

## **A Study of Human Resource Management Problems Faced by Heads of Public Schools**

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### **Abstract**



*The study was conducted to identify the HRM practices and to sort out major HRM problems faced by heads of institutions working in public schools. The main objectives of study were: To identify the current HRM practices of heads working under FGEIs (C/G) Directorate and to identify the problems related to HRM faced by Heads of these schools. It was a descriptive study in nature. Population of study consisted of Heads and teachers of all public secondary schools working under FGEIs (C/G) Directorate, in Rawalpindi division namely Wah, Rawalpindi and Chaklala Regions as Directors, GSOs-I/Regional Directors. As it was a descriptive study so research tools were developed in the form of a questionnaires and interviews after comprehensive literature review and with the consultation of the supervisor of the study. Two questionnaires were developed by researcher with the help of supervisor and consulting various Ph.D's in Education.*

*Data was collected from Heads and Teachers through questionnaires while personally visiting the institutions in most of the cases. Data collected through interviews and open ended questions was analyzed through thematic analysis. Main conclusions were: Heads do not get staff on demand in FGEIs. Recruitment standards/Procedures are comparatively better in FGEIs. Teachers/staff are selected on merit in FGEIs Directorate. Teachers are always regularly promoted to higher grades in FGEIs. in FGEIs promotion is always based on seniority. Opinion of Principal is never sought while promoting teachers to next higher grade in FGEIs. Human Resources are rarely motivated in FGEIs. Main recommendations were: There should be involvement of heads in selection of teachers for school in FGEIs because head knows the situation and demand of school better than top management. Teachers in FGEIs are assigned duties other than teaching which adversely affects their teaching.. Top management of FGEIs should take steps to enhance the social welfare and incentives given to teachers. Teachers remain often under stress due to late meeting of DPC in FGEIs. Periodically meetings of DPC should be held in FGEIs.*

*Further researches may be conducted on comparison of problems faced by heads of different education systems prevailing in Pakistan. This study was delimited to only Islamabad, Wah and Rawalpindi. Further studies may be conducted on this topic at Punjab level or national level. This study focused identification of problems faced by heads; further studies may be conducted on the tentative solution of HRM problems.*

**Keywords:** Human Resource Management, Heads, Public Schools, Problems

### **Introduction**

There are a number of resources that play a vital role in providing quality education such as academic qualification and skills of people involved in the field of education, their expertise and methodology, physical resources available i.e. infrastructure, audio visual aids in classrooms and financial resources. All such resources play an instrumental role in providing education (Manzoor, 1984).

Above all, Human resources are more important than any other resource. Human resources play a very vital role in any organization. Human resources play categorical role in achieving competitive advantage in the organizations to convert the other resources i.e. money, machine, methodologies and materials into better results (Swathi, 2014). Considering the idea that working staff is generally inter changeable and trained individuals are those resources that help in finding solution

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of problems related to human resource management. Human Resources play categorical role in achieving objectives both in public and private sector (Hdiggui, 2006).

Human beings have capacity to work in groups and they never live and work in isolation. We mostly plan and devise methods to deal with our people in the organization consciously as well as unconsciously to achieve some objectives. The outputs in the organizations are the outcome of our actions. So far as workforce is concerned every single individual is an asset in achieving goals in critical situation in our everyday life affairs.

Human Resource Management (HRM) is being discussed as an important issue since 1980 in both business and educational organizations. Human Resource Management is an organizational function that needs attention of administration from different aspects, such as management, planning, staffing and controlling other resources.

It can be said that there is no single ideal method to monitor people and gauge the progress of people working in an organization. People are the resources that cannot be dealt with like machines because human needs are complex and complicated. Practical use of human resources depends on the conditions and work atmosphere of the organizations. It is said that in any Organization there are three fundamental components, human resources, objectives/goals and infrastructure of the organization. The probable future of any organization can be predicted by the reality of today. Many managers would confirm that skillful and talented people are genuinely the most important resource of any organization. In any organization qualified individuals, well motivated workforce and focused people are considered to be assets and capital. The objective of HRM is to augment employees' contributions so as to accomplish ideal profitability and adequacy, while at the same time achieving individual objectives and collective objectives of the organizations.

In the field of education, heads of institutions face a number of problems related to HRM that hinder in achieving goals (Omebe, 2014). These problems include de-motivation of teaching staff, leadership challenges for heads, competency of teachers as a number of teachers are not competent but head teachers have to pull on with them especially in public sector. Working conditions and de motivating organizational culture also proves a hurdle in the way of heads.

The development of an education sector is highly dependent on HRM practices that aim to attract, develop and maintain an organization's employees (Lado & Wilson, 1994). HRM provides systematic approach through which different technical tasks can be performed successfully especially in education sector such as hiring of teaching staff, and their continuous motivation to serve the purpose of instruction effectively (Dessler, 2015).

Instead of spending a patently of resources, unfortunately the education sector seems to be deteriorating and failing in providing quality education. It also faces the challenges of management of HRM. The reason may be that Pakistan is a developing country and facing several challenges at a time due to which challenges in education sector are becoming more adverse.

In education system of Pakistan, Public and Private sectors both are playing an important role (Zahid, 2001) in the development of education. They have functional HR departments but are lacking in well defined parameters. In fact HR practices cannot work smoothly and give desired outcomes until they are implemented in the real sense (Chhabra, 2015).

### **Rationale of the Study**

HRM practices play a significant role in any organization but particularly in field of education, these are especially important. In our country, comparatively less research has been conducted on HRM in field of education while importance and implications of HRM demand focused research work in this field.

### **Statement of the Problem**

The development of an education sector is highly dependent on HRM practices that aim to attract, develop and maintain an organization's employees (Lado & Wilson, 1994). HRM provides systematic approach through which different technical tasks can be performed successfully especially in education sector such as hiring of teaching staff, and their continuous motivation to serve the purpose of instruction effectively (Dessler, 2015).

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### **Objectives of the Study**

The study was based on the following objectives:

- i. To identify the current HRM practices of heads of public schools working under FGEIs (C/G) Directorate .
- ii. To identify the problems related to HRM faced by Heads of schools in this Directorate.

### **Research Questions**

Proposed research was an attempt to find answers of following research questions:-

- i. How are heads currently managing HRM issues related to recruitment and selection, training and development, job assignment, performance appraisal, promotion, work place relations, compensation, conflict management and transfer/posting of staff?
- ii. What are the problems faced by heads related to HRM i.e. recruitment and selection, training and development, job assignment, performance appraisal, promotion, work place relations, compensation, conflict management and transfer/posting of staff?

### **Delimitations of the Study**

As educational institutions working under FGEIs (C/G) Directorate are spread throughout the country, and are working at different level i.e. primary, middle, secondary and higher secondary. So owing to constraints of time and resources the study was delimited to secondary schools of both setups working in Rawalpindi Division only. In this way study was confined to three Regions of Cantts and Garrisons Directorate namely Wah, Rawalpindi and Chaklala.

### **Significance of the Study**

Study is unique in its nature as very less research has been conducted regarding HRM in the field of education. Though a lot of research work has been carried out regarding HRM in commercial and industrial enterprises yet not in the field of education. HRM has recently stepped into the field of education in our country (MoE, 2009). As this study is related to HRM, so it will be beneficial for almost all the Heads, administrators and educational managers. It will help the training planners/organizers of both setups to develop HRM training module. It will help the heads of educational institutions to enhance HRM skills. Findings of the study will help the heads to adopt effective HRM practices and techniques. The study is likely to suggest future research on nature of HRM problems and their tentative solutions. Study will help both the systems to know the problems faced by heads. It will help the higher administration of public and private schools to improve and gauge the performance of Heads of educational institutions. Findings of the study will help to develop the module for monitoring the performance of Heads of institutions.

### **Literature Review**

#### **Federal Government Educational Institutions (Cantts/Garrisons)**

FGEIs are working throughout Pakistan within the legal jurisdiction of Cantonment Boards and Garrisons. These institutions were originally set up by cantonment boards in 60s and early 70s. Later on these institutions were nationalized and taken under Government control and their administrative control was given to the then Federal Ministry of Education, Islamabad. Later on administrative control of these educational institutions was given to Army Education Board in 1977 and thus these institutions were handed over to GHQ, Rawalpindi (Jabeen, 2008). Area wise, it is the most widely spread network of public schools working in the country.

FGEIs (C/G) Directorate, Rawalpindi, under umbrella of which these institutions are working, is a subsidiary of ministry of Defence. FGEIs (C/G) are functioning under inspector General of Training and Evaluation (IGT&E) Branch of ministry of Defence. Director General of these institutions is a serving Brigadier level officer of Pakistan Army from education Corps, who looks after affairs of these institutions. In totality there are 344 educational institutions in FGEIs (C/G) Directorate including Primary, Middle, Secondary Schools and Inter, Degree and Post Graduate Colleges for Men and Women.

Head Office of Federal Government Educational Institutions is in GHQ, Rwp, while Twelve Regional Offices are working under this Directorate. A serving Colonel and Lieutenant Colonel level Army officer heads a Regional Office. There are twelve regional offices namely Rawalpindi,

Chaklala, Wah, Kharian, Gujranwala, Lahore, Multan, Bahawalpur, Karachi, Quetta and Peshawar. Fazaia region is comprised of FG Fazaia Schools which are working in different Air bases head office of Fazaia Region is in Peshawar.

### Theoretical Background

Broadly speaking human resource management can be termed as management of the people in an organization to achieve organizational goals and objectives. It is basically the management of people. It helps to achieve the goals and manage the human resources in multiple ways (Qureshi & Ramay, 2006).

Human resource management examines the inter relationship of employees and staff working in a organization. Better working relationship and friendly relations can bring better achievement of objectives in an organization (Memon, 1998). Human Resources are “A whole consisting of inter related, inter dependent and inter acting physiological, psychological, sociological and ethical components” (Michael 1980).

“From the national point of view, human resources are knowledge skills and attitude obtained in the population. While for individual enterprises, they represent the total of the abilities knowledge and skills of its employees” (Megginson 1982). HRM is the effective management of people at work. HRM examines what can or should be done to make working people more productive and satisfied.” (John, 2010). Human Resource Management deals with planning, organizing, staffing, leading, controlling the employees within an organization (Tariq, 2012). Any organization of people under the sky works to achieve some pre set goals.

It is crystal clear that educated, qualified and skilled people can perform better as compared to unqualified and unskilled people (Iqbal, Arif & Abbas, 2011). One of the primary objectives of HRM is to ensure the availability of the competent and willing work force to an organization. We all know that in any organization the availability of skilled and dedicated manpower is a challenge. So it is always priority of HR manager to maintain an inventory of the skillful, hardworking and co-operative men force for the organization.

### Research Methodology

It was a descriptive study in its nature and focus of study was to find out what type of problems related to HRM are faced by heads of educational institutions. Mainly questionnaire including both close and open ended questions was used to collect data from heads and teachers.

### Population of Study

Population of study consisted of Heads and Teachers of all public secondary schools working under FGEIs (C/G) Directorate, in Rawalpindi division namely Wah, Rawalpindi and Chaklala Regions while population of private schools consisted of Heads and Teachers of all schools working under APSACs Directorate in three Regions Rawalpindi-I Rawalpindi-2 (AAD Command) and Rawalpindi-3 (Hamza Camp).

**Table 1** Region wise population of Federal Government Schools

S #	Name of Region	Director FGEIs (C/G) Dte	GSO-I	No of Heads	No of Teachers
1	Wah		01	21	770
2	Rawalpindi	01	01	30	1190
3	Chaklala		01	29	995
	<b>Total</b>	<b>01</b>	<b>03</b>	<b>80</b>	<b>2955</b>

(www.fgei-c/g.edu.pk) Retrieved on 14-05-2018

### Research Instruments

It was a descriptive study in nature and research tools were developed in the form of a questionnaires by researcher himself after comprehensive literature review and in consultation with supervisor of the study. Following broad constructs were considered for development of research instruments:-

- Recruitment and selection (Hddgui, 2006), (Schroeder, 2012).
- Training and development (Mitqaru, 2012), Iqbal, Arif & Abbas, 2011).
- Job assignment (Hashmi, 2014), Swathi, 2014).
- Performance Appraisal (Mercer ,Baker& Bird , 2010), (Schroeder, 2012).
- Promotions (Hddgui, 2006).
- Workplace relations and social welfare (Nasir, 2017).

- vii. Compensation (Mitaru, 2012), (Khan), et al, 2016).
- viii. Conflict Management (Mansoor & Akhtar, 2015).
- ix. Staff Mobilization/Transfer posting (Hddgui, 2006), (Srivastava & Agarwal, 2012).

### Data Analysis

Questionnaire mainly consisted of close ended questions, for data analysis, descriptive statistics was used. Data was entered in SPSS for analysis. Data were analyzed by applying suitable statistical techniques. Researcher calculated frequencies, mean, standard deviation and percentages on the basis of responses of heads and teachers. Data analysis was done in the light of objectives of study. Each research question was answered with the help of data analysis, in this way objectives of study were achieved in the form of findings and conclusions.

**Table 2**

*Teachers/staff are selected on merit*

Statement	Heads FGEIs	
	Responses	Percentage
Teachers and staff are selected on merit basis.	A	57
	O	12
	ST	9
	R	1
	N	1
	Total	80
	Mean	4.54
	S.D	.841

Table 9 reveals that Mean Score and standard deviation values for of heads of FGEIs are (M= 4.54, SD=.841). In APSACs 77.77% heads supported the statement while 86.25% heads in FGEIs supported the statement. Views of heads of FGEIs manifests that teachers' selection on merit is comparatively better in FGEIs

**Table 3**

*Opinion of the Head in selection of teachers*

Statement	Heads FGEIs	
	Responses	Percentage
Opinion of the Head of the institution is taken into consideration during the process of selection of teachers.	A	0
	O	0
	St	12
	R	17
	N	51
	Total	80
	Mean	1.51
	S.D	.746

Table 11 reveals that Mean Score and standard deviation values of responses of heads of FGEIs are (M= 1.51, SD=.746). Analysis of views of FGEIs reveals that opinion of the Head of the institution is rarely taken into consideration in selection of teachers. It shows that it is a problem in FGEIs.

**Table 4**

*Relevancy of Contents of teachers training to needs of teachers/staff*

Statement	Heads FGEIs	
	Responses	Percentage
Contents of teachers training programs are relevant to needs of teaching & non- teaching staff.	A	11
	O	49
	St	9
	R	9
	N	2
	Total	80
	Mean	3.73
	S.D	.927

Table 15 reveals that Mean Score and standard deviation values for heads of FGEIs are (M= 3.73, SD= .927). In FGEIs 75% heads favoured the statement. Analysis of views of heads of FGEIs manifests that contents of teachers training programs are relevant to the needs of teachers / staff of FGEIs.

**Table 5**
*Stress in teachers due to late meeting of DPC (Departmental Promotion Committee)*

Statement	Heads FGEIs	
	Responses	Percentage
Teachers remain under stress due to late meeting of DPC (Departmental Promotion Committee).	A	8
	O	65
	St	4
	R	2
	N	1
	Total	80
	Mean	3.96
	S.D	.604

Table 5 reveals that Mean Score and standard deviation values for heads of FGEIs are (M= 3.6, SD= .604) in FGEIs 91.25% heads favored the statement, it shows a glaring problem in this directorates.

Transcribed, coded and major themes were drawn.

### Findings

By applying suitable statistical techniques data was analyzed on SPSS. On analysis of data, by applying descriptive statistics, results and findings were drawn. Findings based on questionnaire for heads and teachers, based on answers of open ended questions and on analysis of interview are given below:-

#### Research Question-1. HRM practices of Heads working under FGEIs (C/G) Dte.

Practices identified on the basis of analysis of questionnaire by applying percentage mean and standard deviation are given below:-

Heads and teachers were asked to comment on HRM related problems, issues and practices in open ended questions at the end of the questionnaire. Practices identified on analysis of views of respondents from Heads and teachers of FGEIs are priority wise given below:-

1. It was exhibited by data that there is shortage of staff due to which syllabus cannot be completed well in time.
2. Data revealed that teachers teach those subjects which are not relevant to their qualification due to shortage of staff.
3. It was found that training is conducted round the year i.e. (throughout an academic session) which makes problem of staff shortage adverse.
4. Data shows that teachers lack motivation.
5. Recruitment and selection is a lengthy process in FGEIs due to rules and regulations of government.
6. Teachers in grade 16 and above are recruited through FPSC in FGEIs and Directorate has authority to recruit teachers and staff from grade 1 to 5.
7. Meeting of DPC is held late due to unnecessary litigation from heads and teachers.
8. Promotion is regular feature in FGEIs directorate.
9. Promotions to higher grades are strictly given according to government rules, seniority and fitness of teachers.
10. Seniority list of teachers is maintained in the directorate on all Pakistan level.
11. Adverse remarks in PERs can prove a hurdle in promotion in FGEIs.
12. There is regular system/mechanism of transfer posting in FGEIs.
13. GSOs-I can transfer/post employees from grade 1 to 10 within the Region and approval from grade 11 and above is given by directorate.
14. In FGEIs performance evaluation is carried out on the standard proforma of government of Pakistan called performance evaluation report or annual confidential report.
15. Performance evaluation is done at the end of a calendar year. Grading system of PERs plays an important role in promotion of heads and teachers.

#### Research Question # 2: Problems faced by Heads.

The major problems identified based on questionnaire after data analysis are:

1. Heads in FGEIs do rarely get staff/human resources on demand in case of deficiency of staff.
2. The opinion of head of the institution is rarely sought in selection of teachers in FGEIs.

3. In FGEIs teachers do not attend training programs with interest.
4. Teachers are assigned duties other than teaching in FGEIs that affect their teaching adversely.
5. The work load is not always equally divided among teachers in FGEIs.
6. Teachers in FGEIs rarely teach subjects related to their own qualification, which adversely affects their results.
7. Performance appraisal is not shared with teachers in FGEIs.
8. Teachers remain under stress due to late meeting of DPC in FGEIs.
9. Opinion of head is not sought while promoting teachers to higher grades in FGEIs.
10. Seminars are not conducted to harmonize work place relations in FGEIs.
11. In FGEIs human resources are rarely well motivated.
12. In FGEIs organization rarely takes steps towards, social welfare of employees.
13. Cash prizes are rarely awarded to teachers in FGEIs.
14. It is sometimes difficult for heads in FGEIs to maintain peaceful work place environment due to co-working staff i.e. male and female staff working together

### **Discussion**

HRM is a systematic process of acquiring, training, appraising and compensating employees and attending to their social welfare, health and safety concerns (Dessler & Varkkey, 2009). Through HRM employees are attracted, developed and maintained to achieve organizational objectives. It is actually a process of planning, developing and implementation of such effective strategies that lead towards the accomplishment of organizational objectives (Baird and Meshoulam, 1988; Huselid et al, 1997). Effective HRM strategies boost the organization and develop strong positive relationship between several aspects as it reduces employees' turnover, increases higher productivity, cost effectiveness, and overall organization's efficiency (Arthur 1994; Fernset at., 1990).

With reference to developing countries HRM is also emerging and getting attention in different fields. Many research studies have been done to highlight its importance in the context of developing countries (Nyambegera, Sparrow, & Daniels, 2000, Pawn & Debrah, 2001: Budhwar & Debrah 2013).

### **Recommendations**

Based on findings and conclusions following recommendations are hereby made:-

- Heads do not get staff on demand in FGEIs. It is recommended that in FGEIs staff should be provided to institutions on the demand of head of the institution. There should be involvement of heads in selection of teachers for school because head knows the situation and demand of school better than top management.
- It was concluded both from questionnaire and views expressed in open ended questions by majority of teachers, that teachers remain under stress and frustrated due to late meeting of DPC. So it is recommended that meeting of DPC should be held regularly, preferably twice in a year.
- It was concluded that staff is over loaded in FGEIs. So it is recommended that vacant vacancies should be filled in time and there should be rationalization of staff i.e. staff should be provided as per requirements of the subjects. Subject wise posts should be sanctioned in institutions instead of grade wise posts.

### **Recommendations for Future Studies**

- The study focused on comparison of problems faced by heads of APSACs and FGEIs. Further studies may be conducted on comparison of problems faced by heads of different education systems working in Pakistan.
- The study was delimited to only Chaklala, Wah and Rawalpindi. Further studies may be conducted on this topic at Provincial or national level.

The study focused identification of problems faced by heads; further studies may be conducted on the tentative solution of these problems.

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