

A Study on Practices and Pitfalls of Human Resource in K12 Schools of Punjab

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Abstract

Education plays a linchpin role to determine the socio-economic status of an individual. Progress of every economy by and large is dependent upon its competent workforce. K12 schools lay the foundation of future human capital. For this experienced and diligent educator are required. This study is done to identify present Human Resource Practices and the challenges faced by K12 schools of Punjab. Sample size of this study is 132, self structured questionnaire is used to collect data. Cronbach Alpha is applied to confirm the validity of the variables under study. Stratified Sampling technique is used. Thematic Analysis is used to achieve the objectives. Most of the K12 schools have fixed HR practices on recruitment and selection, training and development, performance appraisal and retention at place and the major challenges faced are absence of any analytics and metrics to take informed decisions.

Keywords: HR Practices, Performance Appraisal, Retention, Recruitment and Selection, Training and Development.

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INTRODUCTION

Out of all the 5M's machine, money, method, material and men, human resource is most potent and active resource. There is hardly any sector which can operate without human resource. There is no dearth of research studies about the functions of human resource. To accomplish organisational pursuits every entity needs to manage its Human Resources effectively and efficiently.

Omebe (2014), Human Resource Management involves gamut of activities like attracting, recruiting, training, developing, appraisal, engagement, motivation and retention. In order to achieve educational goals, it is of paramount importance that appropriate academic staff is appointed, timely trained, adequately rewarded and carefully retained. In simple words it can be said that success of educational institutions largely depends upon the academic performance of the pupils for which HR activities in schools have to be coordinated to get maximum output

from the employees. All educational institutions have to depend on their teachers for implementation of its programmes. Nwaka and Ofojebe (2010) is of opinion that faculty is the critical resource for realization of the educational policies and objectives.

Around the globe Human resource issues are looked upon as a pivot to every initiative in educational policies. No denying the fact that in education world generally focus is on pupils' performance, funnelling funds, and of course quality in education, but since last few years the factors which concern the most are appointments, selection, appraisal and competency building of the human resource. With HR issues escalating in education system of late it is being realised that HR challenges have to be tackled in totality. Recently, researchers are discussing about professional upgradation. Actually, in 1990s researchers started focussing on 'human resource strategy' for the teaching profession (Fullan & Mascall, 2000).

LITERATURE REVIEW

After extensive literature review in this study four major HR functions of K12 schools were identified, these are recruitment and selection, training and development, performance appraisal and retention. Recruitment is a prime function of HRM. It is the initial step of filling the vacant position. It is a process in which at the first stage school has to identify the need of faculty department wise, then they advertise it, later on they shortlist the applications received followed by calling the candidates for next phase known as selection. Recruitment strategy is effective if it resolves five main issues: "Who should be appointed?", "From where to be appointed?", "What should be the recruitment channel?" "Where to be appointed?" and "When to be recruited?" (Box & Purcell, 2008). Selection is a process of finalizing the apt candidate possessing the skill sets and qualifications required to close the position is known as selection. Selection criteria is a characteristic which a candidate must possess to successfully perform his work. Effective recruitment and selection procedure is a key to ensure that efficient workforce is becoming part of the team. (Naveen & Raju, 2014).

Training and Development is means to refine present or future performance of a teacher by enhancing their skills and knowledge. Abdullah & Othman (2019), are of opinion that training provided to workers help to establish link between the needs and skills of the marketplace and boost the confidence of employees to perform their job in a better manner. Collins & McNulty, (2020), claimed that on-the-job training doesn't enhance the performance whereas off-the-the-job training improves efficiency. Further, regular training helps to upgrade the skills and knowledge of staff there by increasing workers satisfaction, which is vital to attain firms' goal (Guest 2020). Karim, Choudhury & Latif (2019) in their study emphasized training and development of employees should be a regular feature considering the changing market dynamics, competition and interest of the stakeholders.

Regular and unbiased performance appraisal is an important requirement of employees (Thurston, 2001), and majorly, performance appraisal system is required for developmental and administrative purposes. 360⁰ feedback and management participation in the process of performance appraisal ensures authenticity (Kinicki et al., 2004). Performance appraisal is a

systematic process to periodically assess the performance of an individual faculty and evaluate productivity as per certain pre-established Institutional objectives and criteria. Performance appraisal leads to promotions, demotions, transfer, retrenchment, increment of faculty. Arora and Pratibha (2021) in their study on IT sector identified that retaining high performing employees have become imperative for organizations. Skilled workforce is always an asset for the firm and they will contribute in enhancing the performance of the firm. (American Teacher, 2005), has very beautifully compared the problem of retention with a leaky bucket. If the bucket is having holes, it is not wise to pour more water rather to fix the holes. Retention is an ability of an institution to hold back its high performing team members. The success of school and the performance of students by and large depends upon the competent and experienced staff, hence it is paramount to understand the significance of retaining the high end faculty.

OBJECTIVES

1. To study the existing HR Practices of K-12 Schools in Punjab
2. To identify the HR Challenges faced by K-12 Schools in Punjab

RESEARCH METHODOLOGY

Research design:

In this study, in order to investigate probable solution to the research questions set in the questionnaire an effective research design is implemented. Since, the objective of the research is to create new insight so descriptive cum exploratory research method is used.

Population and Sample Size:

There are total 1020 K12 Schools CBSE affiliated in Punjab. Punjab is divided into 3 region that is strata Doaba, Majha & Malwa having 22 districts in totality. Our study contains 132 samples. 2 schools from each district are selected on basis of year of affiliation, 3 respondents from each school are part of survey this includes 2 teachers and 1 principal.

Table I: Frequency table of respondents

| | Frequency | Percent | Cumulative Percent |
|-----------|-----------|---------|--------------------|
| Valid | | | |
| Principal | 44 | 33.0 | 33.0 |
| Teacher | 88 | 67.0 | 100.0 |
| Total | 132 | 100.0 | |

Sampling technique:

Stratified Sampling technique is adopted to collect samples from population. Schools are selected on the basis of affiliation. Stratified sampling is adequate to collect data under quantitative research as subject knows who they are and what they know.

Data collection instrument and Questionnaire Design:

Data is collected through self-structured questionnaire. Questionnaire of this study uses 5 point likert scale- Strongly disagree (Score 1), disagree, Neutral, Agree & Strongly agree (Score 5). Our questionnaire comprises of two sections: first section seeks information about the respondent's Personal background and the second section contains 36 statements

Reliability and Validity of Instrument:

In order to ensure the reliability of the self-constructed questionnaire reliability analysis is performed. Cronbach's Alpha is applied to check the reliability and validity of the statements.

Table II: Case Processing Summary

| | | N | % |
|-------|-----------------------|-----|-------|
| Cases | Valid | 132 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 132 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Above table shows shows the information about number of respondents who participated in this study (N) 132 respondents have responded to all the 36 statements of the questionnaire, no one is excluded. Four different human resource practices chiefly recruitment and selection, training and development, performance appraisal and retention are part of the study, organisational performance is considered as a dependent variable and finally workforce analytics is used as a moderating variable.

Table III: Cronbach Alpha for Scale Recruitment and Selection

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .649 | 13 |

As per the results of table 3, all the 13 statements for the Recruitment and Selection are included. The obtained Cronbach's Alpha value is 0.649. Pallant (2001) states Alpha Cronbach's value **above 0.6 is considered high reliability and acceptable index**

Table IV: Cronbach Alpha for Scale Training and Development

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .784 | 8 |

Output of table 4 with regards to employee training and development shows Cronbach's alpha for 8 items = .784 which is greater than 0.6 hence all items are reliable. Cronbach Alpha value more than 0.60 have a good internal stability and consistency (Cresswell 2005, 2010; Pallant 2001; Sekaran 1992).

Table V: Cronbach Alpha for Scale Performance Appraisal

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .681 | 7 |

From table 5 it was observed that Cronbach's alpha for 7 items is 0.681 which is marginally greater than 0.6 this justify that all the statements pertaining to performance appraisal variable are reliable. Nunnally and Bernstein (1994) Alpha Cronbach values in the range of 0.60 - 0.80 are considered moderate, but acceptable.

Table VI: Cronbach Alpha for Scale Retention

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .760 | 8 |

The outcome of Cronbach's alpha for retention variable, for 8 items is = 0.760 hence, this variable is highly reliable for this study.

STATISTICAL TOOLS

Taking into consideration objectives of study and insights built over the exploratory research of literature the data has been analyzed using several statistical tools like Thematic Analysis and Cronbach Alpha.

THEMATIC ANALYSIS

In order to achieve first objective Thematic Analysis is performed.

Interview Process

Participants' interview took place telephonically due to pandemic situation on pre agreed day. Interviews were semi-structured. The objective of the interview was to identify the existing HR Practices and challenges faced by the K12 schools. During the interaction, the interviewer prompted respondents' certain relevant themes.

Participants

In qualitative research, purposive sampling is a popularly used technique. In order to effectively use scarce resources, information rich cases are selected (Patton, 2002). To this end, only Academia and industry experts in HR were involved at first level to understand their opinion. In second phase working Principals and teachers of K12 schools PAN India were selected to know more about the practices and challenges faced by them. Finally, 132 respondents of Punjab's K12 CBSE affiliated schools were approached through a questionnaire to get the insight about the same.

Data Analysis

Both the objectives are achieved using thematic analysis ([Braun and Clarke, 2006](#)). The process of thematic analysis involves recording the transcription of interview and preparing codes. Initially, the scholar needs to go through the transcripts to discover potential themes. Then follows second level where researcher reviews the codes. In this process diversity of initial codes was maintained. The research objective was discussed with participants who shared their insights. Moving on to the third stage, researcher shortlisted the quotes that were integrated with themes. In next phase, author reviewed themes before naming and explaining them. In the final phase, after the themes were finalized, by the researcher report writing began.

Themes

The analysis produced four themes namely Recruitment and Selection; Training and Development; Performance Appraisal and Retention.

Recruitment and Selection: Key Component

Every respondent was of the opinion that recruitment and selection is the prominent function of HR in schools. As qualified and experienced teachers almost all the participants stated that

right person at right place on right time is essential for the success of any school. Precise opinion of interviewee for the question what are the existing HR practices and challenges you face with regard to Recruitment and Selection. To this question participants gave following replies:

R 01: *Respondent said, their institute “has adequate recruitment and selection policy at place. Further, selection of teacher is done as soon as the position arises through demo. As per him quality of hire is serious challenge their institution faces.”*

R 02: *Participant strongly agreed that, “out of various internal and external sources of recruitment, their school rely more on external sources. Out of various channels of recruitment they are more dependent on advertisement. As this helps them to build a data bank for future use too. Demo and written test is used for selection. With regard to challenge, he expressed his concern regarding cost per hire, which they cannot determine or track properly.”*

R 04: *“Participant agreed that internal recruitment is most popular method of recruiting teachers in Punjab. Institutes depend more upon conventional methods of recruitment as compare to modern methods like linked in, consultancy etc. These are less popular in this part of the country. When asked about Analytics, she said this is new field for them, they are not much aware about its application. She further said, we find it difficult to measure acceptance ratio and best source of selection.”*

R 05: *“Participant expressed his concern about the metrics to determine time of recruitment, cost per hire, best source of recruitment. He said, our school is dependent on internal source like references or internal promotions.”*

R 24: *“Participant agreed that in their school direct walk in by candidate and reference from existing employees are popular means of recruitment. He strongly agreed that demo is always taken after interview to finalise the candidate. During this process they find it difficult to determine the time to fill.”*

R 27: *“Interviewee replied that in my school we have clear policy on recruitment, he agreed that internal source is reliable and also strongly agreed that we get good results from advertisement of positions vacant. Interview and demo are held for selection. At the same time, they also expressed that the challenge is to apply analytics for decision making as most of the decisions are not based on data. Even their school find it difficult to measure quality and time per hire.”*

R 28: *“Interviewee stated that they have outsourced the recruitment process as it saves time. They rely on consultants for hiring of new or additional teachers. Selection process is done by the principal and management through interview and written test. They see acceptance ratio and time to fill as a challenge.*

R 59: *“Respondent said that our policy on recruitment is clear as soon as the vacancy arises we advertise or invite direct walk in for interview. In extreme situation we also involve*

consultancy, but not very often. After interview is done, we conduct written test. He disagreed that they conduct psychometric test for selection of teachers. In this whole process cost to fill or time to fill is seen as a pain area for them.

Table VII: Existing Practices and Challenges of Recruitment and Selection

| S.No. | Key words from existing practices | Challenges |
|--------------|---|---|
| R01 | Policy is framed, immediate recruitment is done. Demo for selection. | Quality of hire |
| R02 | Dependence on External source of recruitment-Advertisement. Demo and written test for selection. | Cost of hiring |
| R04 | Analytic is new field, internal source more dependence, traditional recruitment source is popular, less preference to linked in, consultancy etc. | Acceptance rate and best source of recruitment |
| R05 | Internal promotions, internal recruitment is preferred. Interview and demo for selection | Metrics time per hire, cost per hire and best source. |
| R24 | Direct walk in, reference from existing employee are used for recruitment, Interview is held for selection. | Time to fill |
| R27 | Clear policy on recruitment, internal source, advertisement channel, interview and demo for selection. | Application of Analytics, quality and time per hire. |
| R28 | Recruitment process outsourced to consultancy, interview and written test for selection, Management and Principal take care of this function. | Acceptance ratio, time to fill |
| R59 | Clear policy, immediate recruitment, advertisement and walk in source, interview and written test for selection. | Cost to fill, time to fill |

Source: Author's Calculation

Training and Development: Skilling and Useful

In this pretext, all the participants shared their perspective over the benefits that accrue to the educators due to constant training and development program. Author seek opinion of interviewees about existing HR practices and challenges they come across while planning

training and development programme for their faculty. To this question participants gave following replies:

R 06: *“I am pretty convinced that training should be regularly provided to the staff members as it enhances their efficiency and keep them updated. I find it difficult to determine the training cost per employee, respondent remarked.”*

R 07: *“To me need based faculty development program keep teachers updated with latest educational trends and boost their confidence which will ultimately improve the results thereby increasing schools performance. As per participant, how to measure internal training hour is painful”*

R 08: *“According to me regular training keep faculty abreast with latest knowhow this minimizes the chances of errors and enhance their productivity. Enhanced competency improves the results. For my school, calculation of external training hours is a big challenge, we even find it difficult to assess the effects of training on teachers.”*

R 29: *“Respondent replied that training and development is a regular feature. We try to fulfil the training norms of CBSE. But it is difficult to decide who exactly needs training?”*

R 30: *“Participant said that I strongly agree with the statement that every teacher should be imparted training as this boost the confidence of the teacher. Resulting in improvement in the result of students. He considered determination of total training expenditure per employee is difficult task.”*

R 32: *“On the job training is necessary, replied participant. Teachers get to know how to handle then class. Only challenge is to decide the percentage of training time via classroom, i.e how much training is needed physically.”*

R 61: *“Training is ongoing process, in today’s world information is changing at meteors pace. Hence it is vital that teachers are regularly trained to keep them abreast with the latest knowledge, replied interviewee. He stated that on the job training is preferred in their institution as per the needs of the employees. They see challenge in determining the cost of training and the metric for internal and external training hours.”*

R 62: *“Respondent stated that training enhances the performance of the employees, we prefer off the job training as this saves the training cost, and chances of error are minimized. Also we ensure that once the teacher is recruited then every faculty member receives necessary training as per the requirements of CBSE. I find a challenge to assess the training needs per employee, training via classroom or via technology.”*

Table VIII: Existing Practices and Challenges of Training and Development

| S.No. | Existing Practices | Challenges |
|-------|---|---|
| R06 | Training should be regular, enhances performance and upgrades the faculty | Cost of training |
| R07 | Continuous, improves performance, enhances knowledge, boost confidence. | To measure internal training hours |
| R08 | Regular, faculty updated, better efficiency, good results, less errors, in house training programs. | External training hours, determine the impact of training. |
| R29 | Training is an ongoing, held after regular interval | Who is to be trained |
| R30 | Regular to all the employees, special trainings boost confidence, better output. | Total training expenditure per employee |
| R32 | Regular, on the job is preferred, educators perform better. | Cost of training and how many trainings are needed physically |
| R35 | Training is essential, improves learning, | Internal and external training cost |
| R61 | Ongoing process, on the job is recommended, better knowledge, more command. | Internal and external training hours, cost of training |
| R62 | Off the job training, increases performance, saves training cost, every teacher is given training, reduces risk | Training needs per employee, training via classroom or on campus. |

Source: Author's Calculation

Performance Appraisal: Deeper understanding of people

Under this theme, participants were asked to share their experts' advice and experience about existing performance appraisal practices and issues they face while implementing it in their school. They revealed:

R11: *“Participant strongly agreed that normally schools have their own appraisal policy. Mostly appraisal at school level is done by the management and principal without any biasness. At times it becomes difficult to assess how much compensation is best for whom”*

R12: *“Respondent was of the view that in their school while doing appraisals seniority is kept in mind. Since they are not applying analytics hence it is difficult to determine the absenteeism rate.”*

R13: *“Participant stated that while doing appraisal whole year’s performance is taken into consideration. According to him, determination of Human Resource ROI is not an easy task.”*

R14: *“Participant was of the opinion that nowadays in their school 360^o performance appraisal is done. The challenge faced by them is how to determine the efficiency of teachers.”*

R 38: *“Performance of teachers throughout the year is taken into consideration while doing appraisal of teachers, replied the participant. He further added that in schools efficiency and effectiveness is difficult to measure.”*

R 39: *“Performance appraisal in our school is done by the management and principal, I strongly agree with this. Respondent also agreed that in schools teachers stop contributing if their appraisal is not at par with their colleagues, this is a serious challenge we often face.”*

R 40: *“Participant quoted that in our school no biasness is done with the teachers while planning their appraisal. At the same time in education sector it is complex task to measure the efficiency of teachers.”*

R 45: *“In my school, performance appraisal is done on the basis of seniority and no discrimination is done with any employee, informed respondent. He also admitted that measuring efficiency and effectiveness is hurdle for them.”*

R 46: *“We consider the role and position of teacher whether they are PRT, TGT or PGT while deciding their appraisal, said interviewee. With regard to the challenges faced by them he said, some teachers get demotivated and their performance plunge when their colleagues get better compensation than them, hence it is difficult to measure efficiency and effectiveness at school level.”*

R 63: *“I strongly agree that our management is fully involved in the appraisal process which takes into consideration every aspect like seniority, role of a teacher and overall performance, replied interviewee. As far as challenge is concerned we are not able to assess the absenteeism rate, frequency of leaves availed and frequency of reporting late.”*

R 64: *“Performance appraisal is done by management, principal and even very recently we have started involving parents and students also, replied respondent. In my school appraisal policy is very transparent free from bias. The problem faced by us is that absenteeism rate, frequency of leaves and reporting late is difficult to determine.”*

Table IX: Existing Practices and Challenges of Performance Appraisal

| S.No. | Existing Practices | Challenges |
|--------------|---|--|
| R11. | Management and Principal involved in appraisal, proper policy at place, no biasness. | How much compensation for whom |
| R12. | No biasness, as per seniority | Absenteeism rate |
| R13. | Whole year performance is taken | Determination of ROI |
| R14. | 360 degree performance appraisal | How to determine efficiency |
| R38 | Performance throughout the year | Efficiency and effectiveness. |
| R39 | Appraisal done by management and principal on basis of performance. | Determine effectiveness and efficiency |
| R40 | Unbiased appraisal, authorities decide themselves | Measuring Efficiency |
| R45 | Appraisal done on the basis of seniority, no discrimination | Effectiveness and efficiency. |
| R46 | Appraisal on the basis of roles and responsibility, position. | Effectiveness and efficiency. |
| R63 | Seniority, role, position of the faculty | Absenteeism rate, reporting late, frequency of leaves. |
| R64 | Appraisal is done in a free and unbiased manner, 360 degree appraisal involving all the stakeholders. | Absenteeism rate, reporting late, frequency of leaves. |

Source: Author's Calculation

Retention: Holding back the Elite

In any educational institution teacher are most critical and precious resources. They cannot be replaced with any type of technology. Students' performance to great extent depends upon the quality of teachers. Hence, it is vital to minimize attrition and enhance retention. Interviewee were asked to share their point of view about the existing practices and challenges of retaining high performing employees. To this question participants gave following replies:

R17: *“As per the participant retention of experienced teacher is an important function of school administration. Monetary rewards are offered to retain teachers by giving salary hike or incentive. The challenge faced by us is to contain the attrition rate.”*

R18: *“Respondent shared that to retain teachers most of the schools offer monetary and non-monetary rewards. Voluntary turnover rate is a threat posed to our school.”*

R19: *“One of the participant was of the opinion that work life balance and conducive environment helps in retention. As per him the voluntary attrition is a big issue.”*

R 47: *“When asked about work life balance to attract and retain the efficient employees, Interviewee strongly agreed. He also added to it that teachers efficiency enhances when they are able to strike balance between work and life. He said that despite this teachers attrition is increasing due to demand and supply, hence it is a challenge now a days.”*

R 48: *“Respondent vehemently agreed that conducive work environment helps to retain the competent faculty. She replied that in our school we have very congenial and happy work culture. She added, we are at embryonic stage of analytics application.”*

R 49: *“Interviewee, was asked to share about the retention and training cost. She informed that we have experienced in our school, if we are able to retain our experienced teachers then we can always cut down our training cost. The challenge we face at present is how to integrate workforce analytics with HR functions.”*

R 54: *“Retention in our school has helped us cut down lot of training cost, says one of the interviewees. We are still struggling to measure the attrition rate and competency opportunity metric.”*

R 55: *“In last few years, my school is able to reduce the recruitment cost due to our effective retention policy. We provide conducive environment to our staff this helps to reduce attrition, said respondent. We are facing problem to identify how to integrate analytics with our HR functions.”*

R 56: *“Respondent agreed to the statement that with adequate work life balance, conducive work culture and nonmonetary benefits their school is able to retain many experienced teachers. Despite that voluntary turnover rate is difficult to determine.”*

R 65: *“Respondents stated that retention of elite teachers is important function of the management. In our school we ensure that competent faculty are identified and retained, for this we ensure to build good work culture and work life balance. The primary challenge faced is, despite this voluntary attrition is not contained.”*

R 66: *“Interviewee said that retention is one of the major functions of HR, if competent teachers are retained then cost of recruitment and cost of training can be saved. This will indirectly improve the performance of the school. At the same time, they see a challenge that application of analytics is complicated task though it is gaining popularity.”*

Table X: Existing Practices and Challenges of Retention

| S.No | Existing Practices | Challenges |
|------|---|---|
| R17 | Retention is very important function | Contain attrition rate |
| R18 | Monetary and nonmonetary rewards both | Voluntary attrition |
| R19 | Proper work life balance is maintained | Attrition is high |
| R47 | Work life balance, regular appreciation for good work. | Voluntary attrition is a concern |
| R48 | Work culture, happy and conducive work environment. | Minimize attrition and application of analytics to retention. |
| R49 | Retention through both intrinsic and extrinsic rewards, retention leads to saving in the cost of training. | Integration of analytics to take informed decisions related to retention. |
| R54 | Proper retention strategy has helped cut down the cost of recruitment. | Competency opportunity and attrition metrics |
| R55 | Conducive work culture, appropriate retention policy helps minimize recruitment cost and enhances schools financial performance. | Application of analytics |
| R56 | Conducive work environment, nonmonetary benefits, work life balance helps in retention and reduces cost of appointment and selection. | Determination of voluntary attrition rate |
| R65 | Retention scheme where competent resources are identified, nurtured and retained through monetary rewards, good work culture. | Voluntary attrition rate |
| R66 | Sound retention policy helps to cut down recruitment and training cost. | Application of analytics to this function |

Source: Author's Calculation

DATA TREATMENT AND DISCUSSION

Mutiso and Kilika (2017), in their study justified the fact that HRM includes gamut of duties and task that are needed to coordinate human resource functions to support operational activities. This includes procurement of manpower, human resource development, compensation management and retention. The procurement aspect involves hiring the suitable

candidate as per the requirement of school. This activity starts with identification of number of teachers required, followed by recruitment and selection process. Another HR function followed in schools is training and development of teachers. This helps to enhance the capabilities of employees and upgrading their skills. Then comes another function of performance appraisal of staff which is motivational factor to enhance their performance. This works as a double-edged sword, to encourage the educators and also to retain them.

The crux of the study is that for recruitment there should be strong policy, out of various sources available school need to identify which source works best for them. Further, while selecting teachers K12 schools follow various processes to ensure that right fit is placed for right position. Similar results are obtained by Ogbu, Ojo, and Remilekun (2017), in their study. They have proved that recruitment and selection plays linchpin role in the success of company and to gain competitive edge globally. They recommended that references of existing employees and external source for recruitment but on the basis of their performance and competency. Boxall, Purcell and Wright (2009), mentioned four challenges a management faces while planning recruitment and selection who to recruit, when to recruit, what source, where to place?

The major challenge faced by school administration while doing recruitment and selection is to find the best source, determine the cost of recruitment, time to fill, quality of hire and acceptance ratio. Bhatia (2014), in her study has expressed that attracting the right talent in this 21st century due to increasing workforce diversity is becoming a threat.

Needless to mention that training and development is an ongoing process. This study has also proved the fact that training improves the efficiency of the teachers keep them upgraded with latest trends in education resulting help them perform better, this saves wastage of time and resources, consequently schools performance will accelerate. Something similar to this is proved by DeNisis and Griffin, (2005) in their study about human resource management. They find that training and development is empowering and planned preparation of employees for the skills required to complete the job, this training can happen on the job or before taking up a job, but it should be continuous. Authors also pointed out that there is catch that who to be trained, for what to be trained and when to be trained. This study has found challenges in close proximity to the above study like identified in training and development are to determine training cost per candidate, who to be trained, formal development expenditure, total training expenditure annually.

Performance appraisal is a key function of HR. In K12 schools most of the times appraisal is done by the management in consultation with the principal. In some schools 360-degree feedback is taken for appraisal of faculty. Largely, appraisal is done fairly on the basis of performance and the type of work assigned to the teachers. Sahoo & Mishra, (2012) highlighted the fact in their study that PA should be done 360 degrees involving all the stakeholders in an unbiased manner and taking into consideration the roles performed by each employee. Key problems noticed by the educational leaders are to find absenteeism rate, human capital ROI, efficiency, effectiveness, frequency of reporting late and frequency of leaves.

In nutshell, this study highlights the fact that in this razor edge competitive scenario, educators have become opportunistic. They switch over their jobs for better perks, package, work culture, growth. Hence, to retain the competent staff members schools have to design effective retention strategy with the blend of monetary and nonmonetary rewards as per the need of the candidate. Almost same results were obtained by the Goldberg & Proctor (2000) of USA in one of the surveys about retention observed that respect at workplace, competitive salary, respectful environment and other financial incentives helps in retention. Cerasoli et al., (2014) states that extrinsic and intrinsic rewards help in motivating the teachers. Many a times educators like nonmonetary bonuses also. The grey areas noticed by the K12 school management with regards to retention is to determine attrition rate, voluntary turnover rate, which teacher to be retained, what are the best means of recruitment.

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APPENDIX

1. List of CBSE schools in Punjab. <http://www.icbse.com/schools/state/punjab>
2. Regions of Punjab. <http://www.punjabdata.com/Majha-Malwa-Doaba.aspx>.