การปฏิบัติด้านการจัดการทรัพยากรมนุษย์และผลการปฏิบัติงานของมนุษย์
ของครูในโรงเรียนเอกชนจังหวัดสระบุรี
จังหวัดประเทศไทย: แผนพัฒนา
HUMAN RESOURCE MANAGEMENT PRACTICES AND PERFORMANCE
OF TEACHERS IN THE PRIVATE SCHOOLS OF SARABURI
PROVINCE, THAILAND: A DEVELOPMENT PLAN

นางสาวพณพร เกษตรเวทิน
Ms. Panaporn Kasetvetin

ศึกษานิเทศก์สำนักงานศึกษาธิการจังหวัดสระบุรี
กระทรวงศึกษธิการ
Educational Supervision Saraburi Provincial Education
Office Ministry of Education

บทคัดย่อ

บทความวิจัยนี้มีวัตถุประสงค์เพื่อหาความสัมพันธ์ระหว่างการปฏิบัติงานการบริหารทรัพยากรมนุษย์กับการปฏิบัติงานของครูโรงเรียนเอกชนสังกัดสำนักงานการประถมศึกษาจังหวัดสระบุรี   การวิจัยเชิงสหสัมพันธ์โดยใช้แบบสอบถามไปที่ผู้บริหารโรงเรียนเป็นผู้บริหาร 29 คนและครู 564 คนในโรงเรียนเอกชน พบว่าผู้ตอบแบบสอบถามส่วนใหญ่อยู่ในช่วงอายุ 25-30 ปีและผู้อำนวยการมีอายุตำกว่า 31-35 ปีพวกเขาเป็นผู้หญิงทุกคนจบการศึกษาระดับปริญญาตรีสัญชาติไทยมีประสบการณ์การสอน 1 - 5 ปี และประสบการณ์ด้านการบริหารมากว่า 30 ปี ขอบเขตของการศึกษาด้านการจัดการทรัพยากรมนุษย์ที่มีการปฏิบัติกันจริงทั้งครูและผู้บริหาร ด้านต่างๆ เช่นการสรรหาและคัดเลือก การฝึกอบรมและการพัฒนา การมีส่วนร่วมของพนักงานการประเมินผลการปฏิบัติงานและการให้ผลตอบแทนและรางวัล พบว่าไม่มีความแตกต่างอย่างมีนัยสำคัญของการจัดการทรัพยากรมนุษย์ของครู ในทำนองเดียวกันก็ไม่มีความแตกต่างอย่างมีนัยสำคัญระหว่างขอบเขตของการปฏิบัติด้านการจัดการทรัพยากรมนุษย์ และเมื่อจัดกลุ่มตามคุณสมบัติก็ไม่แตกต่างกันอย่างมีนัยสำคัญในขอบเขตของการปฏิบัติด้านการจัดการทรัพยากรมนุษย์ของอำเภอที่แตกต่างกัน   นอกจากนี้การปฏิบัติงานของครูโรงเรียนเอกชนในด้านการวางแผนจัดหาสื่อการสอนและการประเมินผล การเสริมสร้างและพัฒนาผู้เรียน และความมุ่งมั่นและการสื่อสารกับผู้เรียนพบว่าเป็นที่น่าพอใจ การปฏิบัติงานของครูไม่มีความแตกต่างอย่างมีนัยสำคัญเมื่อจัดกลุ่มตามเขตโรงเรียนและไม่มีความสัมพันธ์อย่างมีนัยสำคัญระหว่างการบริหารทรัพยากรมนุษย์กับการปฏิบัติงานของครูในโรงเรียนเอกชน นอกจากนี้ปัญหาที่พบโดยครูเอกชนเช่นการสรรหาบุคลากรที่ขาดคุณสมบัติ ขาดการสนับสนุนทางการเงิน ขาดวิธีการฝึกอบรมที่ทันสมัยและเทคโนโลยีและโอกาสในการฝึกอบรม ดังนั้นจึงสามารถสรุปได้ว่าการฝึกการบริหารทรัพยากรมนุษย์ไม่มีความสัมพันธ์กับการปฏิบัติงานของครู

คำสำคัญ: การจัดการทรัพยากรมนุษย์, การปฏิบัติงานของครู, ครูเอกชน, ผู้อำนวยการโรงเรียน, สหสัมพันธ์

ABSTRACT

The Objectives of the research article were to find out the relationship between the HRM practice and the performance of the private school teachers under the provincial education in Saraburi Province, Thailand. A descriptive correlational research design utilizing an adopted questionnaire which was administered to 29 school directors and 564 teachers in private schools. It was revealed that the profile of the teacher respondents was mostly in the age bracket of 25-30 and directors were under 31-35, they were all female, with Bachelor's degree holder, Thai nationality, with the teaching experience of 1 -5 years and administrative experience of more than 30 years. The extent of HRM practiced were agreed both teachers and directors. They always practiced recruitment and selection, training and development, employee participation, performance appraisal, and compensation and award. It was found out that there was no significant differences of the extent of HRM practices of the teachers. Similarly, there was no significant difference between the extent of HRM practice and profile when grouped according to their profile and no significant difference in the extent of HRM practices of the different districts. Moreover, the performance of the private school teachers in terms of planning, providing teaching materials, and evaluation; learner reinforcement and development; and commitment and communication with the learners revealed was satisfactory. There was no significant difference in the performance of teachers when grouped according to the school districts and also no significant relationship between the extent of HRM practices and performance of teachers in private school. In addition, the problems encountered by the private teachers such as imbalance recruitment of qualified staff, lack of financial support, lack of modern training methods and technologies and unidentified training opportunities. Thus, it can be concluded that HRM practice had no relationship with teachers' performance.

Keyword: HRM Practices, Teachers' Performance, Private Teachers, School Directors, Descriptive Correlational

Introduction

The private schools are experiencing problems about the resignation of the personnel not different with other organizations but still more problems are affecting because of the resignation of teachers. The schools lost the teachers with appropriate field of specialization. So the resignation of teachers is a problem in the private schools.

According to Suparinee (2010), stated that the resignation number of private school teachers in academic year 2011 was 3939, in academic year 2012 was 14422 that's amount increased by 3.67 times (Office of private education promotion Committee, 2013), and it is likely that the teacher will resign more, which is reflection of the teachers in private school not commitment to the organization. The private school teachers' resignation effect to the students' achievement. It makes the lack of learning process and do not according to the school plan.

Thus, human resource management is a common term which is heard among professionals. This term takes on a key part in the success of any organization, institution or entity. This function presents in any management to help in maximizing employee performance. The valuable employees are held in an organization and also certain aspects such as organizational culture, policies, benefits, compensation, and employee relation are maintained with the aid of human resource management. HR sets up strategies, produces policies, systems, standards and procedures. There are some tasks which are taken care of human resource management (Delery & Doty, 2016). They are chiefly responsible for training employees, rewarding, performance appraisal, recruitment and more.

The chief ground for human resource management to be important is that they help the company to achieve their objective on a regular basis by means of developing a positive attitude amongst the employees. They assist in diminishing wastages and make usage of maximum net income from the resources. They are significant because they cull the right kind of people during recruitment. They call for initiatives and design criteria which are best suited for a specific task. When required, they also supply preparation for employees, which helps in evolving the presentation skills of the employees and then they take up new posts. The policies adopted by human resource management helps in providing excellent training for the employees. When such training is offered, they are developed professionally. Their talent can be used inside the system and also in other companies which one may intend to join in the future (Delery & Doty, 2016).

The human resource management motivates the employees by their performance assessment procedures. They help people to act according to their efficacy and also offer estimates to gain advances. The employee's performances according to their roles are monitored on a regular basis. With this concept the employees are able to make an outline of their ends and go towards it.

By this way the employees are boosted and they perform well (Reddy, 2017). So, human resource management strategy is said to be the overall plan that leads the implementation of specific HRM functional in the workplace. However, HRM strategies guide personnel decisions that ensure the best fit for the organization. All functional areas of HRM strategies need to match the overall business strategy. In most cases, some companies may divide these strategies into four major areas: culture, people, organization and human resource systems (Moore, 2017).

Meanwhile, strategic human resource management is the practice of attracting, developing, rewarding, and retaining employees for the benefit of both the employees as individuals and the organization as a whole. HR departments that practice strategic human resource management do not work independently within a silo; they interact with other departments within an organization in order to understand their goals and then create strategies that align with those objectives, as well as those of the organization. As a result, the goals of a human resource department reflect and support the goals of the rest of the organization. Strategic HRM is seen as a partner in organizational success, as opposed to a necessity for legal compliance or compensation. Strategic HRM utilizes the talent and opportunity within the human resources department to make other departments stronger and more effective (Stewart, 2016).

For any organization to function effectively, it must have resource of men, money, materials and machinery. The resources by themselves cannot fulfill the objectives of an organization, they need to be collected, coordinated and utilized through human resources. Hence, Human Resource Management (HRM) has emerged as a major function in organizations. This study will focus on the importance, relationship and significance of human resource management practices to the performance of the private schools teachers in the basic education under the provincial education of Saraburi Province.

Statement of the Problem

This research aimed to implement out the relationship between the human resource management practice and the performance of the private school teachers under the provincial education in Saraburi Province, Thailand. The findings of the study serve as the basis in making a developmental plan.

More specifically, this study sought answer the following questions:

1.What is the extent of practice of human resource management in the private schools in terms of:

1.1recruitment and selection;

1.2training and development;

1.3 employee participation;

1.4 performance appraisal; and

1.5 compensation and award?

2. What is the performance of teachers in the private schools in terms of:

2.1 planning, teaching materials, and evaluation;

2.2 learner reinforcement and development; and

2.3 commitment and communication with the learners?

3. Is there a significant relationship between the extent of human resource management practice and the performance of teachers in the private schools?

4. What are the problems encountered in the human resource management practice in the private schools?

Research Methodology
Design

The study used the descriptive correlational research as it is concerned with the relationships among the independent variables such as the private teacher's demographic profiles and the human resource management practices and the teacher performance. The correlational research describes the degree to which two or more variables are related, and employs a statistical investigation of the relationship between one factors or one or more other factors.

Respondents

The study randomly select 564 teachers and used complete enumeration for 29 school directors in 29 private schools.

Instruments

It was two adopted questionnaires which were used in the study. The first questionnaire which focuses on the HRM practices was taken from International Personnel Management Association and the other one which was on the teachers' performance was from Negros Occidental University. Both questionnaires underwent validity and reliability with the Cronbach alpha of 0.81 and 0.79 respectively.

Data Analysis

The following were the data analysis tool were used at 0.05 level of significance:frequency and percentage, weighted mean, pearson r correlation, and one way ANOVA.

Results and Discussions
Extent of Practices of Human Resource Management

Human Resource Management (HRM) Practices are part conceptual, part implementation of an HR strategy, comprised of systems that follow the normal or customary way of doing business. The extent of practices of HRM in private schools were determined through the five dimensions. This include recruitment and selection; training and development; employee participation; performance appraisal; and compensation and award.

Recruitment and Selection Practices.

This is one dimension of HRM practices which generally are based on the organization's mission and the workplace culture. This is often described as the process of searching for prospective employees and stimulating and encouraging them to apply for jobs in an organization. This dimension has several indicators.

Table 1
Recruitment and Selection Practices

	Indicators	Teachers		Directors	
		WM	Description	WM	Description
1	The process is providing timely recruitment, selection and placement of high-quality employees to satisfy the organization's staffing requirements.	4.17	Agree	4.55	Strongly Agree
2	There is a policy in place stating the organization's philosophy on recruitment and selection.	4.14	Agree	4.03	Agree
3	The policy contains procedures to guide managers through the recruitment and selection process and describe how to get help.	4.13	Agree	4.14	Agree
4	There is one position within the organization accountable for overseeing and coordinating recruitment and placement.	4.08	Agree	4.31	Agree
5	There is a formal process in place for identifying job vacancies?	4.09	Agree	4.24	Agree
6	The process briefly describes from needs identification through final approval authorization.	4.09	Agree	4.38	Agree
7	The recruitment is done proactively from a planning mode as well as reactively to immediate replacement and new job openings.	4.11	Agree	4.24	Agree
8	The recruitment is linked to human resources planning (Projected workforce requirements).	4.06	Agree	4.38	Agree
9	A job analysis is conducted for each position.	4.09	Agree	4.14	Agree
10	The job analysis is accompanying the hiring authorization.	4.11	Agree	4.07	Agree
11	The job analysis accurately identifies the key objectives and responsibilities of the position.	4.16	Agree	4.24	Agree
12	The job analysis accurately identifies the essential 'can do' skills needed (i.e., skills, abilities, knowledge, education and experience),	4.15	Agree	4.14	Agree
13	The job analysis accurately identifies the essential 'will do' skills needed (e.g., leadership, interpersonal, entrepreneurial, communication and good attitude).	4.17	Agree	4.14	Agree
14	Consideration is given to internal candidates for all or some job openings before outside recruitment begins.	4.08	Agree	3.97	Agree
15	There is a formal job posting procedure in place	4.09	Agree	4.00	Agree
16	The job posting contains the job objectives, needs and requirements cited in the job analysis.	4.11	Agree	3.90	Agree
17	Recruitment strategies (methods to obtain qualified candidates) are set before active recruitment begins.	4.07	Agree	4.38	Agree
18	Recruitment strategies include affirmative action and diversity needs.	4.04	Agree	4.07	Agree
19	The organization measures the effectiveness as well as the costs of these recruiting sources.	3.98	Agree	4.07	Agree
20	The HR department perform all initial screening of candidates.	4.01	Agree	4.03	Agree
21	Candidate telephone interviews, teleconferencing or video screening are conducted before personal interviews.	3.85	Agree	3.17	Slightly Agree
22	Hiring managers trained in objective	4.03	Agree	4.10	Agree
23	Reference checks are conducted on all candidates.	4.08	Agree	4.21	Agree
24	Tests or personality profiles used in the selection process are professionally validated.	4.03	Agree	4.28	Agree
25	Drug tests are administered to all new employees as a condition for hiring.	3.94	Agree	3.76	Agree
26	The organization compares the number of job openings and workforce projections with the HR department's recruitment and selection capacity.	4.01	Agree	4.00	Agree
	Overall weighted mean	*4.07*	*Agree*	*4.11*	*Agree*

Note: n = 595 Legend: 1.00 – 1.20 – Strongly Disagree, 1.21 – 2.30 – Disagree, 2.31 – 3.40 - Slightly Agree, 3.41 – 4.50 – Agree, 4.51 – 5.00 – Strongly Agree

Table 1 gives the recruitment and selection practices in HRM of private schools. It shows that the teacher agreed in all indicators. This means that the teachers approved that the practices of the private schools in recruitment and selection ensures that the job analysis accurately identifies the essential 'will do' skills needed, provide timely recruitment, selection and placement of high-quality employees to satisfy the organization's staffing requirements; practice policy in place stating the organization's philosophy on recruitment and selection; and provide policy that contains procedures to guide managers through the recruitment and selection process and describe how to get help.

In addition, directors affirmed to the teachers' perception that the recruitment and selection strongly practiced in the private schools provide timely recruitment, selection and placement of high-quality employees to satisfy the organization's staffing requirements. Moreover, the directors agreed that the practices on recruitment process briefly describes from needs identification through final approval authorization and linked to human resources planning. This means private schools always practiced timely recruitment, selection and placement with high quality standards that suited to the organization's needs.

It implies that HRM in terms recruitment and selection is practiced in accordance to the standards. Timely recruitment and selection process are properly observed in the work place. It further implies that the teacher agreed that the recruitment and selection practice is based on the philosophy of the school. Proper and adherence with the standard are practiced in the work place in choosing the right employee.

The result is related to Mayhew (2019) HR recruitment and selection practices generally are based on the organization's mission and the workplace culture. Recruitment practices underlie recruiting activities and functions such as sponsoring career fairs at colleges and universities with diverse student populations, advertising job vacancies across several venues to reach a broad audience.

This is also supported by Price (2007), recruitment and selection as the process of retrieving and attracting able applications for the purpose of employment. He states that the process of recruitment is not a simple selection process, while it needs management decision making and broad planning in order to appoint the most appropriate manpower. There existing competition among business enterprises for recruiting the most potential workers in on the pathway towards creating innovations, with management decision making and employers attempting to hire only the best applicants who would be the best fit for the corporate culture and ethics specific to the company. This would reflect the fact that the management would particularly shortlist able candidates who are well equipped with the requirements of the position they are applying for, including team work. Since possessing qualities of being a team player would be essential in any management position (Price 2007).

Training and Development Practices.

This dimension of HRM practices suggests that training and development are essentials for the employees in the organization. The purpose of training the employees is to teach them in their initial tasks and produce more skills to enhance organizational productivity. This is necessary to equipped the teachers with essential skills which are deemed necessary in the practice of their profession.

Table 2 reflects training and development practices in HRM of private schools. It shows that the teacher agreed in all indicators. This means that the teachers approved that the practices of the private schools in training and development that all training and development programs have clear objectives, there was a policy that states the organization's philosophy on employee training and development and all training programs and opportunities are communicated to employees. However, teachers considered the following indicators as less practiced that there was a method to track training costs in terms of lost work time, there was an organization to measure a return on investment in training and cost is considered in the selection of training resources.

Table 2
Training and Development Practices

	Indicators	Teachers		Directors	
		WM	Description	WM	Description
1	Programs, processes and strategies are done that will enable organizations to develop and improve their internal human resources in order to optimize their contributions to organizational objectives.	4.14	Agree	4.14	Agree
2	There is a policy that states the organization's philosophy on employee training and development.	4.20	Agree	4.28	Agree
3	There is a position within the organization accountable for overseeing and coordinating training and development activities.	4.10	Agree	4.07	Agree
4	There is a process for assessing the organization's immediate training needs and individual development needs.	4.06	Agree	3.90	Agree
5	Assessment and monitoring are always updated.	4.15	Agree	4.14	Agree
6	Job skills, knowledge and ability are considered in assessing training needs.	4.14	Agree	4.24	Agree
7	New technologies, processes, products, services, market changes and community needs are considered in assessing training needs.	4.12	Agree	4.10	Agree
8	Organizational issues, such as mission, objectives, cultural changes and customer orientation, are considered in training needs.	4.15	Agree	3.97	Agree
9	The organization's social responsibilities and respect for diversity reflected in training needs.	4.12	Agree	3.97	Agree
10	Legal requirements are considered in training needs	4.04	Agree	4.17	Agree
11	Remedial training in literacy and basic computation skills are offered.	4.02	Agree	3.79	Agree
12	There is employee development plans addressed in performance appraisals or other formal settings.	4.12	Agree	4.03	Agree
13	The organization's immediate and future training and development needs are often communicated.	4.13	Agree	4.17	Agree
14	All training programs and opportunities are communicated to employees.	4.20	Agree	4.24	Agree

15	Subscriptions to professional training and development journals are maintained and circulated among department members.	4.11	Agree	4.14	Agree
16	There is a reference library of training and development material for employee use.	4.05	Agree	3.83	Agree
17	There is coordination of professional development material.	4.14	Agree	4.21	Agree
18	All training and development programs have clear objectives (for example, in a workshop on WordPerfect, a clear objective would be.	4.21	Agree	4.10	Agree
19	Training resources are identified internally and externally.	4.14	Agree	4.17	Agree
20	The results of training programs are monitored and evaluated	4.12	Agree	4.03	Agree
21	Cost is considered in the selection of training resources.	3.93	Agree	3.41	Agree
22	There is a method to track training costs in terms of lost work time.	3.85	Agree	3.38	Slightly Agree
23	There is an organization to measure a return on investment in training.	3.90	Agree	3.45	Agree
24	The organization provides adequate capacity to meet chosen training and development needs.	4.01	Agree	3.79	Agree
25	Are training and development needs reflected in the organization's budget	4.05	Agree	3.59	Agree
	Overall weighted mean	*4.09*	*Agree*	*3.97*	*Agree*

Note: n = 593 Legend: 1.00 – 1.20 – Strongly Disagree, 1.21 – 2.30 – Disagree, 2.31 – 3.40 - Slightly Agree, 3.41 – 4.50 – Agree, 4.51 – 5.00 – Strongly Agree

It implies that teachers are aware of the conduct of training and development in terms of setting clear objectives, alignment to the organization's policy, and properly communicated to the employees. This is a strong manifestation that this dimension is practiced in the work place. The conduct of training and development for teachers provide opportunity for them to learn new things which contribute meaningfully to their professional growth and development. This must be done periodically because this would greatly help in the teaching-learning process and help hone the skills of the teachers. In the conduct of training and development, cost and other related expenses are not concern of the teachers that's is why they considered this as less among the other indicators. This is probably the concern of the administration in allocation of budget for the conduct of training and development.

Moreover, as to directors' perception on the training and development it shows that almost all indicators were rated agree. This means that the directors and teacher perception were similar. This means that they observed that the private schools practiced the essentials in HRM as to training and development. The directors agreed that in the conduct of training and development private schools practiced that there was a policy that states the organization's philosophy on employee training and development, job skills, knowledge and ability are considered in assessing training needs, and all training programs and opportunities are communicated to employees. However, directors considered the following indicators as less practiced that there was a method to track training costs in terms of lost work time, there was an organization to measure a return on investment in training and cost is considered in the selection of training resources.

This implies that directors are fully aware that the conduct of training and development supports the organization's philosophy and based on the training needs of the employees. Moreover, the training and development is properly communicated to the employees for them to know the schedule and purpose of the conduct of this activity. Training and development is very important in the school organization because this would enhance the skills of the teachers to better serve their learners. The conduct of training is always considered as new learning opportunity that would benefit participants for their professional growth and development.

As a summary, training and development help in improving the skills of the employees thus it is essential to conduct this activity. The findings of the study affirmed to the study of According to Cole (2012), that training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Training improves the present performance of employees who may not be working as efficiently as desired or plan employees for future promotions or increase organizational productivity, for coming changes in design, processes or technology in their present jobs (Fisher et al., 2009).

It further supports McLagan, (2009) asserted that at its most sophisticated, organizational learning provides employees with skills in responding to change and an appreciation for lifelong learning. Strategic HRD is concerned with linking training and development to organizational objectives and responding to changes in technology and other factors in the external environment.

Employee Participation Practices.

Employee Participation is the process whereby employees are involved in decision making processes, rather than simply acting on orders. Employee participation is part of a process of empowerment in the workplace.

Table 3 consolidates the employee participation practices in HRM of private schools. It shows that the teacher agreed in all indicators. This means that the teachers affirmed the practices of the private schools in HRM in terms of employee participation.

Table 3
Employee Participation Practices

	Indicators	Teachers WM	Teachers Description	Directors WM	Directors Description
1	Employees know what is expected of you at work.	4.30	Agree	4.28	Agree
2	At work, there is an opportunity to do what you do best every day.	4.34	Agree	4.52	Strongly Agree
3	There is someone at work who encourages participation.	4.27	Agree	4.41	Agree
4	At work, employee's opinions seem to count.	4.18	Agree	4.48	Agree
5	Associates (fellow employees) are committed to doing quality work.	4.23	Agree	4.38	Agree
6	Employees have opportunities at work to learn and grow.	4.30	Agree	4.41	Agree
7	Organization policies are clearly communicated in the organization.	4.27	Agree	4.59	Strongly Agree
8	Employees see themselves continuing to work for this organization.	4.20	Agree	4.62	Strongly Agree
9	Employees recommend your friends/relatives in your organization.	4.05	Agree	4.21	Agree
10	The organizational culture enhances employee commitment and participation.	4.21	Agree	4.45	Agree
11	Employees are committed to improving quality of services.	4.29	Agree	4.28	Agree
12	The organization takes the initiative to lead by example.	4.17	Agree	4.14	Agree
13	Heads encourage employee to take initiative and job participation.	4.29	Agree	4.55	Strongly Agree
14	The organization encourages initiative and risk taking.	4.11	Agree	4.28	Agree
15	Heads establish responsibility and accountability among employees.	4.30	Agree	4.45	Agree
16	The organization encourages employees to work to the best of their abilities.	4.32	Agree	4.55	Strongly Agree
17	Employees get a sense of personal accomplishment from work.	4.23	Agree	4.48	Agree
18	The organizational culture at the organization enhances teamwork.	4.22	Agree	4.55	Strongly Agree
19	Employees work together to share ideas and resolve issues.	4.29	Agree	4.48	Agree
20	Employees are committed to successful completion of goals.	4.34	Agree	4.62	Strongly Agree
21	Employees are working toward a common goal.	4.35	Agree	4.69	Strongly Agree
22	Heads encourage others to work as a team.	4.36	Agree	4.66	Strongly Agree
23	Employees take pride in their work.	4.37	Agree	4.69	Strong Agree
24	Each employee recognizes individual contributions.	4.35	Agree	4.52	Strongly Agree
25	Employees can take time to handle commitment and participation.	4.36	Agree	4.72	Strongly Agree
	Overall weighted mean	**4.27**	**Agree**	**4.48**	**Agree**

Note: n = 595 Legend: 1.00 – 1.20 – Strongly Disagree, 1.21 – 2.35 – Disagree, 2.31 – 3.40 - Slightly Agree, 3.41 – 4.50 – Agree, 4.51 – 5.00 – Strongly Agree

Teachers agreed that employees took pride in their work, heads encouraged others to work as a team, employees can take time to handle commitment and participation, each employee recognized individual contributions, employees were committed to successful completion of goals and there was an opportunity to do what you do best every day.

However, teachers perceived that the lowest indicators were employees recommend your friends/relatives in your organization, organization encourages initiative and risk taking and organization takes the initiative to lead by example.

It implies that the practices of HRM in terms of employee participation provides equal opportunity for the teacher to be part of the organization and encourage them to work as a team. It also acknowledges the contribution of the teachers through recognition. Thus, the teachers in the private schools are committed to perform their duties and responsibilities delegated to them. It gives that the directors strongly agreed that HRM practices in terms of employee participation. Private schools always observed that employees took time to handle commitment and participation, employees took pride in their work and employees are working toward a common goal.

It synthesizes that the private schools always practiced employees' participation in the working environment. Through the participation of the employees in school related activities, it boosts their confidence which has an impact to their commitment and dedication because their participation is always acknowledged. The employees are empowered in their participation in schools. They are given equal opportunity to show their talents and skills in their work.

The findings of the study is in consonance with the study of Kaler (2009) that employee participation is in part a response to the quality movement within organizations. Individual employees are encouraged to take responsibility for quality in terms of carrying out activities, which meet the requirements of their customers. The internal customer is someone within the organization that receives the 'product of service' provided by their 'supplier' within the organization. External customers are buyers and users outside of the organization. Employee participation is also part of the move towards human resource development in modern organizations. Employees are trusted to make decisions for themselves and the organization.

Kaler (2009) added that there are different ways of participation are its 'forms'. What determines their classification as this or that 'form' is the particular aspect of the business which the participating arrangements allows employees to share. It is at most an opportunity for employees to influence decision making through persuasion. To that extent it is joint decision making of kind-though of an admittedly very weak kind of participation, it is also to some extent informing of one particular sort, in that, consulting with employees requires telling them of decisions that are going to be made.

Performance Appraisal Practices.

Performance Appraisal is defined as a systematic process, in which the personality and performance of an employee is assessed by the supervisor or manager.

Table 4
Performance Appraisal Practices

#	Indicators	Teachers		Directors	
		WM	*Description*	**WM**	*Description*
1	Heads communicates performance expectations regularly.	4.18	Agree	4.17	Agree
2	Employees are held accountable for their actions.	4.21	Agree	4.14	Agree
3	Head promotes continuous employee development.	4.27	Agree	4.41	Agree
4	Head seeks to maximize employee performance.	4.28	Agree	4.52	Strongly Agree
5	Head reviews the employee's performance in a timely manner.	4.21	Agree	4.31	Agree
6	Head provides feedback to the employee.	4.27	Agree	4.34	Agree
7	Head uses objective measurable criteria.	4.14	Agree	4.14	Agree
8	Criteria for evaluation matches the employee's actual job duties or description.	4.16	Agree	4.14	Agree
9	Criteria for evaluation is clear and easy for interpretation.	4.19	Agree	4.17	Agree
10	Head provides feedback to employees.	4.28	Agree	4.55	Strongly Agree
11	Performance management appraisal criteria are fair, consistent, and reliable.	4.14	Agree	4.38	Agree
12	The organization's goals become part of the requirements for individual employee performance appraisal.	4.15	Agree	4.52	Strongly Agree
13	Employees understand how my performance is evaluated.	4.13	Agree	4.24	Agree
14	Employees receive regular performance reviews.	4.08	Agree	4.24	Agree
15	Employees trust the feedback they receive from their heads.	4.17	Agree	4.38	Agree
16	The head is honest and fair in my performance review.	4.23	Agree	4.52	Strongly Agree
17	Head gives me constructive feedback.	4.26	Agree	4.55	Strongly Agree
18	The evaluation process is regularly done.	4.17	Agree	4.38	Agree
19	The performance appraisal system is effective in promoting quality work.	4.22	Agree	4.55	Strongly Agree
20	Performance appraisals are fair and unbiased.	4.17	Agree	4.62	Strongly Agree
21	The head encourages employees to work to the best of their abilities.	4.28	Agree	4.69	Strongly Agree
22	The organization is able to maximize employee potential.	4.22	Agree	4.31	Agree
23	Employees know how the organization measures its performance.	4.16	Agree	4.24	Agree
24	Head values honest and candid feedback.	4.22	Agree	4.69	Strongly Agree
25	Head continually monitors the workforce to ensure ongoing employee development and process improvement.	4.23	Agree	4.45	Agree
	Overall weighted mean	*4.20*	*Agree*	*4.39*	*Agree*

Note: n = 595 Legend: 1.00 – 1.20 – Strongly Disagree, 1.21 – 2.30 – Disagree, 2.31 – 3.40 - Slightly Agree, 3.41 – 4.50 – Agree, 4.51 – 5.00 – Strongly Agree

Table 4 demonstrated the performance appraisal practices in HRM of private schools. It shows that the teacher agreed in all indicators. This means that the teachers affirmed the practices of the private schools in HRM in terms of performance appraisal. Teachers agreed that the private schools practiced that the head encourages their employees to work to the best of their abilities, heads seek to maximize employee performance, and heads give them constructive feedback. However, teachers perceived that their weak practices were employees understand how my performance is evaluated, employees receive regular performance reviews, and head uses objective measurable criteria.

It implies that the teachers perform their function in accordance to the norms and standard because the head of the private schools constantly evaluate their performance. The teachers were given constructive feedback on their performance. However, the teachers are not explained on how does they obtained such performance rating. Periodic performance are not done regularly. To have better performance appraisal practices, the school head constantly monitor the performance of the teachers. Feedback mechanism as to their performance are encouraged to have transparency of the results based on the set criteria prior to the actual conduct of performance appraisal.

Therefore, the directors strongly agreed that performance appraisal were practiced in private schools. The directors in the private schools agreed that their head values honest and candid feedback, encourages employees to work to the best of their abilities, and performance appraisals are fair and unbiased. It implies that directors in the private school affirm with the perception of the teachers that performance appraisal is done honestly. The appraisal was based on the strengths and weakness of the teachers in private school. This would help the improving the weakness of the employees.

The result is similar to Noe, et al (2006) that discusses performance management as "the process through which managers ensure that employees' activities and outputs are congruent with the organization's goals". The concept of performance management has contributed a lot in the development Human Resource Management in recent years. Performance Management is widely being used in organizations so as to obtain the best results by trying to improve performance of the workforce. Goals and standards are being planned well beforehand in order to get satisfied outcomes. This is supported by Karol (2016) that performance appraisal includes a communication event planned between a manager and an employee specifically for the purpose of assessing that employee's past job performance and discussing areas for future improvement.

Compensation and Awards Practice. Compensation is the monetary benefit which is given to an employee or worker giving their services to an organization. Compensation includes components like salary, wages, bonuses etc. The compensation provided helps in motivating the employ-

ees, build their career and ensure that there are committed in achieving the company goals. This dimension is essential in the organization to motivate the teachers in performing beyond what is expected.

Table 5
Compensation and Award Practices

	Indicators	Teachers		Directors	
		WM	Description	WM	Description
1	Incentives are linked to achievement of individual goals.	4.02	Agree	4.38	Agree
2	The factors of the rewards scheme contribute the most in engaging the employees.	4.02	Agree	4.21	Agree
3	Employees received recognition or praise for doing good work.	4.13	Agree	4.52	Strongly Agree
4	The pay and benefits in your organization are comparable to similar organization.	4.02	Agree	4.34	Agree
5	The benefits offered by the organization meet employee's needs.	4.05	Agree	4.34	Agree
6	The organization offers a comprehensive benefits package.	4.07	Agree	4.28	Agree
7	The organization maintains a competitive pay and benefits package.	4.01	Agree	4.14	Agree
8	The organization pay policy helps attract and retain high performing employees.	4.05	Agree	4.24	Agree
9	The pay is fair for employees' position.	4.04	Agree	4.52	Strongly Agree
10	The pay matches employees' job performance.	4.03	Agree	4.34	Agree
11	Employees are paid fairly.	4.05	Agree	4.62	Strongly Agree
12	The primary value of recognition is tangible reward.	3.98	Agree	4.17	Agree
13	Formal recognition events increase the motivational value of a recognition program.	4.02	Agree	4.21	Agree
14	The primary value of recognition is acknowledgement of performance by management.	4.06	Agree	4.03	Agree
15	Recognition should be given only for sustained outstanding performance over a long period of time.	3.99	Agree	4.17	Agree
16	The primary value of recognition clearer definition of expectations.	4.03	Agree	4.24	Agree
17	Recognition should be given for outstanding employees.	4.21	Agree	4.48	Agree
18	Recognition should be given for significant achievement "on the spot"	4.10	Agree	4.69	Strongly Agree
19	Support and guidance of heads is important to get rewards and recognition.	4.13	Agree	4.34	Agree
20	Rewards and recognition provided by your organization are satisfactory.	4.03	Agree	4.45	Agree
21	The employee's expect reward in the organization.	3.99	Agree	4.38	Agree
22	Productivity and performance evaluation are fairly used.	4.15	Agree	4.69	Strongly Agree
23	Rewards increase employee involvement in the workplace.	4.10	Agree	4.52	Strongly Agree
24	Salary and incentive packages are one of the main reasons why people apply for specific jobs.	4.15	Agree	4.41	Agree
25	The right compensation and benefits schemes ensure that hard-working employees are rewarded fairly and in the most cost-effective way for the organization.	4.18	Agree	4.48	Agree
	Overall weighted mean	*4.06*	*Agree*	*4.37*	*Agree*

Note: n = 595 Legend: 1.00 – 1.20 – Strongly Disagree, 1.21 – 2.55 – Disagree, 2.51 – 3.40 – Slightly Agree, 3.41 – 4.50 – Agree, 4.51 – 5.00 – Strongly Agree

Table 5 gives the practices of HRM in terms of compensation and reward system in the organization. It shows that private teachers agreed in all indicators of compensation and reward practices of HRM. This means that the teachers approved that the private schools practiced recognition was given for outstanding employees, right compensation and benefits schemes ensure that hard-working employees are rewarded fairly and in the most cost-effective way for the organization, productivity and performance evaluation are fairly used and salary and incentive packages are one of the main reasons why people apply for specific jobs.

Nevertheless, the teachers in the private school considered some indicators were weak like the primary value of recognition is tangible reward, recognition should be given only for sustained outstanding performance over a long period of time, and the employee's expect reward in the organization. This means that teachers are performing their function just to received reward from the school they are working. They simply work because they are determined to perform their task as a teacher.

It implies that the private school teachers are given enough salary based on the scheme designed. Other benefits like productivity and performance are given based on the result of fair evaluation. It shows that the teachers are satisfied with the salary and additional incentives they received. This extrinsic motivation to the private school teachers motivate them to perform their teaching and non-teaching related activities in school.

So, the directors also agreed in almost all indicators of HRM practices in terms of compensation and rewards. Moreover, they strongly agreed that recognition should be given for significant achievement "on the spot", productivity and performance evaluation are fairly used, employees are paid fairly, and employees received recognition or praise for doing good work. This means that the directors were favor of recognizing the employees fairly and be given immediately for doing their work well. It may be a form of praise or an extrinsic motivation. However, the directors agreed or considered the following practices in compensation and awards as weak such as the primary value of recognition is acknowledgement of performance by management, the organization maintains a competitive pay and benefits package, and recognition should be given only for sustained outstanding performance over a long period of time.

It implies that the practices of HRM in compensation and awards are essential in the organization. Both teachers and directors agreed that teachers in the private school are satisfied with their compensation. Teachers are motivated to perform this function because they are compensated. They are also encouraging because they are recognized with their simple work which contributed to the improvement of learners' performance

The findings of the study is supported by Grote (2012) compensation is something, most usually money, which is given to the employees of an organization or company as payment or

reparation for their service towards the organization or because of their loss incurred due to any organizational activity. This is important to the employees so that they are motivated to perform their task.

Performance of Teachers in the Private Schools

The performance of the teachers in private schools were determined based on the three dimensions. This includes planning, teaching materials, and evaluation; learner reinforcement and development; and commitment and communication with the learner. Each dimension is discussed in separate table.

Planning, Teaching Materials, and Evaluation.

This dimension of teacher performance is consist of 15 dimensions. This is determined through their periodic performance rating.

Table 6
Planning, Teaching Materials and Evaluation

	Indicators	*WM*	*Description*
1	He / She prepares good daily lesson plan (well written).	4.17	Satisfactory
2	He /She states the outcome and student course objectives in behavioral terms (behavioral objectives).	4.21	Satisfactory
3	He /She relates new lesson with the previous lesson.	4.29	Satisfactory
4	He /She encourages students to do thing and welcome pertinent questions.	4.38	Satisfactory
5	He /She gathers/organizes and evaluates pertinent information of students for effective instructions.	4.30	Satisfactory
6	He /She can identify and evaluates learning problems of students in content area being taught.	4.33	Satisfactory
7	He /She knows how to select, construct, organize and use appropriate instructional materials and equipment to facilitate learning.	4.31	Satisfactory
8	He /She selects/develops appropriate assessment techniques and instruments for instructional activities.	4.30	Satisfactory
9	He /She collects/qualifies and interprets data from appropriate assessment instruments.	4.24	Satisfactory
10	He /She checks test examination paper and informs students of their results.	4.33	Satisfactory
11	He/she provides clear information about objectives, bibliography, tutorials, contents, and assessment methods in the subject's curriculum.	4.22	Satisfactory
12	He/ She designs and relates the classroom content to the lab content.	4.24	Satisfactory
13	He /She efficiently incorporates and employs ICTs (Information and Communication Technologies)	4.15	Satisfactory
14	He /She has a good command/mastery of the contents of the course.	4.25	Satisfactory
15	He /She informs students' progress.	4.29	Satisfactory
	Overall weighted mean	*4.27*	*Satisfactory*

Table 6 shows the performance of private school teachers in terms of planning, teaching materials, and evaluation. It revealed that the over-all performance of the private school teachers was satisfactory. This means that the teachers were competent in planning, teaching materials, and evaluation. The teachers manifest competent performance in encouraging students to do thing and welcome pertinent questions, checking test examination paper and informs students of their results, and identifying and evaluates learning problems of students in content area being taught. However, teachers were weak in preparing good daily lesson plan, efficiently incorporating and employing ICTs, and stating the outcome and student course objectives in behavioral terms.

It implies that the private teachers are performing their function of evaluation and assessment. They constantly evaluate the performance of the learners through checking and returning their output for the learners to know their strengths and weaknesses in a particular subject area. Nevertheless, in planning the lesson not all teachers are preparing their daily lesson plan. Not all of them were also informing the learners about the session objectives every time they have class instruction. To summarize, the teacher are child-centered and concerned about performance-based assessment.

The result of the study affirmed to the study of Hiltrop (2009) that planning and evaluation performance of the teacher has positive impact to learners' performance. Teachers must have planned carefully the lesson and assess constantly the performance of the learners to monitor the individual progress. It also negates to the findings of Hiltrop (2009) that competent teachers were always prepare his or her lesson and inform constantly the learners about the lesson objectives. By so doing, learners are guided of their performance.

Learning Reinforcement and Development.

This dimension of teacher performance is consist of 17 dimensions. This is determined through their periodic performance rating.

Table 7
Learner Reinforcement and Development

	Indicators	WM	Description
1	He /She presents the minimum content of his/her subject matter, tailored to the students' knowledge and abilities.	4.29	Satisfactory
2	He /She is easily accessible (consultation, e-mails, etc.).	4.35	Satisfactory
3	He /She allows the student to organize and distribute part of the assignments to be performed in the class.	4.31	Satisfactory
4	He /She presents the contents following a clear and logical framework, highlighting the important aspects.	4.33	Satisfactory
5	He /She allows and encourages student participation.	4.45	Satisfactory
6	He /She promotes individual work.	4.41	Satisfactory
7	He /She relates the teachings to the real life situations.	4.44	Satisfactory
8	He /She provides initial and final overviews of the session and/or subject in class.	4.40	Satisfactory
9	He /She encourages student interest and the motivation to learn.	4.32	Satisfactory
10	He /She facilitates student-student and student-teacher interaction.	4.40	Satisfactory
11	He /She attends and responds clearly to questions asked in class.	4.45	Satisfactory
12	He /She adequately attends to the consultation requested of him/her.	4.43	Satisfactory
13	He /She maintains an objective and respectful guidance with the students.	4.39	Satisfactory
14	He /She organizes activities for the student to actively participate in course assignments, and group activities.	4.42	Satisfactory
15	He /She interweaves/connects the content of the subject matter with other courses.	4.41	Satisfactory
16	He /She interacts satisfactorily with the students.	4.30	Satisfactory
17	He /She relates the teachings to the real life situations.	4.41	Satisfactory
	Overall weighted mean	*4.38*	*Satisfactory*

Table 7 tallies the performance of private school teachers in learner reinforcement and development. It revealed that the over-all performance of the private school teachers was satisfactory. This means that the teachers were competent in reinforcement and development of learners. The teachers manifest competent performance in allowing and encouraging student participation, attending and responding clearly to questions asked in class, and relating the teachings to the real life situations.

It implies that private teachers are student centered because they always give opportunity for the learners to participate in class interaction and positively address the needs of the learners when needed. During the class discussion, the teacher always gives examples relevant to the real life situation to intensify learning. The core of the educative process are the learners. Teachers are only facilitator of learners. Thus, challenging task are given to the learners as a reinforcement for learning.

The result is in consonance with the Price (2007) that teachers' important role in the educative process is to provide students with learning opportunity to interact in the situation which are

currently happenings in the community. Teachers constantly nurture learning and facilitate every learner through addressing their individual needs. Engagement in the actual learning opportunity for the learners are essential to have an effective and efficient learning to happen. Thus, learners with special needs are given reinforcement for them to be considered as part of the process.

Commitment and Communication with Learners.

This dimension of teacher performance is consist of 14 dimensions. This is determined through their periodic performance rating.

Table 8
Commitment and Communication with the Learner

	Indicators	WM	Description
1	He /She uses correct English.	4.13	Satisfactory
2	He /She uses acceptable written and oral expression with the learner.	4.31	Satisfactory
3	He /She gives clear directions and explanations.	4.39	Satisfactory
4	He /She accepts varied students viewpoints or asks them to elaborate answers or ideas.	4.36	Satisfactory
5	He /She encourages students to speak and write correctly.	4.49	Satisfactory
6	He /She informs the students of the competencies they will be expected to acquire/obtain.	4.39	Satisfactory
7	He /She provides students with scientific information that allows them to gain a better and deeper understanding of the subject matter.	4.33	Satisfactory
8	He /She fosters/provides concrete examples in order to develop the critical thinking of students.	4.42	Satisfactory
9	He /She applies the established curriculum with a certain amount of flexibility for a better class dynamic.	4.38	Satisfactory
10	He /She uses material resources that facilitate learning.	4.40	Satisfactory
11	He /She designs the content and develops the course to promote the acquisition of competencies for better student learning and development.	4.36	Satisfactory
12	He /she applies the assessment criteria of the activities as established in the subject's curriculum.	4.39	Satisfactory
13	He /She stimulates students' desire and interest to learn more about the subject matter.	4.44	Satisfactory
14	He /She is willing to supplement available teaching materials for better learning.	4.53	Very Satisfactory
	Overall weighted mean	*4.38*	*Satisfactory*

Table 8 summarizes the performance of private school teachers in commitment and communication with the learners. It revealed that the over-all performance of the private school teachers was satisfactory. This means that the teachers were competent in reinforcement and development of learners. The teachers manifest very competent performance in their willing to supplement available teaching materials for better learning.

Moreover, the teachers showed competent performance in encouraging students to speak and write correctly, stimulating students' desire and interest to learn more about the subject matter, and applying the assessment criteria of the activities as established in the subject's curriculum. It implies that the private teachers have commitment to their profession. They perform their function in accordance to the norms and standards. Moreover, the teachers constantly

Extent of Human Resource Management Practices	The Performance of Teachers		
	r-value	p-values	Interpretation/ Decision
	-0.165	0.526	Insignificant Do not Reject H₀

communicate their learner by giving them the opportunity to stimulate their learning desire. The teachers are determined to perform their task because they have the passion to teach.

Significant Relationship Between the Extent of Human Resource Management Practice and Performance of Teachers in the Private Schools

The significant relationship between the extent of HRM practices and performance of teachers in private schools were tested at 0.05 level of significance. The variables were correlated using Pearson r Coefficient Correlation.

Table 9 Significant Relationship between the Extent of Human Resource Management Practice and the Performance of Teachers

Note: significant at p < 0.05

Table 9 revealed the significant relationship between the extent of human resource management practice and the performance of teachers in the private schools in Saraburi Province. Using Pearson Correlation Coefficient to identify the significant relationship, it was found out that the p-value of 0.526 is greater than the level of significance therefore, do not reject the null hypothesis. This means that there was no significant relationship between the extent of HRM practices and performance of teachers in private school. Furthermore, the r-value of -0.165 denotes that there was a negative very weak correlation between the variables.

It implies that the HRM practices are not predictors of teaching performance. The performance of the teachers are not affected with the HRM practices. The teachers perform their duties and responsibilities in accordance to the norms and standard. Moreover, the negative very weak correlation denotes that the variables are associated with each other.

The Problems Encountered in the Human Resource Management Practice in the Private Schools

The problems encountered in the HMR practice were determined through the individual responses.

Table 10
The Problems Encountered in the Human Resource Management Practice
in the Private Schools

Problems Encountered	Rank	Percentage
Imbalance recruitment of qualified staff.	1	55 %
Lack of financial support.	2	48 %
Lack of modern training methods and technologies.	3	48 %
Unidentified training opportunities.	4	41 %
The right people with the right skills in the right jobs not in place.	5	38 %
Informal identification and specification of training needs.	6	31 %
Deficient optimization of the HR operation.	7	31 %
Less knowledge on model of changes through learning and management.	8	31 %
Inappropriate technological opportunities to improve effectiveness of the training activities.	9	28 %
Undefined employers –employees' obligations in the workplace.	10	24 %
Increasing incompetent staff.	11	21 %
Lack of building a spirit of teamwork and cooperation.	12	21 %
Undefined work relationship and commitment.	13	17 %
Ineffective delegation skills and strategies.	14	17 %
Less knowledge on model of changes through learning and management.	15	17 %
HR development planning is inappropriate to the organization's strategy.	16	14 %
Undeveloped principles of empathetic communication and active listening.	17	14 %
Inappropriate performance evaluation criteria.	18	10 %
Decreased collaboration in training and participation	19	7 %

Table 10 identified problems encountered in the human resource management practices in private schools in Saraburi province. As a result of the given survey, the following were the problems met by the private teachers such as imbalance recruitment of qualified staff, lack of financial support, lack of modern training methods and technologies and unidentified training opportunities. However, the less problems encountered were undeveloped principles of empathetic communication and active listening, Inappropriate performance evaluation criteria, and decreased collaboration in training and participation.

This means that the private teachers felt imbalance in the qualification of the staff. They need financial support from the school in order to sustain their needs. They also need training to upgrade their skills in teaching. These are all minor problems encountered by the teachers and could be addressed immediately through an action plan. Teachers should be given trainings that would capacitate them and provide them with the needed skills to have a better teaching-learning outcomes.

Findings

1.The extent of practiced of HRM in terms of recruitment and selection, training and development, employee participation, performance appraisal, and compensation and award were always practiced in the private schools.

2.The performance of the private school teachers in terms of planning, teaching materials, and evaluation revealed that the over-all performance was satisfactory.

3.There was no significant relationship between the extent of HRM practices and performance of teachers in private school. Furthermore, there was a negative very weak correlation between the variables. The HRM practices are not predictors of teaching performance. The performance of the teachers is not affected with the HRM practices.

4.The problems encountered by the private teachers such as imbalance recruitment of qualified staff, lack of financial support, lack of modern training methods and technologies and unidentified training opportunities. However, the less problems encountered were undeveloped principles of empathetic communication and active listening, Inappropriate performance evaluation criteria, and decreased collaboration in training and participation.

Conclusion

Based on the findings, it can be concluded that HRM practices are not predictors of teaching performance in private schools. Recruitment and selection, training and development, employee participation, performance appraisal, and compensation and award did not affect the performance of teachers.

Recommendations

1.Strengthen mechanism in HRM practices and constantly adhere with the standards must be implemented the workplace.

2.Sustaining the HRM practices across dimensions through periodic evaluation must be done in all schools in the district.

3.Spearheading a capability building program for teachers' must be done in order to hone the skills teachers to be efficient and effective in the teaching-learning process.

4.Monitoring teachers' performance in school districts must be done regularly.

5.Engaging of all private school teachers in the district must be done especially in the seminar-workshop to uplift teachers' performance.

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