Perception of Teachers on School Performance and Human Resource Practices in the Work-from-Home Setup

Ralph Martin L. Mascareñas*, April Sandy I. Gallarin

*Department of Educational Leadership and Management -
De La Salle University - Manila, Philippines
Corresponding Author: ralph_mascarenas@dlsu.edu.ph

Abstract: Human resource management aims to improve the performance of teachers which plays a vital role in school performance. Recent research has proven that perception of human resource practices affects the performance of a school. The spread of CoVid 19 forced schools to change the work arrangement to continue teaching and learning amidst pandemic. This study aims to fill the research gap in the Philippine context using a survey correlational design in finding the relationship between the perceived organization's performance and human resource practices in a work-from-home setup using a survey correlational design. Self-selection sampling was utilized to obtain 205 private and public school teachers. The finding of the study revealed that there is a significant difference in the perception of human resource practices between public and private school teachers. This implied that public school teachers perceived that human resource practices are more evident than the private school teachers in the work-from-home setup. In addition, the study was able to establish that human resource practices are significantly related to the perceived school performance of teachers in the work-from-home setup. The results imply that human resource practices can affect school performance regardless of the work arrangement.

Key Words: human resource practices; work-from-home; school performance; public and private school teachers

1. INTRODUCTION

Human resource management is an essential element in achieving school goals and it plays a vital role in creating and maintaining a high-performing workforce (Fuzi and Salleh, 2017). It was also mentioned that human resource management guarantees that employees are working efficiently and effectively to achieve organizational goals (Fuzi and Salleh, 2017). In the educational setting, human resource management deals with the integration of human resource practices and methods of maintaining the teachers and staff to achieve the school goals (Omebe, 2014). In addition, Obeme (2014) also mentioned that it includes maintenance, relations, development, procurement, and job performance reward among the staff.

There were several human resource practices presented in different studies, but one study focused on the following human resource practices training, performance appraisal, career planning, employee participation, job definition, compensation, and selection (Singh et al., 2004). On the other hand, one study emphasized that human resource practices can help employees to improve their productivity (Irshad et. al, 2021). Human resource practices are important in attracting, motivating, and retaining employees to secure the performance of the organization (Fuzi and Salleh, 2017). Multiple studies also show human resource practices are significantly related to employee job satisfaction which contributes to the performance of the school (Khalid et al., 2014; Akhter

et al., 2016; Fuzi and Salleh, 2017; Khalil et al., 2017).

It was revealed that there is a link between human resource practices and an organization's performance (Singh et al., 2004). It was found that there is a significant relationship between an organization's performance and human resource practices (Singh et al., 2004; Wright et al., 2004; Voo et al., 2018). There are two types of educational institutions in the Philippines which are public and private schools. The public schools are managed by the division office which facilitates the role of human resource management. In contrast, private schools have their human resource department. In line with this, public and private organizations have different perceptions of human resource practices. Public organizations lack understanding of human resource practices specifically on training, performance appraisal, and compensation which affects their perception of human resource practices (Khalid, 2014). In contrast, private organizations give more importance to human resource practices because they aim to raise the professional growth of each employee (Uysal and Caganaga, 2018).

A change in work arrangement happened when COVID-19 spread in the Philippines to address the current health crisis. The Department of Education released the DepEd Order No. 11 Series of 2020 last June 15, 2020. The said memorandum discussed the Revised Guidelines on Alternative Work Arrangements in the Department of Education during the Period of State of National Emergency due to COVID-19 Pandemic. Schools must implement appropriate work arrangements based on the community quarantine for the safety of teaching and non-teaching personnel (DepEd, 2020). Work-from-home provides flexibility, but it must be responsibly carried out to make it effective as a new work arrangement in response to the pandemic situation (Irshad et al., 2021). In addition, the work-from-home arrangement has altered the boundaries of the work and family life of employees (Awan and Noureen, 2021). In line with this, there was a need to redefine and restructure work roles and practices to adapt to the new work arrangement (Kaushik and Guleria, 2020).

The study of Singh (2014) focuses on identifying the links between individual HR practices and firm performance in a face-to-face setup while this study focuses on work-from-home arrangement. This study also aims to fill the research gap in the Philippine context by finding the relationship between the perceived organization's performance and human resource practices in the work arrangement amidst the pandemic. Specifically, the study seeks to answer the following research questions:

1) Is there a significant difference in the perception of public and private school teachers toward human resource practices in the work-from-home setup?

2) Is there a significant relationship between the teachers' perceived school performance and human resource practices in the work-from-home setup?

2. METHODOLOGY

This section presents the research design, participants of the study, data collection & analysis procedure, and instrument used.

2.1 Research Design

This study utilized a quantitative research method that centered on descriptive and correlational design. Descriptive research design describes the attributes of the population while correlational research investigates the connection between two variables (Fraenkel, Wallen, and Hyun (2011). Furthermore, the authors mentioned that doing correlational research is also referred to as descriptive research because it portrays an existing relationship between variables. Thus, this study aims to find out if there is a significant difference in the perception of public and private school teachers toward human resource practices and their relationship to teachers' perceived school performance in the work-from-home setup.

2.2 Research Participants

The researchers selected the participants of the study using self-selection sampling. This technique is used when the researcher allows the individuals to participate in the study on their own

accord (Sharma, 2017). In addition, self-selection sampling has no ethical issue since participants volunteer to be part of the study (Barazini, n.d.). The sample was taken from public and private school teachers across the country. It consisted of 205 teachers, 102 are public school teachers and 103 are private school teachers. A sample with a minimum number of 100 for descriptive studies is needed while correlational studies require at least a sample of 50 to establish the existence of a relationship (Fraenkel et al., 2011).

2.3 Data Collection

A web-based survey using google forms was utilized by the researchers to distribute the survey questionnaire to 205 research participants and to adhere to the protocols brought by the pandemic. MS Excel was used to generate the data from the survey questionnaire. The responses of the teachers were coded as follows: strongly disagree/worse-1, disagree/not good-2, neutral/satisfactory-3, agree/good-4, and strongly agree/very good-5. The 35 statements were grouped with teachers' responses according to the human resources practices presented in the study of Singh (2004). Data analysis toolpak of MS Excel was utilized to analyze the data that focused on three statistical tools: descriptive statistics, t-test assuming equal variances, and correlation.

2.4 Instrument

The instrument used in this study was available online and was adapted from a study (Singh, 2004). The questionnaire was divided into two parts, the first part is the demographic profile of teachers, and the second part focused on the perception of teachers on school performance and human resource practices in the work-from-home setup. The demographic profile includes the type of school of the teachers. On the other hand, the teachers' questionnaire on perceived school performance has 6 statements focusing on the different dimensions of the school while the teachers' questionnaire on perceived human resource practices has 35 statements. These 35 statements were grouped according to the 7 human resource practices (Singh, 2004). The researchers used the term school instead of the organization to fit the

Philippine context. It falls on a Likert scale ranging from strongly agree/very good to strongly disagree/worse. The research instrument was pilot tested on three teachers.

2.5 Data Analysis

The researchers used descriptive statistics to identify the teachers' perceived school performance and teachers' perception toward human resource practices in the work-from-home setup. A T-test assuming equal variances was also utilized to show if there is a significant difference in the perception of public and private school teachers toward human resource practices in the work-from-home setup. Pearson correlation was used to establish the relationship between the teachers' perceived school performance and teachers' perception toward human resource practices in the work-from-home setup.

3. RESULTS AND DISCUSSION

This section presents the results and discussion of the study.

Table 1. Means and standard deviations of teachers' perception of human resource practices in the work-from-home setup

HR Practices	Teachers' Perception	
	M	SD
Training	4.107	0.863
Performance Appraisal	3.907	0.900
Career Planning	3.800	0.900
Employee Participation	3.785	1.063
Job Definition	3.680	0.920
Compensation	3.760	0.990
Selection	3.574	0.930

Table 1 presents the means and standard deviation of teachers' perception of human resource practices in the work-from-home setup. Teachers perceived that training (M = 4.107, SD = 0.863) as one

of the aspects of human resource practices was the most evident to their school while selection (M = 3.574, SD = 0.930) is the least evident among all the human resource practices. The result of this study contradicts previous research that shows compensation was the most evident among all the human resource practices (Singh, 2004). In addition, it also negates a previous study which presented performance appraisal as the most evident human resource practice on the work-from-home setup (Irshad et. al, 2021). While in the Philippine context, the result of this study does not also agree in a previous study which revealed that employee relations were the most observable human resource practices (Edralin, 2010)

Table 2. Means and standard deviations of perceived school performance of teachers in the work-from-home setup

School Performance	Teachers' Perception	
	M	SD
Quality of programs and services	4.059	0.911
Development of new programs and services	3.937	0.929
Ability to attract teachers	3.785	0.987
Ability to retain teachers	3.600	1.010
Satisfaction of clients/ students/ parents	3.961	0.907
Relationship between administrators and teachers	3.839	0.949
Overall	3.937	0.848

As seen in Table 2 the means and standard deviations of perceived school performance of teachers in the work-from-home setup. Teachers perceived that their school performed well in providing quality programs and services (M = 4.059, SD = 0.911) while teachers perceived that their school performed least

inability to retain teachers (M = 3.600, SD = 1.010). In addition, this study presented that teacher perceived that overall performance is good (M = 3.937, SD = 0.848) and this result is similar to previous research (Irshad et. Al, 2021 & Singh, 2004).

Table 3. Results of comparing the public and private school teachers' perceptions on human resource practices in the work-from-home setup

Human Resource Practices	Private School Teachers		Public School Teachers		$t(203)$	p
	M	SD	M	SD		
Training	3.875	0.787	4.096	0.925	-1.844	0.067
Performance Appraisal	3.806	0.811	3.971	0.980	-1.312	0.191
Career Planning	3.641	0.817	3.975	0.992	-2.633	0.009*
Employee Participation	3.550	0.924	3.807	1.1778	-1.739	0.083
Job Definition	3.762	0.835	4.049	0.981	-2.256	0.025*
Compensation	3.361	0.949	3.788	0.993	-3.148	0.002*
Selection	3.721	0.854	3.914	0.995	-1.493	0.137

*$p<0.05$

Table 3 shows that there is a significant difference on the perception of public and private school teachers in career planning (t = -2.633, p = 0.009), job definition (t = -2.256, p = 0.025), and compensation (t = -3.148, p = 0.002) as the most evident human resource practices in their school on the work-from-home setup. A study in 2017 presented the same result which revealed that there was a significant difference in the perception of public and

private school teachers (Khalil et. al, 2017). This result implies that public school teachers are more satisfied with the compensation practices of their school than private school teachers. Another interpretation of this finding is that human resource practices are more evident in public than private schools.

Table 4. Correlation showing Pearson's r for teachers' perception on school performance and human resource practices on the work-from-home setup

Human Resource Practices	School Performance				
	n	*M*	*SD*	*r*	*p*
Training	205	4.107	0.863	0.762	0.000**
Performance Appraisal	205	3.907	0.900	0.677	0.000**
Career Planning	205	3.800	0.900	0.752	0.000**
Employee Participation	205	3.785	1.063	0.649	0.000**
Job Definition	205	3.680	0.920	0.678	0.000**
Compensation	205	3.760	0.990	0.670	0.000**
Selection	205	3.574	0.930	0.666	0.000**

**p<0.001

Table 4 presents that all human resource practices as perceived by the teachers on a work-from-home setup have a significant relationship with teachers' perceived school performance. The result agrees with the study of Singh (2004) which showed a significant relationship between the teachers' perceived school performance and teachers' perception of human resource practices. This implied that human resource practices are factors that can be considered to improve school performance.

4. CONCLUSIONS

Based on the findings, there is a significant relationship between the perceived human resource practices and school performance in the work-from-home setup. It reveals that human resource practices affect the perceived school performance regardless of the type of school. This implied that the human resource practices adapt to the new work arrangement. Furthermore, a significant difference was also established between the perception of public and private school teachers toward human resource practices in the work-from-home setup. Thus, it is recommended for human resource managers to conduct benchmarking between different schools. It will allow human resource managers to learn from each other in the implementation of human resource practices in a new work-arrangement setup. It is also recommended to align human resource practices in the changing work arrangement.

5. ACKNOWLEDGMENTS

6. REFERENCES

Akhter, N., Hussain, A., Bhatti, M., Shahid, F., & Ullah, H. (2016). Impact of HR Practices on job Satisfaction: A Study on Teachers of Private and Public Sector. *International Review of Management and Business Research*, *5*(2), 572–584.

Department of Education. (2020). Revised Guidelines on Alternative Work Arrangements in the Department of Education during the period of State of National Emergency due to COVID-19 Pandemic. DepEd.gov.ph. https://www.deped.gov.ph/wp-content/uploads/2020/06/DO_s2020_011-Revised-Guidelines-on-Alternative-Work-Arrangements.pdf

Edralin, D. M. (2010). Human Resource Management Practices: Drivers for Stimulating Corporate Entrepreneurship in Large Companies in the Philippines. *DLSU Business*

& *Economics Review*, *19*(2), 25–41.
https://doi.org/10.3860/ber.v19i2.1471

Irshad, H., Umar, K. M., Rehmani, M., Khokhar, M.
N., Anwar, N., Qaiser, A., & Naveed, R. T.
(2021). Impact of Work-From-Home Human
Resource Practices on the Performance of
Online Teaching Faculty During Coronavirus
Disease 2019. *Frontiers in Psychology*, *12*.
https://doi.org/10.3389/fpsyg.2021.740644

Farah Naz, Awan, R. U. N., & Dr. Ghazala Noureen.
(2021). Managing The Porous Boundaries:
Impact Of Working from Home On Work-Life
Balance Of University Teachers During Covid
19. *Journal of Arts & Social Sciences (JASS)*,
8(2), 85–96.
https://doi.org/10.46662/jass.v8i2.129

Fraenkel, J., Wallen, N., & Hyun, H. (2011). How to
Design and Evaluate Research in Education
(8th ed.). McGraw-Hill Education.

Fuzi, I., & Salleh, N. (2017). The relationship
between Human Resource Practices (HRM) and
Teachers' Satisfaction in Malaysian School.
*International Journal of Business and
Management*, *1*(2), 220–225.
https://doi.org/10.26666/rmp.ijbm.2017.2.33

Kaushik, M., & Guleria, N. (2020). The Impact of
Pandemic COVID -19 in Workplace.
*European Journal of Business and
Management*, *12*(15), 9–18.
https://doi.org/10.7176/ejbm/12-15-02

Khalid, M., Rehman, C., & Ilyas, M. (2014). HRM
Practices and Employee Performance in
Public Sector Organizations in Pakistan: An
Empirical study. *International Journal of
Management Sciences and Business Research*,
3(2), 69–77.
https://www.researchgate.net/publication/26063
5420_HRM_Practices_and_Employee_Performa
nce_in_Public_Sector_Organizations_in_Pakist
an_An_Empirical_study

Khalil, A., Ch, A., & Ilyas, M. (2017). Teachers'
Satisfaction regarding Human Resource
Management Practices in Technical Institutions
of Lahore. *Bulletin of Education and Research*,
39(2), 95–105.

Merve, U., & Cagda, K. C. (2018). Teachers opinions
of human resources management functions in
private schools. *Educational Research and
Reviews*, *13*(12), 487–494.
https://doi.org/10.5897/err2017.3407

Pamis, A. (2017, September 11). *The role of HRM in
new public management*. The Manila
Times.
ttps://www.manilatimes.net/2017/09/12/busine
ss/columnists-business/role-hrm-new-public-
management/350185/

Fahlevi/publication/341413246_Impact_of_Wor
k_From_Home_WFH_on_Indonesian_Teachers_
Performance_During_the_Covid-
19_Pandemic_An_Exploratory_Study/links/5ec2
8321a6fdcc90d67e2663/Impact-of-Work-From-
Home-WFH-on-Indonesian-Teachers-
Performance-During-the-Covid-19-Pandemic-
An-Exploratory-Study.pdf

Omebe, C. (2014). Human Resource Management
In Education: Issues and Challenges. *British
Journal of Education*, *2*(7), 26–31.
https://www.eajournals.org/wp-
content/uploads/Human-Resource-
Management-In-Education.pdf

Sharma, G. (2017). *Pros and Cons of Sampling
Technique*. International Journal of Applied
Research.
https://www.allresearchjournal.com/archives/20
17/vol3issue7/PartK/3-7-69-542.pdf

Singh, K. (2004). Impact of HR practices on perceived
firm performance in India. *Asia Pacific Journal
of Human Resources*, *42*(3), 301–317.
https://doi.org/10.1177/1038411104048170

Wright, P. M., Gardner, T. M., Moynihan, L. M., &
Allen, M. R. (2005). The Relationship
Between HR Practices and Firm Performance:
Examining Causal Order. *Personnel
Psychology*, *58*(2), 409–446.
https://doi.org/10.1111/j.1744-
6570.2005.00487.x