

**THE RELATIONSHIP BETWEEN TEACHERS’
PERCEPTIONS TOWARDS HUMAN RESOURCE
MANAGEMENT AND SCHOOL CLIMATE AT MYINT-MO
EDUCATION FOUNDATION (MEF) IN MYANMAR**

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Abstract: This study was to investigate the significant relationship between teachers’ perceptions towards Human Resource Management and School Climate. The study conducted 60 full-time teachers based on their perceptions to discover the research findings in 2018-2019 academic year. This study focused on three objectives were to: (1) identify the level of teachers’ perceptions towards human resource management, (2) identify the level of teachers’ perceptions towards school climate, and (3) determine the significant relationship between teachers’ perceptions towards human resource management and school climate at Myint-Mo Education Foundation (MEF). The two theories were Human Resource Management Theory by Lunenburg & Ornstein (2008), and School Climate Model by Hoy, Tarter & Kottkamp (1991). The research designed the quantitative method. The Means and Standard Deviations, and The Pearson Product Moment Correlation Coefficient were utilized to analyze the data for hypothesis testing by distributing 30 question items in HRM and 30 question items in school climate for investigating the objectives of the study. From the research findings, r value was .403, with significant by Pearson correlation of .003. The study showed that there was a significant relationship between teachers’ perceptions towards human resource management and school climate at Myint-Mo Education Foundation (MEF), Myanmar.

Key Words: Teachers’ Perception, Human Resource Management Practices, School Climate, Principals’ Leadership Behaviors, Teachers’ Leadership Behaviors

Introduction

In the 21st century, the quality of education is the key factor for educational issues around the globe. Through thinking about education, the people directly see the school where the learners are studying and learning to improve their knowledge, skills and experiences. Provision of learning to prepare people to

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live successfully in the 21st century require more than subject contents (Makaramani, 2015). The learners are essential to understand how to apply knowledge and skills to new situations, analyzing information, comprehending new ideas, communicating, collaborating, problems solving, self-decision in professional field and offer students to think globally and work locally for the change process. Most educational leaders are trying to find the ways for a better education for students by providing quality staff, administrators, professions, facilities, resources, teaching materials and pedagogies, and technology which are necessary in the 21st century education. The leaders debate to focus on progressive management to certain staffs to face changing and transformation by collaborating within school (Ariratana, Sirisookslip, & Ngang, 2015). To improve the quality education needs many factors to be highlighted such as academic administration, resource administration, individual and general management. The HRM is the common problem for quality education.

The human relation in schools must be a positive character and it is one judge in making decisions for students' achievement and school development (Dass, 2014). A positive climate means the relationship between principals, teachers, students and parents who are highly satisfied with efforts, contribution, and collaboration at works. As school leaders must understand values, belief, behavior, and the needs of staffs and students to promote relationship in schools. The leaders must have the unique skills to analyze and evaluate the program for development, manage and lead human resources from diversity. Therefore, this study will investigate the relationship between teachers' perceptions towards HRM and school climate.

Research Objectives

This research aimed to:

- (1) identify the level of teachers' perceptions towards human resource management at Myint-Mo Education Foundation (MEF) in Myanmar
- (2) identify the level of teachers' perceptions towards school climate at Myint-Mo Education Foundation (MEF) in Myanmar
- (3) determine the significant relationship between teachers' perceptions towards human resource management and school climate at Myint-Mo Education Foundation (MEF) in Myanmar

Conceptual Framework

This study was based on Human Resource Management Theory by Lunenburg & Ornstein (2008) and School Climate Model by Hoy, Tarter & Kottkamp (1991).

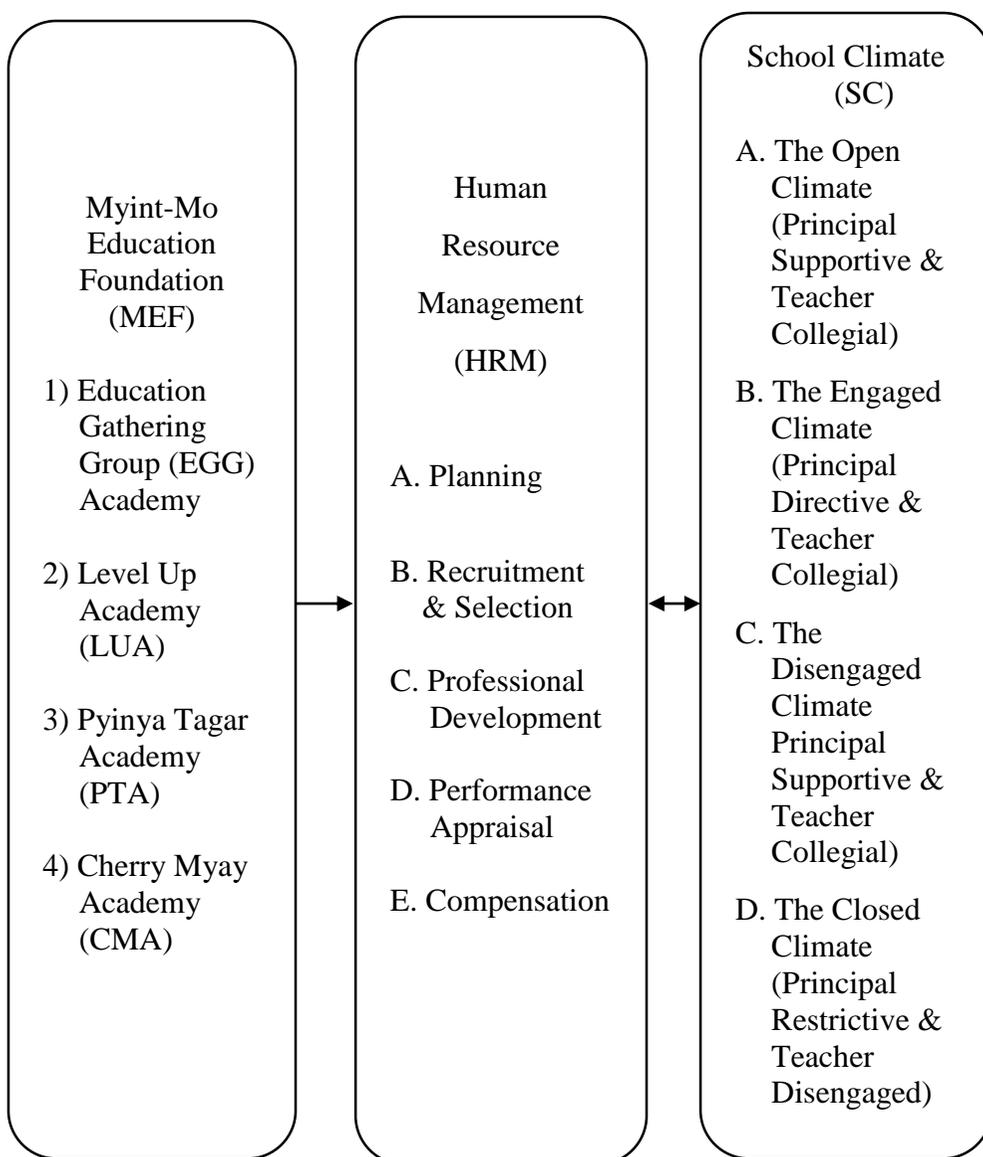


Figure 1: Conceptual Framework of This Study

Literature Review

Human Resource Management Theory

The human resource management practices composed by five factors contained: (A) Planning, (B) Recruitment & Selection, (C) Professional Development, (D) Performance Appraisal, and (E) Compensation (Lunenburg & Ornstein, 2008). The management practices are the primary keys for school principals to utilize in managing staffs and schools' activities.

(A) Planning

Planning is making sure the organization that has the right staffs in the right place. It prepared human resources design to assess present and future needs, availability, and potential shortages. Human resource planning included a process of enabling the organization to exist the right staffs, doing the right jobs at the right time (Noe, Hollenbeck, Gerhart, & Wright, 2009). The HR planning obtained identifying staffs' needs and interest, forecasting available and reliable presents need to maintain and control a staff of the desired quantity and quality to achieve the organization's mission and vision (Lunenburg & Ornstein, 2008).

(B) Recruitment & Selection

Recruitment & Selection was a long process to hire new applicants till to meet the vacant positions. It was also identified what kind of staffs in the organization needs with regard to qualifications and experience and the extent to which they were seemly to be suitable for the culture of the organization (Armstrong, 2006). The school have to certain the right staffs of the job in recruiting candidates. Recruitment and selection of personnel competency was an important function of school principals to choose the right and qualified candidate (Lunenburg & Ornstein, 2008). The diversity effort, strong policies in recruitment and selection encourage diversity, and train staffs in creating a culture of diversity importantly to drive by leaders which had higher moral, productivity, lower staff turnover, and greater attraction for potential recruits.

(C) Professional Development

Professional Development was to teaching administrators and professionals needed the skills both present and future positions in the organizations (Lunenburg & Ornstein, 2008). Emphasize the professional development defined the strategic human resource development as identifying and managing staffs' learning with the development of organizational strategies. A supply of relief staffs were ready to substitute others who leave, and staff engaging in continuous learning were to meet the challenges. Professional development was the process of appraising staff performance and identifying the key competence that needed improvement for a better performance

(Omebe, 2014). Staffs' learning processes which consisted experiencing, reflecting, thinking, and applying were important in organizations.

(D) Performance Appraisal

The principals usually began to appraise staffs' performance how well they were performing and devoting efforts in their jobs (Lunenburg & Ornstein, 2008). Performance appraisal was to promote staffs' work effectiveness and a process of collaboration plan, review staffs' work objectives of goals, and the overall staffs' contribution to the schools. Performance appraisal was a collaborative effort involving both leaders and teachers to review job's description, link between school's goals, objectives, work plan outlined the tasks to be done and expected results that would be used to evaluate performance, and identified main areas of key performance objectives for the year (Thomson, 1993).

(E) Compensation

The compensation of staffs was an important component of the individual evaluation process in the organizations (Lunenburg & Ornstein, 2008). Compensation plan was helpful to attract and retain quality staffs, motivate and commitment, and reward staffs' performance in the institutions. Compensation referred to the total amount of both the financial and non-financial rewards that organizations gave staffs for work performed. When planning to pay compensation, the leaders needed to be considered the fairness of compensation among staffs in the same positions were classified with grade level to respect their value and performance.

School Climate Model

The school climate was influenced by the organization, personalities of participants, and organizational leadership. It also referred to the quality and character of the school life that related to the norms and values, human relations and social interactions, and organizational processes, structures and culture (Bocchi, Dozza, Chianese, & Cavrini, 2014). The students' success and failure were in order to choose the strategies of classroom management, teaching pedagogy, communication of teachers and principals. The relationship between principals and teachers must be a central classroom of schools. The four dimensions of school climate defined: (A) the open climate, (B) the engaged climate, (C) the disengaged climate, and (D) the closed climate that investigated the leadership behaviors of principals and teachers and emphasized how they acted and performed on tasks interactively and positively to get great achievement.

(A) The Open Climate (High Supportive of Principals & High Collegiality of Teachers)

The open climate was defined to an energetic, lively school which was moved toward its goals, and provides satisfaction for the social needs of faculty members. It had the distinctive characteristics of cooperation, respect, and openness between the principals and teachers. The open climate defined that the leaders were high collegial relations, high intimacy, and low disengagement among teachers in the school (Chirichello, 1999). The ideas, motivation, accomplishments, performance, collaboration, appreciation, and needs of teachers were valued and respected by principal for work effectiveness. As the teachers have not only respect to principal but also they have ability to understand themselves (Hoy, Tarter, & Kottkamp, 1991).

(B) The Engaged Climate (High Directive of Principals & High Collegiality of Teachers)

The Engaged Climate was characterized by the principal's behavior as closed and he or she either uses autocratic, directive and restrictive styles to control to the teachers. As the headmaster did not pay attention to the teachers' suggestions and ideas from teachers to express their own opinions or criticism related to the works in the workplace (Ahghar, 2008). As the teachers' behavior was opened and they use cohesive, collegial, professional, collaborative, high trust, committed and open methods to one another with mutuality and tolerance even if there were different ideas in jobs (Hoy, Tarter, & Kottkamp, 1991).

(C) The Disengaged Climate (High Supportive of Principals & Low Collegiality of Teachers)

In the disengaged climate, principals treated teachers as a good supporter and facilitator by practicing high supportive leadership behaviors to support members to work well and professional competence in schools. The internal characteristics of a school typically presented that a principal whose leadership is strong, supportive, flexible, and concerned at the workplace (Eshbach & Henderson, 2010). As teachers did not care cooperating, supporting, and treat each other in work (Hoy, Tarter, & Kottkamp, 1991).

(D) The Closed Climate (High Restrictive of Principals & High Disengagement of Teachers)

The closed climate was characterized by principal and teachers were as having a very lack of commitment and being unproductive in the works. The principals and teachers simply went through the motions, with the principal stressing routine details and unnecessary work, and the responding of teachers at minimal points while exhibiting little satisfaction (Sweetland & Hoy, 2000).

The instruction of principals was directedness and restrictiveness, and their instructions did not support teachers' effectiveness and students' high academic achievement.

In the 21st Century, both educational institutions are demonstrated in the complexities of workforce. The human quality is required in the complex institutions to enhance the quality education. The new curriculum, teaching pedagogies, and resources were offered by educators for the challenges. The technology is required to improve the degree, methods, recruitment process, training techniques, and new equipment should be introduced by the organization (Hashim & Hameed, 2012). The leaders must be alerted of their role and responsibility for employment security, self-managing teams, shared information, reduced distinctions and high pay based on quality staffs to promote motivation, commitment, and long-term productivity.

Research Method and Procedure

This study was used quantitative design by distributing the questionnaires which divided into three parts: Part (I) general demographic profile of teachers including their age, education background, work experience, and training experiences; Part (II) Teachers' perception of HRM with 30 question items; and Part (III) Teachers' perception on school climate with 30 question items at MEF in Myanmar. The respondents were asked 60 questions by using a Five-Point Likert Scale which consists: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree and (5) strongly agree. In this study, the researcher used Descriptive Statics and The Pearson Correlation for analyzing hypothesis testing and findings.

Population of the Study

| No. | Items | State & Country | Total numbers of teachers |
|-----|-----------------------------------------|-----------------------|---------------------------|
| 1 | Education Gathering Group (EGG) Academy | Karen State, Myanmar | 15 |
| 2 | Level Up Academy (LUA) | Kayah State, Myanmar | 15 |
| 3 | Pyinnya Tagar Academy (PTA) | Kachin State, Myanmar | 15 |
| 4 | Cherry Myay Academy (CMA) | Shan State, Myanmar | 15 |
| | Total | | 60 |

Research Findings/Results

The findings in the study were composed into three parts namely: (1) human resource management, (2) school climate, (3) relationship between HRM and School Climate.

(1) Research Objective One

Table 1: *Teachers' Perceptions toward Human Resource Management*

| No. | Human Resource Management | Means | Standard Deviations | Interpretation |
|-----|---------------------------|-------|---------------------|----------------|
| 1 | Professional Development | 3.78 | .316 | High |
| 2 | Recruitment & Selection | 3.75 | .311 | High |
| 3 | Performance Appraisal | 3.71 | .392 | High |
| 4 | Compensation | 3.46 | .442 | Moderate |
| 5 | Planning | 3.43 | .435 | Moderate |
| | Total | 3.63 | .270 | High |

The *Means and Standard Deviations of Teachers' Perceptions toward HRM at MEF, Myanmar* showed that the overall mean scores of the 58 teachers' perceptions towards HRM based on the five components was 3.63 and it was in the range of 3.51 – 4.50. According to the criteria of interpretation, the perceptions of teachers towards HRM were deemed as a high level. From the findings, the mean score of Professional Development was 3.78, which was considered as highest level showed the principals focus on professional development to the group by encouraging teachers to participate in continuing education and develop their professions to collaborate with high performance for both school and career development.

(2) Research Objective Two

Table 2. *Means and Standard Deviations of Teachers' Perceptions towards School Climate*

| No. | School Climate | Means | Standard Deviations | Interpretation |
|-----|--------------------------------|-------|---------------------|----------------|
| 1 | High Supportive of Principals | 3.78 | .458 | High |
| 2 | High Collegiality of Teachers | 3.72 | .383 | High |
| 3 | Low Collegiality of Teachers | 3.37 | .445 | Moderate |
| 4 | High Restrictive of Principals | 3.17 | .506 | Moderate |
| 5 | High Directive of Principals | 3.08 | .397 | Moderate |
| 6 | High Disengaged of Teachers | 2.30 | .489 | Low |
| | Total | 3.24 | .246 | Moderate |

The objective two showed that the overall mean scores of the teachers' perceptions toward school climate based on the six components was 3.24 and

it was in the range of 2.51–3.50. According to the criteria of the interpretation, teachers' perceptions on school climate was discovered as a moderate level. From the findings of school climate, the mean scores of High Supportive of Principals was 3.78 which was considered as highest level showed that the principals focus on constructivism and shared understanding to teachers for a positive school climate internally and externally for the achievement of school.

(3) Research Objective Three

Table 3: *Correlation between Teachers' Perceptions towards HRM and School Climate*

| | | School Climate | Conclusion |
|---------------------------------------------------------------|----------------------------------------------------------|------------------------|-------------------------------------------|
| Teachers' Perceptions towards human resource management | Pearson Correlation Coefficient Sig. (2-tailed) | .403** .003 | There is a significant relationship |
| ** Correlation is significant at the 0.05 level (2-tailed). | | | |

The objective three was to determine the significant relationship between teachers' perceptions towards Human Resource Management and School Climate at Myint-Mo Education Foundation (MEF). The Pearson Correlation was used to analyze the data showed the significance with the correlation coefficient was .403 and the significant relationship' value was .003 which was less than .05 significant level. The hypothesis believed that there was a significant relationship between teachers' perceptions towards HRM and school climate.

Discussion

Teachers' perceptions towards Human Resource Management

According to research findings, the teachers' perceptions towards human resource management was 3.63 which interpreted as "high" based on the criteria of interpretation. The three elements of HRM practices were discovered as highest score which were recruitment and selection, professional development, and performance appraisal (3.75, 3.78, and 3.71). According to Nejati, Rabiei, & Jabbour (2017), the components of recruitment and selection, development training, empowerment, reward, and performance appraisal had positively influenced chain management. The attention of leaders on HRM were considered the effort of employees' understanding on HRM and supply chain management for a sustainable culture.

For this study, the principals were suggested to encourage teachers to participate in the planning process to improve administrative works, recognize teachers' hard work, and provide appropriate benefits based on the needs and interests of teachers that show active collaboration. Another researcher, Wangui (2010), the HRM practices has implemented the satisfactory level and the seventy five percentage of respondents rated as excellent, very good, and good. The staffs were perceived the positive perceptions based on the practices of management heads in working society.

According to the previous studies which did not reveal the positive relationship from the survey, the current researcher assume that the leaders might have some problems such as inadequate supplies and resources, less considered the teachers' needs to promote the practices of HRM and other resources within the schools. Then, the different management styles of principals, teachers' demographics, and other constraints included budgets, partnerships, and community involvement might be the reasons to get a positive result.

Teachers' perceptions towards School Climate

The six elements of the school climate, the high supportive of principals and high collegiality of teachers showed as highest level at the mean scores of 3.78 and 3.72 that defined the open climate. Based on the overall findings, the open climate and the engaged climate were perceived by the teachers in schools. According to Martin (2009) mentioned that the supportive leadership style promoted a positive climate and benefited to the work of teachers productively based on the constructivism of principals and administrators. By Phyu (2013) discovered the open climate and the engaged climate based on the four elements were the open climate, the engaged climate, the disengaged climate, and the closed climate were proved the current study.

The current researcher realized that the supportive principals' leadership behaviors create a positive impact and generate a better relationship between principal-teachers, teachers-teachers, and teachers-students for a better performance, growth of teachers' teaching, and students' learning. The behavior of principals should be a main character to inspire both teachers and students. As the principals should provide the information for teachers about school policies, work procedures, tasks and responsibilities to collaborate with co-teachers consisting constructive comments and feedbacks that show work spirit and a healthy climate. Importantly, flexible leadership and situational leadership behaviors were the most suitable leadership styles for the teachers by giving respect and valuing shared understanding alternatively between principals and teachers was a primary need in educational institutions.

Relationship between teachers' perceptions towards HRM and school climate

The significance of the relationship between HRM and school climate discovered .003 significant level. This means that, there was a significant relationship between teachers' perceptions towards human resource management and school climate at MEF. According to Ali (2015) found a positive relationship on HRM practices, organization performance and employee relation climate by using Pearson correlation and Descriptive Statistic for analyzing the data was showed the HRM practices were most dominant activities to improve performance and employee relation. Another researcher, Nadarajah et al., (2012), the training development, recruitment and selection, compensation, and employees security were the most important practices in HRM that had impacted to employees' performance which could produce a significant relationship on HR practices to administrative works. The principals were suggested to promote a reward plan on staffs' performance and relationship to enhance a healthy working condition to motivate and develop commitment of qualified teachers for positive outcome.

Based on related researches, the HRM is a complicated theory. As a non-profit education foundation, Myint-Mo Education Foundation (MEF) have many challenges for principals to utilize the theory when managing and leading staffs and resources. For this study, the finding showed that there was a positive relationship on HRM and school climate. The researcher realize that the management practices and leadership behaviors of principals meet with the preferences of teachers who are working at Myint-Mo Education Foundation (MEF). In order to attain the students' achievement and school development, the principals should promote teachers' motivation, job satisfaction, commitment by considering their needs and interests related to teaching, individual improvement, and career development.

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