) was carried out for constructs/factors extraction, concerned eigenvalues and others required values. The Table No.01 summarizes relevant issues of EFA along with Cronbach's alpha values of all constructs.

Seven dimensions of HRM practices were extracted by EFA model. All extracted variables in the EFA analysis shown good internal consistency because concerned Cronbach's Alpha (α) values have found more than 0.50. Kaiser-Meyer-Olkin measure of sampling adequacy was 0.898(>0.5), indicating the sample is sufficient for EFA (Barkus, Yavorsky & Foster, 2006; Leech, Barrett & Morgan, 2005). To examine the correlation matrix is an identity matrix, the Bartlet Test of Sphericity was conducted; the test result ($\chi^2=3290.48$, $p < .00$) has found statistically significant that is correlation matrix is an identity matrix. The extracted 7 constructs showed the Eigen value more than 1 and these factors together explain about 68.52% of total variance.

Table 01: Principal Component Factor Analysis for HRM Practices

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.898
Bartlett's Test of Sphericity	Chi-Square	3290.482
	Sig.	.000

Extracted Factors and Factors Loading	
	Industrial Relations Discipline and Disciplinary Measures Recruitment and Selection (HR Plan) Salary and Benefits Training and Development Work Environment Performance Evaluation System
The teachers have scopes to participate in decision making.	.753
The teachers have a voice in the Managing Committee.	.751
The teachers have autonomy in academic issues.	.716
The job of the teachers is secured.	.694
The grievances (deprivation) solution system is satisfactory.	.624
Salary increment procedure of the institution is satisfactory.	.604
Disciplinary procedures of the institution are satisfactory.	.750

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Disciplinary actions are regularly taken.	.716
The payment of salary and other benefits is continuous.	.695
Institution has followed performance appraisal system.	.620
Institution has a sound leave policy.	.567
Institution practices leave policy consistently.	.548
Teachers are recruited as per requirement procedure.	.763
Recruitment system of the institution is quite satisfactory.	.721
The institution has a good recruitment and selection plan.	.712
The institution maintains a fair selection procedure.	.647
There are adequate career development opportunities.	.532
The medical allowance of the institution is satisfactory.	.806
Transport and other benefits are present and satisfactory.	.730
The bonus policy and practices are satisfactory.	.618
The salary structure of the institution is satisfactory.	.608
Teachers are providing comfortable sitting arrangements	.537

The institution arranges training to the teachers.	.775
The institution has a sound training evaluation system.	.643
Job instructions to the teachers are professional.	.524
There is an assessment of training needs for teachers.	.509
The work environment is motivational one.	.643
There is a satisfactory teachers' association in institution.	.522
The institution has satisfactory job description. (Duty list)	.548
The work time of the teachers is flexible.	.502
There are adequate arrangements to reward performances.	.643
The institution has good promotion policies and practices.	.593
The institution has a good orientation/ induction process.	.576
The supervision system of the institution is good.	.546
Initial Eigen values	13.95 2.47 1.77 1.47 1.35 1.25 1.02
Total Variance Explained (%)	41.04 7.27 5.21 4.34 3.97 3.67 3.02
Reliability Alpha (α)	.873 .863 .822 .723 .627 .586 523

10. Descriptive Statistics and Correlation

Descriptive statistics (means, standard deviations and correlations) of studied variables are summarized and presented in Table No. 2. All mean values are bigger than the arbitrary median value 3 (mid-point of 5-point Likert-Type Scale). The mean and standard deviation of the variables make it clear that the authorities of high secondary schools in Bangladesh have been more or less executed the HRM practices in their institutions. School teachers also opined that they are ready to give the best effort and they have been giving to their best operational performance effort to their profession. Because the mean value of given operational performance effort is more than arbitrary median point 3 and the standard deviation is minimum. This result indicates that whatever the benefits and services they avail, they are ready to give their best, as they consider teaching more than a simple profession.

Table 2: Descriptive Statistics and Zero-Order Karl Pearson's Correlation Coefficients

Variables	Correlations											
	Mean	SD	1	2	3	4	5	6	7	8	9	10
1. Operational Performance	4.11	.56	1									
2. Job Satisfaction	3.69	1.05	.46**	1								
3. Quality of Work Life (QWL)	3.81	.95	.44**	.77**	1							
4. Industrial Relations	3.71	.82	.53**	.77**	.71**	1						
5. Disciplinary Measures	3.75	.76	.54**	.65**	.69**	.86**	1					
6. Recruitment and Selection	3.60	.82	.44**	.64**	.61**	.82**	.72**	1				
7. Salary and Benefits	3.31	.74	.38**	.60**	.60**	.79**	.73**	.75**	1			
8. Training and Development	3.57	.69	.50**	.57**	.63**	.75**	.75**	.72**	.71**	1		
9. Work Environment	3.19	.73	.42**	.61**	.60**	.69**	.71**	.54**	.75**	.63*	1	
10. Performance Evaluation	3.68	.61	.43**	.51**	.61**	.64**	.66**	.67**	.66**	.61*	.56**	1

Correlation is significant at * $p < 0.05$ level, and ** $p < 0.01$ level (2-tailed).

The internal association among the studied variables are in the expected direction (all are positive and statistically significant). These associations point out that teacher’s operational performance, job satisfaction and enjoying QWL increased with the increased satisfaction of institutional HRM practices.

11. Multiple Regression Analysis

Multiple regression analysis evaluates the overall prediction power of all independent variables as a block on the dependent variable and also their individual effect size. Researchers have used Ordinary Least Squares (OLS) multiple regression model based on following equation to regress the predicted variable (operational performance effort or job satisfaction or QWL) on predictor variables (HRM practices):

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \dots + \beta_7 X_7 + \dots + \epsilon_i$$

- Where,
- Y, is the value of the Predicted Variable
 - β_0 , is regression line constant/intercept
 - $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \dots, \beta_7$ are the slopes/regression coefficients.
 - $X_1, X_2, X_3, X_4, \dots, X_7$ are the predictor variables explaining variance in Y.
 - ϵ_i is error term

Following that equation, the researchers have calculated the following multiple regression table no.3, 4 and 5 by using SPSS 17.5 version for getting individual effect size and testing hypotheses H_1, H_2 and H_3 as well as their its sub-hypotheses.

12. HRM Practices and Perceived Operational Performance Effort

Table 03: Regression Model No.01- Operational Performance Regressed on HRM Practices

R	R2	Adjusted R2	Std. Error	Durbin-Watson		
.665 ^a	.443	.413	.43028	1.62		
{ $F_{7,132}=14.97,$ $p=0.00^a$ }						
HRM Practices	Operational Performance Effort					
	B	S. Error	Beta	T	Sig.	VIF

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Industrial Relations	.087	.036	.154**	2.37	.019	1.000
Discipline and Disciplinary Measures	.179	.036	.319***	4.90	.000	1.000
Recruitment and Selection (HR Plan)	.252	.036	.449***	6.90	.000	1.000
Salary and Benefits	.006	.036	.010	.15	.875	1.000
Training and Development	.103	.036	.183***	2.81	.006	1.000
Work Environment	.161	.036	.287***	4.41	.000	1.000
Performance Evaluation System	-.003	.036	-.006	-.086	.931	1.000

Beta Coefficient significant at * $p < 0.00$; ** $p < 0.01$; and * $p < 0.05$.**

The R^2 value in regression Model No.01 (presented in Table No.03) for predicting operational performance indicates about 44.3% of variance in teacher's operational performance effort is explained by seven HRM practices as a whole. The F-value of this regression model is 14.970 ($p < 0.000$). So, the model sufficiently predicted operational performance effort. Thus, the hypothesis H_1 is accepted that is secondary schools' HRM practices significantly predict increased (significant and positive overall correlation, $R = 66.5\%$) teachers' perceived operational performance effort. The resultant standardized beta coefficients indicate that five HRM practices out of seven such as, industrial relations ($\beta = .154$, $p < 0.01$), discipline and disciplinary measures ($\beta = .319$, $p < 0.00$), recruitment and selection ($\beta = .449$, $p < 0.00$), training and development ($\beta = .183$, $p < 0.00$) and work environment ($\beta = .287$, $p < 0.00$) were contributed to increased perceived operational performance effort. Thus, sub-hypotheses: H_{1A} , H_{1B} , H_{1C} , H_{1E} and H_{1F} are accepted and sub-hypotheses H_{1D} and H_{1G} are rejected. These results illustrate that industrial relations, discipline and disciplinary measures, HR plan (recruitment and selection), training and development, and work environment are significant to increase

secondary school teachers’ performance. Salary and benefits and performance evaluation and reward system, on the other hand, were not found significant to boost up teachers’ performance effort.

13. HRM Practices and Teachers’ Job Satisfaction

Table 4: Regression Model No.02- Teachers’ Job Satisfaction Regressed on HRM Practices

R	R2	Adjusted R2	Std. Error	Durbin-Watson		
.787 ^a	.620	.600	.665	1.86		
{ F7,132=30.763, p =0.00 ^a }						
HRM Practices	Job Satisfaction					
	B	S. Error	Beta	T	Sig.	VIF
Industrial Relations	.490	.056	.465***	8.67	.000	1.00
Discipline and Disciplinary Measures	.159	.056	.152***	2.82	.005	1.00
Recruitment and Selection (HR Plan)	.422	.056	.401***	7.48	.000	1.00
Salary and Benefits	.397	.056	.377***	7.02	.000	1.00
Training and Development	.132	.056	.125*	2.33	.021	1.00
Work Environment	.230	.056	.218***	4.07	.000	1.00
Performance Evaluation System	.123	.056	.117*	2.17	.031	1.00

Beta Coefficient significant at *p<0.00, ** p < 0.01 and * p < 0.05.**

The regression model no.02 presented in the table no.4, shows the R² value for predicting job satisfaction. As per the R², the model explains about 62% of the variance in teacher’s

job satisfaction. The F-stat associated with this model is 30.76 ($p < .000$). So, the HRM practices in this model significantly predict teacher's job satisfaction. Thus, hypothesis H_2 is accepted. Thus, the secondary schools' HRM practices significantly predict increased (significant and positive overall correlation, $R = 78.7\%$) teacher's job satisfaction. The standardized beta coefficients resultant in the model no. 02 show all HRM practices as significant predictors to increased job satisfaction either at 5% or 01% level of significance. The derived predictors effect sizes are industrial relations ($\beta = 0.465$, $p < 0.00$), discipline and disciplinary measures ($\beta = 0.152$, $p < 0.00$), recruitment and selection ($\beta = 0.401$, $p < 0.00$), salary and benefits ($\beta = 0.377$, $p < 0.00$), training and development, ($\beta = 0.125$, $p < 0.05$), work environment ($\beta = 0.218$, $p < 0.00$), and performance evaluation system, ($\beta = 0.117$, $p < 0.05$). Therefore, all HRM practices have found as positive predictors of teachers' job satisfaction. Thus, sub-hypotheses: H_{2A} , H_{2B} , H_{2C} , H_{2D} , H_{2E} , H_{2F} and H_{2G} are accepted. These results indicate that industrial relations, discipline and disciplinary measures, recruitment and selection (HR plan), salary and benefits, training and development, work environment and performance appraisal system are statistically significant to increase secondary school teachers' job satisfaction.

14. HRM Practices and Internal Quality of Work Life (QWL) Enjoyment

Table 5: Regression Model No.03- Quality of Work Life Regressed on HRM Practices

R	R ²	Adjusted R ²	Std. Error	Durbin-Watson		
.752 ^a	.566	.543	.641	2.15		
{ $F_{7,132} = 24.61$, $p = 0.00^a$ }						
HRM Practices	Quality of Work Life Enjoyment					
	B	S. Error	Beta	T	Sig.	VIF
Industrial Relations	.391	.054	.412***	7.18	.000	1.00
Discipline and Disciplinary Measures	.235	.054	.247***	4.31	.000	1.00

Recruitment and Selection (HR Plan)	.335	.054	.353***	6.15	.000	1.00
Salary and Benefits	.261	.054	.275***	4.79	.000	1.00
Training and Development	.150	.054	.158***	2.76	.007	1.00
Work Environment	.192	.054	.203***	3.53	.001	1.00
Performance Evaluation System	.250	.054	.263***	4.59	.000	1.00

Beta Coefficient significant at *p<0.00, ** p < 0.01 and * p < 0.05.**

Again, the R² value in regression model-3, table no.4, for predicting QWL indicates 55.6% of the variability in quality of work life is explained by all these 7 HRM practices as a block. The F value of the 3rd regression model is 24.611 at p<.000. So, this model also significantly predicts QWL by 55.6%. Thus, hypothesis H₃ is accepted, meaning that the secondary schools' HRM practices significantly predict increased (significant and positive overall correlation, R=75.2%) institutions internal Quality of Work Life (QWL) for teachers' well-being. The standardized beta coefficients resultant in the model-3 indicate that all extracted HRM practices such as, industrial relations (β=0.412, p<0.00), discipline and disciplinary measures (β=0.247, p<0.00), recruitment and selection (β=0.353, p<0.00), salary and benefits (β=0.158, p<0.00), training and development, (β=0.275, p<0.00), work environment (β=0.203, p<0.00), and performance evaluation system, (β=0.263, p<0.00) were found significant and positive predictors to institutional QWL. Thus, sub-hypotheses: H_{3A}, H_{3B}, H_{3C}, H_{3D}, H_{3E}, H_{3F} and H_{3G} are accepted. These results indicate that industrial relations, discipline and disciplinary measures, recruitment and selection (hr plan), salary and benefits, training and development, work environment and performance appraisal system are significant predictor to increase secondary school teachers' enjoyment of internal quality of work life.

15. Discussion and Implications of The Study

The significance of HRM practices in today's organization is inevitable. The practice HRM system in secondary schools is increasingly visible and acknowledged in the

western world. Institutional HRM policies and practices at present human behavioral era consider as a strategic instrument for increasing students' enrichment through the engagement and motivation of teachers (Runhaar, 2016). In educational literature, however, little empirical attention has found in addressing the causal effect of HRM practices with performance effort, job satisfaction and institutional QWL in the context of secondary schools in Bangladesh. This paper, so far, is the first study in Bangladesh which examines the effect of secondary school's HRM practices on teachers' behavior, especially how HRM practices could best be implemented to attain teachers' job satisfaction and outcomes. The overall results of the study revealed valuable findings of human resource management practices for the secondary school institutions. Results showed that HRM practices were instrumental for performance, employee satisfaction and quality of work life. Empirical result of the study indicates QWL as a most significant predictor of institutional HRM practices followed by job satisfaction and performance effort.

Teachers run a central role in students' development and achievements (Rivkin et al., 2005). Schools' successes mostly come on the competence and effort of their faculties and HRM practices can be seen as a means to motivate teachers to give their best. In the study, about 43.3% of performance effort was explained by institutional HRM (Combs et al., 2006). Relations between teacher and school leaders, discipline and disciplinary measures, recruitment and selection (HR plan), training and development, and work environment were found significant and positively related to increasing operational performance effort. Salary and benefits, and performance evaluation and reward system were found insignificant to teachers' performance effort. These findings further affirm that teachers in Bangladesh devoted to teaching not only as a simple profession rather a decent and dignified profession to devote their efforts without considering what they financially received.

Educational institutions are people oriented service organizations solely deepened on teachers' performance effort and commitment. An important criterion for organizational success and employee productivity is employee's job performance which in turn usually comes from employee job satisfaction (Newstrom & Davis, 1997). In the study, it was found that HRM policies and practices significantly predict job satisfaction (62% of variance). All the studied seven HRM policies and practices (e.g., industrial relations, discipline and disciplinary measures, recruitment and selection (HR plan), salary and benefits, training and development, work environment, and performance evaluation

system.) were significantly related with increased teachers' job satisfaction. Relations between teacher and school leaders/principal, recruitment and selection system and salary and benefits were most significant predictors of job satisfaction.

HRM policies and practices have also been increasingly considered as major indicators of institutional QWL (OECD, 200; Uddin, Rahman & Rahaman, 2016). The QWL in the study was found the most significant predicted variable or outcomes of institutional HRM practices. Though teaching is a service oriented profession, it is completely different from other service organizations. During the survey, some teachers were asked 'what do you expect from your organization?' They replied 'nothing but honor and quality of work life'. The finding of the study avows their opinions. The third regression model illustrates that intuitional HRM policies and practices as a block and as an individual practice significantly related with increased QWL enjoyment. So, there is no healthier alternative to making the internal work organization more striking and joyful other than practicing HRM.

16. Limitations and Future Research

The very common threat to the validity of our results is that the selection of the quantity of sample items (number of institutions) within the target population. The study contingent on fourteen secondary schools out of fifty four that represent solely twenty five present of total schools situated in Sylhet district. It is difficult to generalize the findings due to fewer cluster used in the study and it would be better to include more in future. Subjectivity of the performance measure is another important issue. The study has been used respondents' perceptual measures to construct performance effort. The use of objective measure instead of subjective perceptual measures is generally more preferable and prevalent in the literature. Future research welcome to use objective measure for performance measurement at institute level to make the robustness of the findings.

The research empirically shows HRM practices enhance performance effort, job satisfaction and QWL. The study was based on cross-sectional survey data; accordingly the researchers recommend little with respect to the strength of the execution of these practices and their causal relationships. Future study might be called to utilize longitudinal research design of 5 to 10 years data to estimate the dynamic nature of HRM

practices and employee performance. A well-planned longitudinal research design can address the causality of relationship in better way. Our study focuses on employee perception on HRM practices without considering the organizational context of these practices. Future research is demanded to understand how organizational strategy affects the HRM practices and their influence on performance and satisfaction.

17. Conclusion

The necessity to implement HRM in secondary schools is increasingly recognized (DeArmond et al., 2009) even if HRM remains comparatively ill-developed in the educational sector in Bangladesh. HRM practices exuded an impression of being difficult to execute in a precise and compelling manner at secondary school (DeArmond, 2013; Smylie et al., 2004). Schools place countless effort in the execution of single HR practices such as teacher training programs or performance related pay but such practices remain sub-optimal (Isore, 2009; Smylie et al., 2004) because of poor linkage between different HRM practices with teachers' behaviors and expectations. Practically all teachers are above average performer. They put forth the effort to students' development and institutional success with little financial considerations. Institutional HRM system is a significant predictor toward performance, job satisfaction and QWL. Among the three predicted variables, QWL was found most significant outcome variable of HRM practices. Discipline and disciplinary measures, personnel plan and work environment related to increased operational performance effort significantly. All studied HRM practices were found significant in bringing teachers' job satisfaction and affirming the quality of work life in the school. Internal work environment was related to increased quality of work life, job satisfaction and operational performance effort but respondents reported comparatively poor scores on that scale. So, education leaders should focus on developing good internal work environment. Overall, there is no alternative other than practicing HRM in educational institutions for teachers' performance, satisfaction and enjoying the quality of work life. HRM practices are positively related to employee operational performance effort and job satisfaction and quality of work life. Thus, institutional HRM practices are really a matter of determining employee performance and meeting expectations. The management of high schools and heads of such institutions should acknowledge the implication of HRM in their institutions.

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