

STRATEGIC HUMAN RESOURCES MANAGEMENT IN EDUCATION SECTOR

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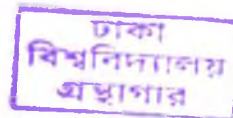
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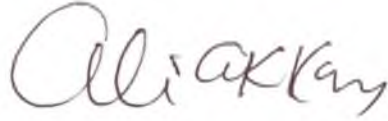
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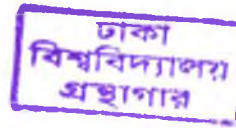
Supervisors' Certificate

This is to certify that Mohammad Bodiruzzaman, M. Phil. student registered in the Department of Management Studies, University of Dhaka, has prepared this thesis under my supervision. This is a unique and independent work of Mohammad Bodiruzzaman. The thesis has not been submitted to any other Universities or Authorities for any degree.



Professor Md. Ali Akkas
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Abstract

To develop a nation, there is no alternative but to emphasize on the education sector. It is education that could make a man contributive both internally and externally to the socio-economic development of a country. Education can convert people into human resources, which is essential for overall development.

Now the question is “who will educate the people?” Obviously, teachers. Then the question comes: who will be the “teachers”? Should the teachers be as like most of them around us? Certainly not. Holding certificates or presentation capacity of the bookish – knowledge should never be the criteria for becoming a teacher. A teacher should have social and moral education. He should be communicative, cooperative and persuasive. He should have leadership quality to motivate the students. He should have adequate knowledge on history, religion, politics, culture & heritage and so on. In a word, teachers should have versatile knowledge base. And thus, we may define teacher with that versatile knowledge base as ‘qualified teacher’. Consequently, only a qualified teacher could ensure quality education. Without qualified teacher quality of education could never be ensured.

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Thus, if the concern authority of the govt. or the private sector educational institutions want to provide quality education, should recruit, train and develop, motivate and give reward to the qualified teachers. Only then, the objective-to provide quality education could be achieved. So, it is clear that quality teacher’s management (like HRM) is the “strategic need of the educational institutions. To ensure quality education, the strategic need recruitment of qualified teacher-should be ensured first. Thus, aligning a strategic planning process, a clear mission, strategic objectives and dedicated HR department to vertically and horizontally integrate HR functions (Tompkins,2002) as suggested by the SHRM model, could improve right people attraction and retention in education sector of Bangladesh. This thesis investigates the uptake of SHRM and whether SHRM practices can improve the attraction of right people in teaching, specially, in Bangladesh.

A five chapter structure has been adopted for this thesis based on the suggestion by Perry (1995). Chapter one has introduced the research topic

and background and outlined the path taken by the researcher to answer the research question and the objective and significance of the research.

Chapter two reviews the literature that underpins the arguments of the study. This review explores issues related to educational institutions, their structures, systems and governance and focuses on teachers' key role in realising educational outcomes. This provides a background for the discussion of strategic human resources management strategies and practices that could be adopted to influence attraction and retention of right people in teaching. The chapter concludes by presenting a conceptual schema that demonstrates the expected relationships based on the literature.

Chapter three explains the methodology employed for the research approaches undertaken and the associated data gathering procedures. Finally, the ethical considerations associated with this method of research are addressed.

Chapter four and five respectively cover the results of the data analysis and the conclusion drawn from the study. Here, respondents agreed that SHRM could improve right people attraction in teaching. In addition, respondents recommended implementation of further specific SHRM strategies.

This study is one of the first to investigate the level of implementation and role of SHRM in improving attraction and retention of teachers. A model of SHRM in education would not only benefit main stream education sector, but also could broadly apply to or add insights for other education systems.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

To develop a nation, there is no alternative but to emphasize on the education sector. It is education that could make a man contributive both internally and externally to the socio-economic development of a country. Education can convert people into human resources, which is essential for overall development.

Now the question is “who will educate the people?” Obviously, teachers. Then the question comes: who will be the “teachers”? Should the teachers be as like most of them around us? Certainly not. Holding certificates or presentation capacity of the bookish – knowledge should never be the criteria for becoming a teacher. A teacher should have social and moral education. He should be communicative, cooperative and persuasive. He should have leadership quality to motivate the students. He should have adequate knowledge on history, religion, politics, culture & heritage and so on. In a word, teachers should have versatile knowledge base. And we may define teacher with that versatile knowledge base as ‘qualified teacher’. Consequently, only a qualified teacher could ensure quality education. Without qualified teacher quality of education could never be ensured.

Thus, if the concern authority of the govt. or the private sector educational institutions want to provide quality education, should recruit, train and develop, motivate and give reward to the quality teachers. Only then, the objective-to provide quality education could be achieved. So, it is clear that quality teacher’s management (like HRM) is the “strategic need” of the educational institutions. To ensure quality education, the strategic need recruitment of qualified teacher-should be ensured first. Thus, aligning a strategic planning process, a clear mission, strategic objectives and dedicated HR department to vertically and horizontally integrate HR functions (Tompkins,2002) as suggested by the SHRM model, should improve right people attraction and retention in education sector of Bangladesh. This thesis investigates the uptake of SHRM and whether SHRM practices can improve the attraction of right people in teaching, specially, in Bangladesh.

1.2 Objectives of the Study

The research was conducted considering a number of objectives including a broad objective.

Broad Objective:

The broad objective of the study is to examine how strategic human resource management (SHRM) would effectively be applied in education sector.

Specific objectives: The specific objectives are to:

- Review the policies, methods and practices of teacher's recruitment, training, and employment practices in education sector.
- Identify the major weakness in the present recruitment policies and practices.
- Identify well-reputed educational institutions and their teachers recruitment policies and employment practices.
- Provide with problem solutions for the improvement of the quality education.

1.3 Research Hypothesis

The hypothesis formulated for the study is:

Adoption of Strategic HRM could not ensure right people in teaching.

1.4 Research Problem and Research Question

A review of existing literature helped determine the direction and boundaries of the research gaps. This identified the following unresolved problem:

- Can strategically applied HR functions such as selection, appraisal, reward, development and performance policies / practices deliver improvements in attraction and retention of right people in teaching?

1.5 Data Collection Methodology

Relevant data for this study was collected by questionnaire method and observation. The interviews were administered mainly by using structured and non-disguised questionnaire. The questionnaire was designed in accordance with the objective of the study and proper care had been exercised for ensuring collection of the unbiased data.

1.6 Scope of the Study

The scope of the report is limited within the area of recruitment, selection and employment practices of teachers. The teachers and educationists surveyed are all within the geographical location of Dhaka.

1.7 Structure of the Thesis

A five chapter structure has been adopted for this thesis based on the suggestion by Perry (1995). Chapter one has introduced the research topic and background and outlined the path taken by the researcher to answer the research questions and the objective and significance of the research.

Chapter two reviews the literature that underpins the arguments of the study. This review explores issues related to educational institutions, their structures, systems and governance and focuses on teachers' key role in realising educational outcomes. This provides a background for the discussion of strategic human resources management strategies and practices that could be adopted to influence attraction and retention of right people in teaching. The chapter concludes by presenting a conceptual schema that demonstrates the expected relationships based on the literature.

Chapter three explains the methodology employed for the research approaches undertaken and the associated data gathering procedures. Finally, the ethical considerations associated with this method of research are addressed.

Chapters four and five respectively cover the results of the data analysis and the conclusion drawn from the study. The results of the analysis are presented in chapter four. Chapter five discusses the findings from the study and draws conclusion for the benefit of theorists and practitioners. The limitations of this study and areas requiring further research efforts are also discussed.

1.8 Conclusion

This chapter began with a discussion of the impact of attraction and retention of right people in teaching through implementation of SHRM on the education sector. This was followed with an exploration of how industries utilise strategic human resource management practices that help them attract and retain staff and achieve their organisational objectives. The key research question asked was if strategic human resource management could be utilised more effectively within educational institutions to assist in the attraction and retention of right people in teaching. Given the implementation of SHRM strategies could vary across institutions and could depend on a number of factors, such as institution ownership, size or location. The research has involved institutions from the public and private sectors.

Integrating the human resource management elements with the business objectives and strategy of the organisation has identified that this leads to improved organisational performance (Peffer 1994; Sparrow and Hiltrop 1994; Lundy and Cowling 1996). The chapter argues that the size and criticality of the education sector make this a significant area of research and contends that suitable selection, appraisal, reward, development and performance strategies will help achieve successful outcomes for educational institutions by helping them attract and retain teachers. The chapter has briefly introduced the methodology and explained the research paradigm. This

chapter sets the scene for the subsequent chapters, where the aim is to develop a suitable model of SHRM that will be applicable for education sector in Bangladesh and elsewhere.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Chapter two examines the literature related to education sector in Bangladesh and the critical roles teachers play in helping educational institutions to achieve educational objectives. The review examines what attracts people to teaching and why they leave as well as the adequacy of attraction and retention strategies currently in place. Literature on the evolution and practice of SHRM including theoretical perspectives of SHRM, its elements and industry-wide adoption are also reviewed.

The purpose of this review is to identify and build the relevant theoretical foundation to inform the research questions and help shape the conceptual framework of the study. Previously published research materials, such as books and journals, as well as ongoing research from other sources, including reports, newsletters, and websites have been used as recommended by Perry (1995) Veal (2005). This review explores how a SHRM approach could help resolve some of the issues surrounding teacher attraction and retention in the education sector.

Attraction and retention are important for a successful people management and one way to achieve positive results through the utilisation of relevant human resource management strategies (De Cieri, Kramar, Noe, Hollenbck, Gehart and Wright 2005). This makes it important to understand the peculiar nature of educational institutions as organisations and their differences from other organisations. The chapter also reviews SHRM adoption in the education sector and how an educational model of SHRM might influence teacher attraction and retention. Furthermore, potential SHRM strategies for building an appropriate teacher workforce pool are outlined.

2.2 Realising Goals of Education - Teachers as Key Stakeholders

The United Nations Declaration of Human Rights Article 26 (UN 1948) stresses the importance of education and the right to education for everyone because of the need for human justice and social equity. Countries all over the world have been heeding this call to provide education for their people as education aids economic growth by generating skilled labour and enables political participation through modern ideas and attitudes (Bishop 1989). For example, Bangladesh national goals for educating people in the 21st century confirm that the future of Bangladesh depends upon everyone acquiring the necessary knowledge, understanding, skills and values required for a productive and rewarding life. These national goals set guidelines for education authorities so that teachers can effectively engage young people to enable them to contribute to the country's social, cultural and economic development, in a local and wider global context.

2.3 Education system & Education Management in Bangladesh

The present education system of Bangladesh may be broadly divided into three major stages, viz. primary, secondary and tertiary education. Primary level institutions impart primary education. Junior secondary/secondary and higher secondary level institutions impart secondary education. Degree pass, degree honours, masters and other higher-level institutions or equivalent section of other related institutions impart tertiary education. The education system is operationally categorized into two streams: primary education (Grade I-V) managed by the Ministry of Primary and Mass Education (MOPME)) and the other system is the post-primary education which covers all other levels from junior secondary to higher education under the administration of the Ministry of Education (MOE). The post-primary stream of education is further classified into four types in terms of curriculum: general education, madrasah education, technical-vocational education and professional education.

1. General Education

a) Primary education

The first level of education is comprised of 5 years of formal schooling (class / grades I - V). Education, at this stage, normally begins at 6+ years of age up to 11 years. Primary education is generally imparted in primary schools. Nevertheless, other types of institutions like kindergartens and junior sections attached to English medium schools are also imparting it.

b) Secondary education

The second level of education is comprised of 7 (3+2+2) years of formal schooling. The first 3 years (grades VI-VIII) is referred to as junior secondary; the next 2 years (grades IX -X) is secondary while the last 2 years (grades XI - XII) is called higher secondary.

There is diversification of courses after three years of schooling in junior secondary level. Vocational and technical courses are offered in vocational and trade institute/schools. Moreover, there are high schools where SSC (vocational) courses have been introduced.

In secondary education, there are three streams of courses such as, Humanities, Science and Business Education, which start at class IX, where the students are free to choose their course(s) of studies.

High schools are managed either by government or private individuals or organizations. Most of the privately managed secondary schools provide co-education. However, there are many single sex institutions in secondary level education.

The academic programme terminates at the end of class X when students are to appear at the public examination called S.S.C. (Secondary School Certificate). The Boards of Intermediate and Secondary Educations (BISE) conduct the S.S.C. examination. There are seven such Boards at different

places in Bangladesh namely: Dhaka, Rajshahi, Jessore, Comilla, Chittagong, Sylhet, and Barisal.

The secondary education is designed to prepare the students to enter into the higher secondary stage. In higher secondary stage, the course is of two-year duration (XI - XII) which is being offered by Intermediate Colleges or by intermediate section of degree or master colleges.

c) Tertiary Education

i) College

The third stage of education is comprised of 2-6 years of formal schooling. The minimum requirement for admission to higher education is the higher secondary certificate (H.S.C). HSC holders are qualified to enroll in 3-year degree pass courses while for honours, they may enroll in 4-year bachelors' degree honours courses in degree level colleges or in the universities. After successful completion of a pass/honours bachelors' degree course, one can enroll in the master's degree course. Master degree courses are of one year for honours bachelor degree holders and 2 years for pass bachelor degree holders. For those aspiring to take up M Phil and PhD courses in selected disciplines or areas of specialization, the duration is of 2 years for M.Phil and 3-4 years for PhDs after completion of master's degree. Higher education is being offered in the universities and post HSC level colleges and institutes of diversified studies in professional, technical, technological and other special types of education.

ii) University

There are 73 universities in Bangladesh. Out of these, 21 universities are in the public sector, while the other 52 are in the private sector. Out of 21 public sector universities, 19 universities provide regular classroom instruction facilities and services. Bangladesh Open University (BOU) conducts non-campus distance education programmes especially in the field of teacher education and offers Bachelor of Education (B.Ed.) and Master of Education

(M.Ed) degrees. BOU conducts 18 formal courses and 19 non-formal courses. Bangladesh National University mainly functions as an affiliating university for degree and post-graduate degree level education at different colleges and institutions in different field of studies. But in case of fine arts this university also offers Pre-Degree BFA Course (which is equivalent to HSC). After successful completion of the specified courses, it conducts final examinations and awards degree, diplomas and certificates to the successful candidates. The degrees are B.A., B.S.S., B.Sc., B.Com. (Pass & Honours) BFA(Pass), M.A., M.Sc., M.S.S, M.Com. and MFA. Moreover, this university also offers LL.B., and other degrees. Bangladesh National University offers part-time training to university teachers.

There is only one medical university namely, "Bangabandhu Sheikh Mujib Medical University", like other public universities, offers courses on a different system where FCPS Degree is offered in the disciplines of medical education; diploma courses are offered in 12 disciplines. MD degree in 15 subjects and MS courses on 8 subjects are also offered.

2. Madrasah Education

The old scheme of madrasah education was introduced in 1780 with the establishment of Calcutta Madrasah. In madrasah education, one can learn Islamic religious education along with the general education as complementary to each other in the system of education. The madrasah education system has been continuing with some modifications according to the demand of the time, and many madrasahs grew up in this sub-continent. The government has been providing government grants to the teachers and employees of the non-government madrasahs like other non-government education institutions (schools and colleges). There are five levels in the madrasah education system, namely:

a. **Primary level** or ebtedayee education. This is equivalent to primary level of general education. The first level of madrasah education is comprised of 5 years of schooling (grades I - V). Normally, the children of 6 years of age begins in class 1 and finishes class V at the age of 11 years. Ebtedayee

education is imparted in independent ebteyee madrasahs and ebteyee sections of dhakhil, alim, fazil and kamil madrasahs. It is also imparted in some of the private quami - kharizi madrasahs.

b. **Secondary level.** The secondary level of madrasah education is comprised of 7 (5+2) years of formal schooling. It takes five years in dhakhil stage (S.S.C. level) from grade VI - X while the last 2 years in alim (higher secondary) stage. Dhakhil level education is imparted in dhakhil madrasahs and in dhakhil level of alim, fazil and kamil madrasahs. Alim is equivalent to higher secondary certificate education imparted to alim madrasahs and in alim level of fazil and kamil madrasahs.

There are diversification of courses after three years of schooling in secondary level of education from grade IX of dhakhil stage and grade XI of alim stage. There are streams of courses such as humanities, science and business education, where students are free to choose their courses of studies. Private individuals or private bodies manage all madrasahs of this level. Most of these madrasahs provide co-education. However, there are some single gender madrasahs in this level of madrasah education. There are two public examinations namely; dhakhil and alim after the completion of 10 years of schooling and twelve years of education, respectively. The Bangladesh Madrasah Education Board (BMEB) provides these two certificates.

c. **Tertiary level** of madrasah education. This level is comprised of 4 (2+2) years of formal education. The minimum requirement for admission to higher level of madrasah education is the alim (equivalent to HSC) certificates. Alim pass students are qualified to enroll in 2-year fazil education. This level of education is imparted in fazil madrasah and in fazil level of kamil madrasahs. After successful completion of fazil degree one can enroll in 2 -years kamil level education. There are four streams of courses in kamil level education; streams are hadis, tafsir, fiqh and adab. Bangladesh Madrasah Education Board conducts these two fazil and kamil examinations and award certificates. After successful completion of the specified courses one can appear these examinations.

Out of the total kamil the government manages madrasahs only three madrasahs and others are managed by either individual or by private bodies. However, there are few girls' madrasah for girl students.

The Bangladesh Madrasah Education Board has the following functions as regard to madrasah education: grants affiliations to different levels of madrasahs from ebtedayee to kamil; prescribes syllabi and curricula; conducts public examinations (dhakhil to kamil) and scholarship examinations. Besides the public system of madrasah education there are a good number of private madrasahs for the Muslim students, namely: hafizia, qiratia, quami and nizamia. Most of these madrasahs are residential. These type of madrasah are sometimes called kharizia as these are beyond the purview of the general system of education. Recently, these quami madrasahs have been organized under the umbrella of a private board known as 'Befaulq Madaris or Quami Madrasah Board which constitutes curricula and syllabi of quami madrasahs, conducts examinations and awards certificates and degrees.

3. Technical - Vocational

For the students whose interest are not strictly academic may find technical-vocational programmes more interesting and more valuable for their future. Government tries to ensure that the course curriculum should be relevant to students' interest and aspirations while at the same time it should address the needs of the job market.

a. **Primary level.** There is no technical-vocational institution in primary level of education. Ebtedayee in the first level (Primary level) of madrasah education has no scope for technical-vocational education. Accordingly, technical - vocational education in Bangladesh is designed in three phases under two major levels of secondary and tertiary level of education.

b. **Secondary level.** Vocational courses starts from secondary level. The certificate courses prepare skilled workers in different vocations starting from ninth grade after completion of three years of schooling in secondary school. At this level the courses are diversified in different vocations spread over 1 to 2 years duration. Recently, 2 years duration vocational courses have been

introduced at the higher secondary level in government managed vocational training institute (renamed as Technical School & College). Diploma courses prepare the diploma engineers at the polytechnic institutes. This course spread over 4 years duration after passing the secondary school certification examination. There is a technical education board called Bangladesh Technical Education Board (BTEB), which grants affiliation to the technical institutes. It conducts examinations of the students completing different courses in different vocational and technical education, and awards certificates to the successful candidates.

4. Professional Education

The College of Textile Technology and College of Leather Technology offer four -year degree courses in Textile Engineering and Leather Technology respectively after completing Higher Secondary Education. The minimum requirement to be admitted to teachers training colleges (TTCs) for Bachelor of Education, Bachelor of Physical Education in Physical Education College is graduation degree. Generally, in-service teachers undertake this professional training course along with some unemployed graduates. Professional education also imparted in Medical Colleges, Dental Colleges, Nursing College, Homeopathic Colleges, Law Colleges etc.

5. Other Types of Education

5.1 Religious and Moral Education

One of the aims of education is to establish human, cultural and social values in every tier and sphere of individual and national life. Religious and moral education is one of the ways of achieving this aim.

The followers of every religion of the country have the right to learn the main subjects of their respective religions, acquire knowledge about rituals and ceremonies of their respective religion. Religious and moral education is imparted with this end in view.

i) Islamic Studies

In order to lead life according to the Islamic tenets and regulations, it is indispensable for every Muslim male/female to receive Islamic education and implement these in their day to day life.

ii) Hindu - Religious Studies

Bangladesh Sanskrit and Pali Board conducts 3- year course on Sanskrit and religious subjects. These subjects are Adhya in the first year, Madhya in the second year and Upadhi in the third year. Sanskrit language, Prourahitta, Smriti (Hindu law) etc. subjects are included in the courses.

Bangladesh Sanskrit and Pali Board is not an independent or autonomous organization. The Director General of the Directorate of Secondary and Higher Education by virtue of the post is the Chairman of Sanskrit and Pali Board and Management Parishad. Authorized by the Ministry of Education the Chairman conducts all activities of the Board. An honorary member of the Management Parishad plays the role of Secretary. There are tols (schools for teaching Sanskrit), chopathies and colleges under the control of Bangladesh Sanskrit and Pali Board. The minimum requirement to be admitted in these courses is SSC. After completion of 3-year course, one can get the title "Teertha". For each subject, the 3-year course Adhya, Madhya and Upadhi is to be completed separately.

iii) Buddhist Religious Studies

The system of Buddhist religious studies and the Buddhist religious language Pali are almost similar to that of Hindu religious studies. There is 3-year title course in Pali and 'Bisharad' is offered in Pali instead of Teertha. Bangladesh Sanskrit and Pali Board conducts traditional system of Pali education. There are about a hundred of Pali Tolls in the country.

iv) Christian Religious Education

To meet the religious education needs of Christians in Bangladesh, there are Bible schools and intermediate seminaries which enroll students in the SSC; there are also major seminaries and theological colleges where students with HSC are admitted. The successful students are awarded degrees both in Bachelor and Masters in Theology and Divinity. These are all run and managed by the Church bodies which cater to the needs of different denominations of Christianity.

EDUCATIONAL MANAGEMENT IN BANGLADESH

Education Systems in Bangladesh is being managed and administered by two Ministries viz. Ministry of Education (MOE) and Ministry of Primary and Mass Education (MOPME) in association with the attached Departments and Directorates as well as a number of autonomous bodies.

Ministry of Education (MOE):

This Ministry is concerned with policy formulation, planning, monitoring, evaluation and execution of plans and programmes related to secondary and higher education including technical & madrasah education. The line directorates, viz.. Directorate of Secondary and Higher Education and Directorate of Technical Education are responsible for management and supervision of institutions under their respective control.

Directorate of Secondary and Higher Education (DSHE): This Directorate is headed by the Director-General who is responsible for administration, management and control of secondary and higher education including madrasah and other special types of education. It is assisted by sub-ordinate Offices located at the divisional, district and thana levels.

The Directorate of Technical Education (DTE): This Directorate is headed by the Director-General and is responsible for the management and administration of technical & vocational institutions like polytechnics, monotronics and other similar types of institutes. It has Inspectorate Offices at the Divisional Headquarters.

Bangladesh National Commission for UNESCO (BNCU): This organisation functions as a corporate body within the MOE. This is headed by the Minister of Education as Chairman and the Education Secretary as the Secretary-General. The Commission consists of 69 members constituted by eminent educationists and intellectuals interested in educational, scientific and cultural matters in the country. A senior official designated as Secretary normally heads the Secretariat of the Commission.

Chief Accounts Office (CAO): In pursuance of the Government a separate accounts office under a Chief Accounts Officer (C.A.O) does policy of decentralization the accounting function of the MOE.

- i) **National Curriculum and Textbook Board (NCTB):** This Board is an autonomous organisation under the Ministry of Education (MOE). It performs the responsibility of renewal/modification and development of curriculum, production and distribution of textbooks at primary, secondary and higher secondary levels.
- ii) **National Curriculum and Textbook Board (NCTB):** This Board is an autonomous organisation under the Ministry of Education (MOE). It performs the responsibility of renewal/modification and development of curriculum, production and distribution of textbooks at primary, secondary and higher secondary levels.
- iii) **Bangladesh Bureau of Educational Information and Statistics (BANBEIS):** This organization is responsible for collection, compilation and dissemination of educational information and statistics at various levels and types of education. This organization is the Apex Body of the Educational management Information

System (EMIS) of the country. It is also the National Coordinator of RINSACA (Regional Informatics for South & Central Asia). Recently, it has been assigned with the important task of selection, processing and computerization of data necessary for awarding government subvention to all the private education institutions.

- iv) **Directorate of Inspection and Audit (DIA):** This Directorate is headed by the Director and is responsible for inspection and audit aimed at improving the standard of education of the institutions at the secondary level.

Further more, a number of autonomous bodies have a share in the administration of education. These are:

- i) **University Grants Commission (UGC):** The University Grants Commission is responsible for co-ordinating activities of the universities and distributing government grants of them.
- ii) **National University:** This is an Affiliating University responsible for academic control of all the affiliated colleges offering courses in Degree Pass, Honours and Masters and for conducting Bachelor Degree and Master's examinations.
- iii) **Education Boards:** Seven Boards of Intermediate and Secondary Education are responsible for conducting the SSC and HSC level public examinations.
- iv) **Madrasah Education Board:** This Board is responsible for conducting public examinations from Dakhil to kamil levels.

- v) **Technical Education Board:** This Board is entrusted with the task of conducting certificate and diploma examinations in technical education.

Ministry of Primary & Mass Education (MOPME)

Bangladesh is committed to the World Declaration on Education for All (Jomtein, March 1990) and the Convention on the Right of Children (New York, September 1990).

Recognizing the importance of primary and non-formal education in ensuring education for all and eradicating illiteracy, the Government created a new Division called Primary and Mass Education Division (PMED) in August 1992. This Division is now operating as a Ministry. The Ministry of Primary and Mass Education is responsible for policy formulation, planning, evaluation and execution of plans and initiating legislative measures relating to primary and non-formal education.

Directorate of Primary Education (DPE): This Directorate controls, coordinates and regulates the field administration of the primary education. The Directorate of Primary Education was created in 1981 with a view to giving full attention to primary education as an independent organization. The Director-General heads it. Under this Directorate there are 6 Divisional (regional) Officers, 64 District Offices and 481 Thana Offices.

National Academy for Primary Education (NAPE): This is an apex institution for training and research in the field of primary education, which is headed by a Director and governed by a Board of Governors headed by the Secretary, PMED. There are 53 government and 1 private Primary Training Institute. They offer 1-year Certificate-in-Education course to teachers of primary schools.

Bureau of Non-formal Education (BNFE) : A Directorate was created in 1995 with the responsibility of execution of policy decisions and plans relating to non-formal education. The Non-formal Education Programmes were then

implemented through (a) NGO run centre-based literacy programme. (b) total literacy movement by the District/Thana administration. This Directorate has been abolished and started functioning as Bureau of Non-formal Education.

Compulsory Primary Education Implementation Monitoring Unit: After the enactment of Primary Education (Compulsory) Act of 1990, the Government created the Compulsory Primary Education Implementation Monitoring Unit in 1991, headed by the Director-General with the responsibility to monitor the compulsory primary education programme at the field level and conduct child-survey to collect information on the numbers of primary school-age population and children attending schools.

Fig.01. The Present Educational Structure Of Bangladesh

THE PRESENT EDUCATIONAL STRUCTURE OF BANGLADESH													
Age	Grade												
26+													
25+	XX					Ph. D(Engr)	Ph.D(Medical)						
24+	XIX			Ph. D	PostMBBS Dipl			Ph. D (Education)					
23+	XVIII			M.Phil	M.Phil(Medical)								
22+	XVII	MA/MSc/MCom/MSS/MBA		LLM	M B B S BDS	MSc(Engr)	MSc(Agr)		MBA	M.Ed & M A(Edn)	MFA	MA(LSc)	
21+	XVI	Bachelor (Hons)	Masters (Prel)	LLB(Hons)	BSc.Eng BSc.Agr BSc.Text BSc.Leath	BSc.Eng	BSc (Tech.Edn)		BBA	B.Ed Dip.Ed & BP ED		Dip.(LSc)	Kami
20+	XV	Bachelor								BFA			
19+	XIV	(Pass)				Diploma (Engineering)				Diploma in Nursing		Fazil	
18+	XIII												
17+	XII	Secondary		Examination			HSC		HSC Voc, C in Ag	C in Edu.	Pre-Degree	Diploma in Comm	Alim
16+	XI			HIGHER SECONDARY EDUCATION									
e15+	X			Examination		SSC		TRADE Certificate/ SSC Vocational		ARTISAN COURSE e.g. CERAMICS			Dakhil
14+	IX			SECONDARY EDUCATION									
13+	VIII			JUNIOR SECONDARY EDUCATION									
12+	VII												
11+	VI												
10+	V			PRIMARY EDUCATION								Ebtedayee	
9+	IV												
8+	III												
7+	II												
6+	I												
5+		PRE-PRIMARY EDUCATION											
4+													
3+													

2.4 Teachers as Key Stakeholders

The internal and external stakeholders in an organisation help determine the efficiency and the effectiveness of that organisation. However, with the varying set of stakeholders with their multiple interests, a number of criteria linked to the organisational goals are needed to help measure the effectiveness. These include financial measures, productivity, growth, customer satisfaction and quality. The leaders in the organisations ensure these criteria are designed according to priority and the power of influence of the various stakeholders (Robbins 1997). It is therefore important to understand the influence of stakeholders for meeting the goals of the school/college/university (Foster 1987).

The teachers' role is critical for the educational institution to realise their outcomes and objectives. The term teacher is used to connote a host of teaching staff with expertise knowledge in certain subject areas. Their role is to capture and impart the curriculum to the students. A common view is that the key to a successful education is teacher quality. The quality of the teacher has been claimed to be the most important indicator of student performance, rather than class size, economic status or others (Davies et al. 2002; NEA 2003).

Much importance is thus placed on the teacher. The communities they belong to express strong interests and expect teachers to show positive contributions by being examples to their students in morals, character, dress and manners (Ornstein and Levinc 2006). The aim of any educational system is to maintain sufficient and quality teachers in the profession through the means of recruitment and development. Such a system needs to attract the 'best'

people into the teaching profession (Goh and Atputhasamy 2001) through improved strategies for attraction and retention.

2.5 Strategic Human Resource Management and Teacher Shortage

An important role for SHRM could entail having appropriate attraction and retention strategies that could help obtaining improvements in teacher shortages (DEST 2003; Ross and Hutchings 2003; Webster et al. 2004) and achieve learning goals by attracting quality teachers (DEST 2003; DETWA 2004b). According to the SHRM theory, the strategic integration and alignment of human resource practices with strategic objectives improves quality of work life, reduces turnover and thus improves teacher attraction and retention. This section reviews the underlying factors that motivate people to go into or leave the teaching profession.

2.6 What Attracts People to Teaching

According to Ornstein and Levine (2006), becoming a teacher starts with the persuasion to choose teaching as a career. However, the motives could be idealistic, practical, many and complex. This is partly because the teaching profession possesses some unique attributes. First, it suffers a status anomaly, for instance on the one hand, teachers are praised for dedication and commitment to education, on the other hand, others ridicule teaching as easy work. It is regarded as a profession, but pays less than many other professions that require less education (Lortic 2002).

Individuals have to be attracted to take up teaching places and remain in them. Studies that examine teachers' preferences in teaching shed light on what motivates them (Preston 2000; Webster et al. 2004). For instance, a

survey of teachers carried out by the Ministerial Council on Education Employment Training and Youth Affairs (MCEETYA) found that 30.7% of the respondents enjoy working with children. 22.0% have a desire to teach, 11.5% were attracted through a recruitment campaign or the positive impact of a role model. A further 8.6% were attracted to the employment conditions and 8.3% have a desire to make a difference while others were attracted because of their educational value and care for humans (Skilbck and Council 2003).

One group of factors that attract people to teaching is thus non - monetary. These may be personal preferences or intrinsic reasons. For instance, the desire and joy to work with children, intellectual fulfillment from imparting knowledge and making a valuable contribution to society are examples of intrinsic reasons why people are attracted to teaching (Kyriacou and Coulthard 2000; Reid and Thornton 2000; CRTTE 2003; Skilbck and Connell 2003; Ornstein and Levine 2006). People are attracted to this profession because it not only enables them offer services but also gives them personal satisfaction (Lester 1986) as they see their students' accomplishments in life. The knowledge that the students success in life is linked to the teacher will make such teachers become more enthusiastic (Ornstcin and Lev inc 2006).

Job satisfaction has been given as one reason why people consider going into teaching (Hunt 2002). The most common components of job satisfaction include realistic workloads, manageable class sizes, accessible curriculum materials and teaching resources; acknowledgement and reinforcement of good performance: career pathways; reasonable salaries and opportunities for professional development (Skilbeck and Council 2003). Clearly, teachers with high job satisfaction are most likely to remain in teaching (Norton 2001).

Another reason people go into teaching is their personal philosophy of education and this reasoning has a long history (Ornstein and Levine 2006). Medieval educators preserved and institutionalised knowledge as a contribution to Western education. Ancient Greece and Rome during the classical periods encouraged education to cultivate human excellence. The religious reformation of the 16th and 17th centuries linked religion with education and people officially considered members of the religion were allowed to become teachers (Ornstein and Levine 2006). Even in today's schools, people with certain philosophical beliefs take to teaching because of those beliefs; an example of this is the Steiner Waldorf education (Nicol 2007), where the teacher has a sacred task to develop the child to fulfill his own unique destiny in life (Waldorf 2007).

An important factor which qualified young graduates claim as a reason they go into teaching is the job security (Kyriacou and Coulthard 2000: Webster et al. 2004). Other reasons, particularly for males, are the extrinsic factors such as holidays, promotion prospects and the opinion of others (Reid and Caudwell 1997). Skilbeck and Connell (2003) point out that student attraction to a teaching career also depends on conditional factors such as their family background and their personal experience of teachers. For instance, men can be discouraged from accepting a profession in primary teaching because of negative perceptions of working with children (Hutchings 2002: Lewis 2002).

It would be useful for an organisation to understand the underlying reasons their teachers are attracted to teaching. Such knowledge if known at pre-employment stage could help more effectively manage the teachers. One way of knowing is through the recruitment process (Hencman and Judge 2003).

This is where the human resource function comes into play, because a key responsibility of the HR function is to attract the right employees into the organisation (Dicpen, Itcrson and Roe 2006).

2.7 Why Teachers Leave

Several factors have been identified as reasons for teachers leaving the profession. These include monetary rewards, personal and or organisational issues, individual institutional characteristics, such as school size, geographical location and the sector type and the organisational conditions teachers work under. These reasons are further elaborated in this sub-section. It is however important to understand the labour turnover index in any organisation [which is a measure of the 'leavers'] (Ornstein and Levinc 2006) so that matters that precipitate unnecessary turnover can be addressed.

'Leavers' in any organisation are categorised into four distinct sets of employees. The first group are the 'stars' who perform well and are positively aligned to the organisations' values. The second category of employees simply live the values of the organisation; they tend to tall behind in performance but will benefit from training. The third category does not share in the values of the organisation and have sub-standard performance. The fourth group of employees do not share the values of the organisation, but perform well regardless. The organisation will manage this situation by dismissing these employees with 'best performance' rather than keep up with their disruptive effects on other employees (Welch 2001). It is certain that some employees will leave an organisation, hence the importance of regularly matching employee supply with demand (Bohlander and Snell 2007). Furthermore, although the smartest and most talented employees usually are

the most mobile and more likely to leave, the causes of employee turnover remains a complex subject (Abbasi and Hollman 2000).

The variety of reasons people leave an organisation include; conflicting demands and lack of support from administrators to realise goals (Ornstein and Levine 2006) work - related issues such as 'hard' working conditions, poor pay, better job alternatives, difficulty working with supervisors, lack of training, pressure from non-work related issues, such as domestic problems or ill-health (Bunting 2005). Others leave because the organisation's goals do not match their own individual goals, interests and or personality (Schneider 1987). Other factors that can affect teacher turnover in the education sector include teacher and institutional characteristics and organisational conditions (Murnane, Singer, Willet and Olscn 1991; Ingersoll 200 lb). These factors are discussed below:

Teacher personal characteristics: Reasons in this category include personality issues such as age, gender, family situations, level of education, a teachers' field of study, experiences, social contexts, and occupation preferences (Preston 2000; Mitchell, Brooks, Holton and Lee 2001; Ingersoll

Institution characteristics: The institute characteristics include the level, size, geographical location (which can be metropolitan, rural or remote), the sector type and the socio-economic status of the student population. Research suggests that in other industries, employee tend to identify more with smaller groups (Tyson 2006), however teachers seem to prefer larger environments to smaller ones (Ingersoll 200lb). Another factor is the class size; some teachers leave the profession because there are too many students in the class (Billingsley 1993).

Organisational conditions: A workplace that is interested in and provides suitable conditions to professionally reward its employees seems to be in a better position to attract and retain good people (Fullan 2001). Organisational conditions can be divided into work conditions like the compensation structure and level of administrative support, and institutional conditions like the degree of conflict and strife within the organisation and the extent of employee input and influence over organisation policies (Ingersoll 2001).

Hence, suggestions have called for the need to rethink teacher career progressions with considerations for career structures, reward for proficient and highly accomplished teachers and recognition for teachers who take other roles outside teaching such as mentoring, community leadership (DEST 2003).

An adequate level of administrative support and improved relations between administrators and teachers will also help reduce the rate of teacher attrition (Billingsley 1993; Hare et al. 2001; Ingersoll 2001). Similarly, involving teachers in decision making is likely to cut back on the number leaving the profession (Billingsley 1993). A supportive, positive non-'toxic' environment that is reliable, enriches and builds trust amongst the employees, and is capable of generating a sense of comradeship which would also help keep employees (Abbasi and Hollman 2000).

As it is disruptive social and professional interactions within academic environment institution often lead to higher turnover (Norton 2001). Therefore, maintaining a healthy climate becomes critical since the commitment and retention of employees depend on the trust and sound relationships with their peers and supervisors (Dobbs 2000).

Lack of job satisfaction is another reason teachers leave (Ingcrsoll and Smith 2003; Webster et al. 2004). Job satisfaction could entail how employees perceive the relationship between their work role and the fulfillment of values important to them (Locke 1996; Bunting 2005). Teachers' response to the absence of job satisfaction is no different, many resign from their positions (Ornstcin and Lcvinc 2006). One source of dissatisfaction amongst teachers is their inability to balance work with non-work commitments (Kyriacou and Coulthard 2000; Webster ct al. 2004). Balancing the inside work and outside work life of an employee is important for institutions and providing flexible work arrangements can help (Fisher, Schoenfeldt and Shaw 2006). Another source of dissatisfaction is the perceived drop in the status of teaching as a profession (CAP 2007) as it adversely affects attraction to or the desire to remain in the profession (Fullan 2001).

The decision to leave the teaching profession may also be due to stress from fatigue and frustrations (Go'mez-Mejia, Balkin and Cardy 2004). Stress could be the 'aches' and 'pains' that a person experiences in keeping up with the pace of work and domestic life (Cooper 2006). In the context of the workplace, a job related-stress develops as result of the employees physiological and psychological responses towards a type of condition or stressor at the work place. Stressors include long hours, high workloads, conflicting or ambiguous demands, fast paced work, strict deadlines, job insecurity, interpersonal conflict, shift work, organisational politics, an unfavourable organisational climate, lack of communication, harsh or controlling supervisory styles or work/family conflicts (Zellars 2002).

Discipline problems are another reason teachers leave the profession. Institutions with lower levels of student discipline problems tend to experience

lower levels of teachers leaving as compared to those with higher discipline problems (Ingersoll 2001b). Another identified teacher shortage problem is the feminisation of the teaching profession. In this case, perceived low occupational status of the teaching profession is one reason male teachers are not keen working at the primary school level (King 1998; Thornton and Bricheno 2000; Ashley 2001).

Other industries have found that employee turnover affects both the individual and the organisation. To the organisation, the total cost of losing an employee can include administrative severance payments, unemployment compensation (if they remain unemployed), replacement costs (such as costs for advertising and recruitment, testing, orientation and training of new employees). Indirect costs also accrue due to reduced production and potentially upset customers (Pinkovitz, Moskal and Green 1997; Netswera, Rankhumisc and Mavundla 2005). Retention plans should be put in place to reduce employee turnover (Mitchell et al. 2001).

Similarly, an educational institution's inability to retain teachers is costly, whatever the reasons (Abbasi and Hollman 2000). Costs include money spent on training the departing teachers and the compensation payments made out to teachers (Brown and Ralph 1998). Upset parents and children due to disruptions to children's schooling, loss of experienced teachers and loss of continuity in the education program are negative impacts of teacher turnover.

2.8 Strategic HRM Evolution - Background and Theoretical Perspectives

Strategic Human Resource Management [SHRM] emerged in response to increased global competition, the demand for cost effectiveness and efficiency and in recognition that the management of people needs to be a number one priority if organisations are to achieve their business objectives (Mello 2006). The effective application of SHRM provides competitive advantages and improved performance because it aligns the human resource functions of recruitment, selection, performance appraisal and management, rewarding and developing employees to the organisation's goals (Pfeffer 1994; Lundy and Cowling 1996; Armstrong). This section summarises the origins, theoretical basis and elements of SHRM and explains how the typical industry model of SHRM is operationalised. The contingency theory implications for adopting SHRM in other industries are also reviewed.

The employment relationship involves, as a minimum, two parties, namely the employer and the employee. The employer is the corporate body that is separate and distinct from individual members of the organisation. Employees are required to obey all reasonable and legitimate instructions given by their employers and are subordinate to the employer (Farnham and Pimlott 1998). Three main theoretical concepts used to explain the employee - employer relationship are Unitarism, Pluralism and Marxism (Fox 1966) and these concepts are discussed briefly below.

The unitarist ideology recommends a team approach between management and employees to achieve common organisational objectives, and trade unionism is de-emphasised (Fox 1966; Storey 1997). In contrast, pluralism recognises the enterprise as composed of two groups, namely, labour and management, each with different objectives, some of which conflict while others coincide. Trade unions are recognised as the legitimate representative

of labour and conflicts arising from the clash of interests are resolved if possible by collective bargaining and compromise (Purcell and Sisson 1983; Farnham and Pimlott 1998; Burchill 2008). The Marxist theory on the other hand argues that the pluralist view is one sided. This perspective stresses the need to account for causes of industrial conflicts rather than just the consequences (Hyman 1975).

According to the Marxist view, conflict is closely linked with the contradictory tendencies found in the capitalist economic system (Hyman 1975). In summary, whilst unitarism does not expect conflicts, pluralism sees conflicts as a problem and Marxism argues that conflicts should be accepted as part of the wider class conflict (Fox 1966: Hyman 1975). In practice, unitarist theory has been more successful in countries and organisations with low rates of union membership, where authoritarian management traditions or high unemployment levels prevail; whereas pluralism was more appropriate if industrial relations legislation and conflict was entrenched, as in Australia and the United Kingdom (Nankervis et al. 1999).

Of the three types of resources, financial, technological and human in an organisation, management theorists suggest the most difficult to manage or exploit is the 'human resource' (Nankervis et al. 1999). As well as being based on a contract of employment, the employee - employer relationship is based on a psychological or social contract, where employees exchange their skills and commitment for pay and other rewards like job security and benefits (Ancona, Kochan, Scully, Van Maanen and Westney 2005; Noe et al. 2007). One challenge before scholars has been how to help the employer devise ways to effectively manage and maximise the benefits in the employer - employee relationship to improve organisational performance.

Human Resources professionals have been developing theories, policies, procedures and practices to better manage the relationship, noting however the need for establishing contingencies for each individual unique relationship (Bernardin 2007). These new concepts of human relations are traceable to the 1924 to 1932 Hawthorne surveys, where Elton Mayor found that increased productivity was linked to the amount of attention paid to employees, which started a shift toward employee motivation taking centre stage (Entrekin and Court 2001).

During the 1980s, HRM was seen as an approach to employment management which sought to achieve competitive advantage through the deployment of a highly committed workforce (Storey 1997). In its early phase, the concern was whether HRM was really something 'new' and different from the traditional personnel management. For some, the emergence of HRM was seen as "*a continuing effort to play down the adversarial aspects of industrial relations, to subordinate the firm's dealings with externally based organisations to its individual relationships with its own employees* " (Ulman 1992:178). Despite the different interpretations on the true meaning and purpose, HRM has moved forward in most countries.

Human resource management is not just a new word for personnel management, but rather, it connotes a different approach that is linked with business outcomes for the management of people (Storey 1997). Nankervis and colleagues (1999) argue that personnel management relates to the people related functions or activities of recruitment, selection, training, salary administration and industrial relations, when they are performed without relationships between the activities, or the overall organisational objectives. The assumption for HRM is that the people related activities are integrated with each other and with the strategic organisational objectives.

The theory of HRM assumes the underlying interests of management and workers are similar, hence, the values underpinning HRM are predominantly unitaristic, in contrast to the dominant values of traditional personnel management. The emphasis is on individual-organisational linkages, as opposed to the group representation or industrial relations approach that emphasises collective and pluralist values (Guest 1989; Millmore, Lewis, Saunders, Thornhill and Morrow 2007). The foregoing can vary across different countries and or industry contexts. For instance, a unitarist model of HRM is more apparent in America and other countries such as Malaysia and Singapore, which assume common interests between employers and employees. The pluralist HRM approach is more suited to countries with entrenched industrial relations, like Australia and UK (Nankervis et al. 1999).

It also needs to be recognised that HRM theory emerged from other disciplines, such as organisational behaviour; psychology, business strategy and systems theory (Analoui 2007). This has led to HRM theory being underpinned by four theoretical features, which are namely, beliefs and assumptions, strategy, the role of line managers and the levers of HRM implementation (Storey 1997).

2.9 Beliefs and Assumptions of HRM

A fundamental belief and assumption of HRM is that human resource more than other factors of production, make the difference. To realise benefits, managers are therefore encouraged to put people first (Burke 2006) as the management of people is a key factor in bringing about a competitive edge (Lengnick-Hall and Lengnick-Hall 1990). Human resources, through their efforts, knowledge, capabilities, resources, relationships and decisions can place an organisation ahead of its competitors (Hamel and Prahalad 1989; Watson 2005).

The central principle of HRM is the effective utilisation of employees to achieve organisational objectives. The HRM practitioner, rather than just being an employee advocate, is involved in organisational efficiency, effectiveness, productivity, labour flexibility and competitive HR advantage. This theory focuses on the need to apply relevant human resource management approaches so the full potential of human resources can be realised and are not manipulated or exploited in the same way as financial or technological resources (Nankervis et al. 1999).

2.10 Strategy of HRM

The second feature of HRM concerns strategy. The term 'strategy' was borrowed from the military in the early days of civilisation whereby a range of principles and ideas helped armies obtain victories on battlefields. Businesses have adopted the same principles to help win their business battles (Gronfeldt and Strother 2006). There are various ways to view strategy. From a business perspective, strategy can be defined as a set of fundamental or critical choices about the ends and means of a business (Child 1972). Gronfeldt and Strother (2006) define strategy as "a pattern or plan that integrates an organisation's major goals, policies and action sequences into a cohesive whole" (p.70). Chandler (1962) views strategy from the organisation's long-term goals and objectives, as the appropriate use of action and the distribution of needed resources to help achieve set goals.

The long-term development strategy of a business is determined by the environmental opportunities and threats and the manner in which the business deploys its human resource assets to maintain or gain a competitive edge. The adopted strategy distinguishes an organisation from its competitors (Purcell 1999). Hence, strategy is the grand plan adopted through employees, to help realise the business mission (Go'mcz -Mejia et al. 2004). Strategy may also include the pattern of decisions management applies regarding HR policies and practices (Bratton and Gold 2007). Strategy helps everyone understand what the organisation wants to become, where it wants to go and how it means to get there (Armstrong 2000a). Furthermore, strategies can be to tackle issues and problems that organisations are faced with, such as growth, survival, turnaround, stability, innovation or leadership (Aguinis 2007).

Corporate and business level strategies evolve into HR plans (Bratton and Gold 2007) so that HR policies are built from well designed personnel

practices that fit into the corporate business strategy. The strategic nature of HRM is a distinguishing characteristic that makes it a matter of interest to chief executives and senior management teams (Storey 1997). Managers (Chief executives and senior management teams) are encouraged to develop strategies and design HR policies that are capable of influencing the employee's behaviour (Millmorc et al. 2007).

2.11 The roles of Line Managers in HRM

The third feature of HRM relates to the roles of line managers. If human resources are critical for the business, then HRM should be too important to be left in the hands of operational personnel specialists. Line managers are seen as crucial to the effective delivery of HRM policies (Lundy and Cowling 1996; Storey 1997). The management of human resource can be grouped under five key activities - staffing, retention, development, adjustment and managing change and these demand shared responsibilities between line and HR managers. These five key HRM activities are described below.

Staffing activities identify work requirements, determines the range of skills needed for a job and fills positions through recruitment, selection and or promotion. Retention strategies include the range of strategies aimed at keeping an employee and include rewarding employees, workplace relations that ensure harmonious employee/manager relationships and maintaining safe, healthy workplaces. Development preserves and improves employee competences. Adjustment maintains compliance with HR policies and business strategies of the organisation. Managing change enhances the organisation's ability to cope with changes in its external and internal environments (Cascio 2006). Typically, HR provides technical expertise whilst line managers use this expertise to manage people effectively. For example, under retention, line managers' responsibility includes treating employees

fairly, resolving conflicts, promoting teamwork and providing pay increases based on merit, whilst the HR department devises the compensation and benefits system to be used (Cascio 2006).

2.12 Levers of HRM implementation

The fourth feature concerns the key levers used to HRM implementation. A notable element is the move away from emphasising personnel policies to the management of 'culture' in the organisation (Storey 1998a). Organisational culture is referred to as the characteristic norms, beliefs, values and practices of an organisation within which employment decisions are made and employees work on a day-to-day basis. Culture can thus be a very effective control system (Williams and Ferris 2002). Another definition claims culture is the pattern of basic assumptions invented, discovered, or developed in an organisation that supports the organisation's pursuit of excellence in performance (Schcin 1992; Millmore et al. 2007).

Culture is an important feature of SHRM because an enhanced culture promotes performance by building consensus, flexibility, and commitment (Storey 1997). For instance, cultural consensus helps establish a common set of values and beliefs on fundamental objectives and priorities. This culture enhances flexibility where restrictions, such as restrictions on movement between separate jobs, are removed so productivity can improve. Beyond the willingness to work flexibly, this culture leads to committed employees who 'go the extra mile' in pursuit of organisational goals (Storey 1997). Commitment here refers to the "strength of an individual employee's identification with and involvement in the organization" (Scott - Ladd 2001: 43). The organisational culture could therefore be a major reason employees are attracted more to one company than another (Bowen 2002). Hence, some authors argue that

organisational culture is the key to competitiveness (Ouchi 1981; Pascal 1981).

There is considerable evidence in the literature that employees will be at their best if they are fully committed to the organisation (Lundy 1994; Storey 1997). This high commitment management model suggests employees' high commitment is produced from self regulation rather than a response from external pressures (Armstrong 2000). Consequently, HRM theory predicts more positive performance outcomes are likely if appropriate human resource policies are employed to drive its implementation in an organisation. The HRM policies define the organisation's philosophies and values on how people should be treated and ideally, should promote mutuality. This refers to mutual goals, influence, respect, rewards and responsibility: policies of mutuality are more likely to elicit commitment which in turn yields better performance (Legge 1999; Armstrong 2006) and enhances the likelihood of committed employees wanting to stay with the organisation (Guest 1995).

Another view of the HRM model is that it can be soft or hard. The 'soft' approach to HRM aims at enhancing employee commitment (Beardwell and Clark 2007) and communication is central. Soft HRM focuses on the less tangible, subjective nature of the organisation and therefore the 'soft' approach seeks the involvement of employees through consultation and empowerment (Nankervis et al. 1999). On the other hand, 'hard' HRM depicts "the quantitative, calculative and business-strategic aspects of managing the 'headcount resource' in as 'rational' a way as for any other factor of production" (Storey 1992:29). HRM in the 'hard' sense represents 'tough mindedness' and objective measures with emphasis on the strategic role

human resources plays in achieving organisational goals (Beardwell and Clark 2007).

It is also important to note that HRM theories "cannot be divorced from the socio-economic, political and industrial relations climates in which they operate" (Nankervis et al. 1999:19) and the application of HRM is not a size that fits all as it varies from one country to another (Singh 1992). This understanding will help practitioners decide on the applicability of HRM theories within the settings of their own countries and industries. For instance, whilst unitarist or pluralist HRM varies between countries, the application of hard or soft HRM approaches depends on the industry environment (Nankervis et al. 1999).

A key goal of HRM is to ensure that organisations have the "right numbers, types, and skill mixes of employees at an appropriate time and cost to meet present and future requirements" (Nankervis et al. 1999:22). Awareness of where organisations are going in the future, the nature of external and internal labour markets and the most effective strategies for matching labour demand and supply are critical for success. Other objectives of HRM include implementing effective strategies for attracting, choosing, and keeping employees productive, satisfied and motivated to contribute to the organisation's progress (Nankervis et al. 1999).

Human Resources theory is not without its critics. There are some critics who think HRM is no different from the traditional personnel management; others cannot clearly understand what HRM consists of. While others query the existence of the alignment of the goals of the individual and the organisation (Hendry 1995). Although the concept has been established in reality, it appears its meaning, impact on employment relationship and influence on

organisational performance still lacks universal acceptance (Beardwell and Clark 2007).

Theory underpins the practice of strategic human resource management (SHRM). Strategic human resource management integrates human resources policy with business strategy to gain competitive advantage (Millmore and Baker 1996). The term competitive advantage "is doing something better than rivals, in the eyes of key stakeholders" and "the extent to which an organisation delivers value superior to that of its competitors" (Kenny 2005:45, 98). Competitive advantage differentiation implies one organisation stands out amongst its competitors (Kenny 2005). An organisation thus has a competitive advantage over its competitors when its products or services cannot be easily imitated or copied (Bernardin 2007). The value of human resources is its ability to develop and exploit rare characteristics, the ability to develop and nurture characteristics that competitors cannot easily copy and better coordination of the organisations' policies and practices (Beardwell and Claydon 2007).

The role of management in sustaining competitive advantage involves building, recognising, developing and applying the organisation's core and supplementary enabling capabilities (Millmore et al. 2007). In summary, managing the employee -employer relationship has changed over the years from an administrative and maintenance function to take on a more strategic function within the organisation -strategic human resource management (Entrekin and Court 2001). Under SHRM, the HR strategies should consider the interests of all the stakeholders in the organisation (Armstrong 2006). Hence HR managers become a partner who represents management and advocates for workers: they assume broader roles in overall organisational strategy to help create the competitive advantage (Nankervis et al. 1999).

2.13 Strategic Human Resource Management in Practice

Strategic Human Resource Management functions link employee management and the organisation's business goals. "Practices can make an important, practical difference in terms of three key organisational outcomes: productivity, quality of work life, and profit" (Cascio 2006: 6), as well as job satisfaction and commitment as mentioned earlier (Armstrong 2000). Typically, industry SHRM links strategic planning and human resource management (HRM) in that the organisation's objectives are determined and personnel policies and practices aligned with those objectives (Tompkins 2002). Therefore, HR or personnel employees play a strategic role in formulating policies and practices to support achieving organisational objectives.

Based on an analysis of an organisation's internal and external environments and the strategic objectives. HR objectives and strategies are developed. These need to be consistent with organisational goals so they achieve vertical alignment. The policies and practices need to also be aligned across the organisation to achieve horizontal integration. The goal is to develop an integrated personnel program, with consistent interrelationships so policies and practices in one functional area do not work at cross purposes with those in other areas (Tompkins 2002; Fisher et al. 2006).

An important process to facilitate vertical and horizontal integration is strategic planning. Strategic planning is the process of setting major organisational objectives and developing comprehensive plans to achieve these and its scope covers decisions on key initiatives such as structure, strategy, and policies, including the determination of labour requirements (Nankervis et al. 1999). The time horizon can be long, middle or short range (Heneman and Judge 2003). Long range strategic planning is undertaken by top

management to set the strategic direction of a company and reflects the philosophy, goals and objectives. Middle range strategic planning involves developing programs and business plans to operationalise strategic plans for business units and departments: whereas short range strategic planning is concerned with budgeting, program scheduling, monitoring and controlling (Entrektn and Court 2001).

Thus, strategic planning is proactive as it considers both the internal and external environment and develops plans to cater for the future rather than being reactive to changes in the industry, marketplace, economy, society and technological changes (Mello 2006). An important aspect of SHRM is formulating appropriate strategies for the long and short term (Chandler 1962). Strategy can take different forms. It can be prescriptive, descriptive, static and or dynamic (Gronteldt and Strother 2006). Strategy is usually represented by four approaches: classical, evolutionary, processual and systematic approaches (Segal-Horn 1998; Whittington 2001; Analoui 2007; Beardwell and Claydon 2007). Storey (1997) also categorises strategy as being defensive or prospective.

Whichever strategy is adopted, matching these with appropriate HR strategies, policies and practices can improve organisational performance (Miles and Snow 1978). The SHRM approach checks likely impacts of both the external and internal organisational environments against the long term goals of the organisation and adopts the human resources to meet these goals (Nankervis et al. 1999). This means HR professionals need to expand their competencies to include business, finance, strategy, and management of change processes for them to, according to Professor David Ullrich's model, "become a partner with ... line managers in strategy execution, become a champion for employees, become an agent of continuous transformation" (Nankervis et al. 1999:24).

When integrating SHRM with the business strategy, the organisational policies and practices should align with the vision and mission statements. Linking human resources to the strategic vision is crucial because there is no use creating statements of strategic intent that have little relationship to the everyday behaviours of employees (Gratton 1994). In strategic terms the vision helps the organisation to know where it is heading and why it exists and who the customers are (Armstrong 2000a) and sets the basic directions and strategies to get there. However, having and believing in a vision is not enough it needs to be effectively communicated (Koteen 1997).

Several factors help determine and shape the strategic needs of an organisation. Top management defines the overall corporate level mission statements and target the key objectives that specify the programs and policies designed to help the organisation achieve the objectives (Bambergcr and Meshoulam 2000). The mission statement should be clear and have a well-defined purpose that demonstrates the goals and scope of the organisation to employees (Whitelcy 2000). Developing an appropriate strategy is not enough; ensuring successful and effective implementation is important and vision and mission statements help do this.

Knowing where the organisation is going [the vision] and knowing the organisations' objective [the mission] are important for developing the required strategy. Strategic HRM needs to be aligned with the vision and mission as part of the organisational strategy (Kenny 2005). Hence, whilst a vision statement directs the organisation, the mission statement leads the organisation into realising set organisational objectives (Bamberger and Mcshoulam 2000). The goals and objectives are important as they motivate the organisation to achieve the desired ends through the established procedures (Bratton and Gold 2007). The goals are based on the mission

statement and analyses of the internal strengths and weaknesses and external opportunities and threats (Fisher et al. 2006).

Another factor influencing strategy formation is the organisations structure, as this depicts the working relationships that affect how SHRM is implemented (Millmore et al. 2007). An organisations' structure may be bureaucratic, flat or boundary-less. Bureaucratic structures are top-down, with centralised decision-making and control. This structure is effective in predictable and stable environments (Cio'mcz-Mcjia et al. 2004) and in large organisations, such as public sector organisations, banks and utility companies (Millmore et al. 2007). In contrast, the flat organisation is decentralised with fewer managers and greater employee involvement in decision-making. And therefore respond better to a changing business environment (Douglas 2002). Lastly, the boundary less organisation applies to team work and operates in a joint venture type of relationship with customers, suppliers and/or competitors (Go'mez-Mejia ct al. 2004).

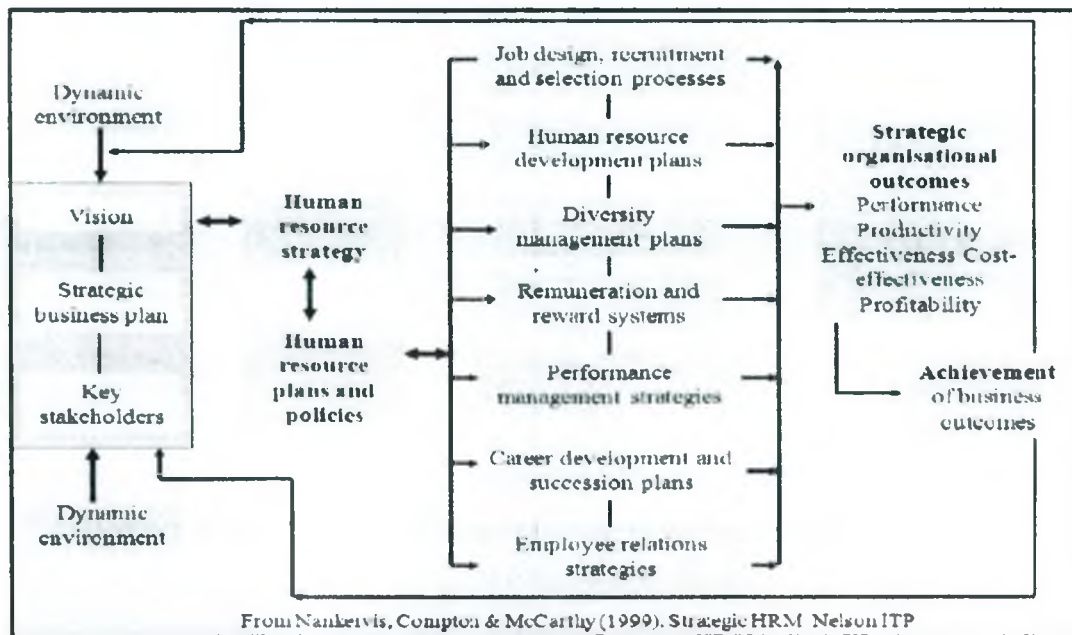
The organisational structure has inherent features which influence the implementation of SHRM, and structural changes may be required to gain the full benefits of SHRM. As already mentioned, investigations have confirmed that SHRM improves business performance. However the degree of effectiveness depends on the skill and care with which HRM strategies are implemented and applied to the firm's business problems and support for the operating and strategic initiatives (Cascio 2006). The next section reviews the elements of SHRM and how these are operationalised.

2.14 Elements of Strategic Human Resource Management

Several models depicting strategic human resource management (SHRM) have been suggested by scholars. One example is the Michigan Business School (Fornbrun et al. 1984) model which identified selection, appraisal, development training and rewards as the key elements of HR. This model further assumes a workplace is unintrinsic (Beardwell and Clark 2007) and aligns to the 'hard' HRM theory. The model postulates that human resources are to be exploited to the maximum benefit of the organisation (Analoui 2007). This approach combines the four traditional functions (recruitment and selection, appraisal, compensation and development) with performance to form the SHRM-Cycle (Fischer and Wcitbrccht 1995) and suggests that strategic integration of these elements will lead to improved performance (Pfeffer 1994; Lundy and Cowling 1996). A proper alignment of these elements will have the potential to meet specific performance goals of the organisation (Fombrun et al. 1984).

Critics of the Michigan model claim it is inhuman as employees have no say in decisions and power is in the hands of managers. The Harvard model differs by recognising not only the presence of different stakeholders, such as employees, government and the community, but that their interests differ from the organisation (Beer, Spector, Lawrence, Mills and Walton 1984). The Harvard model suggests the human resource strategies need to recognise and reflect these interests and so emphasises the soft side of HRM (Bcardwell and Clark 2007). Guest (1989) proposes another model that incorporates the concepts of strategic integration, high commitment, high quality and flexibility in an attempt to ensure a balance between hard and soft HRM.

Figure 1.2: A Strategic Model of Human Resource Management



A model that shows how SHRM is typically operationalised in industry is shown in Figure.1.2. This model views SHRM as a process that links strategic planning and human resource management by determining vision-related objectives and aligning human resource (HR) policies and practices with the objectives. Nankervis, Compton and McCarthy (1999) identify the major themes of SHRM in this model as follows:

- Organisations need to be aware of and respond to the characteristics of their dynamic external environments (e.g. global, national, industry)
- HR specialists need business acumen to contribute to the strategic business plan of the organisation
- Human resource strategies linked with identified business requirements need to drive specific human resource plans and policies
- The HR plans and policies guide the development and refinement of all HR functions and these practices need to be integrated with each other and aligned to the HR strategies and plans

- The effectiveness of the HR functions are reflected in desired strategic organisational goals that are expressed in such outcomes as performance, productivity, cost effectiveness and/or profitability
- The process has a long-term outlook and is cyclical with sufficient flexibility to allow changes in human resource strategy in response to changes in organisational strategies and/or the dynamic organisational environments.

Figure.1.2 shows that HR needs to operate at three levels; the strategic level (involvement in corporate and human resource planning), the operational level (involvement in developing action plans to meet present labour needs) and the functional level (involvement in activities that ensure employees are in the right place at the right time and for the right cost). The functional areas include human resource policy, human resource planning, human resource information systems, job design and evaluation, recruitment and selection, diversity management, career management, learning and development, appraisal and performance management, remuneration, industrial relations and occupational health and safety (Nankervis et al. 1999).

From the foregoing, the three main elements of SHRM can be identified as HR strategies, HR planning and HR functions. The HR functions comprise sub-elements, examples of which include recruitment and selection, learning and development, diversity, reward, performance management, employee relations. These elements are described below:

2.15 Human Resource Strategies

The human resource (HR) strategy is the prioritisation that aligns the human resources policies, and programs with the strategic business plan (Cascio

2006). The SHRM approach involves evaluating the likely impacts on the organisation of both the external and internal environments, the organisation's long-term goals, and the ways in which HRM strategy will help adapt human resources to meet these goals. Therefore SHRM requires long term strategies which consider possible societal, industrial relations, economic, legislative, global or technological changes, or changes in business directions, to achieve the most suitable alignment or 'fit' with the business goals. This implies that the SHRM strategy will differ across organisations (Nankervis et al. 1999).

The core requirement of SHRM is the alignment of personnel policies and practices with the organisation's strategic objectives. This includes helping the organisation adapt to changes in the external or internal environments; for example, what actions can HR take in response to external events such as tight labour markets, changing workforce demographics, or changes in the organisational systems and culture. Alignment also entails building human capacity to support strategic initiatives -what steps need to be taken to meet forecast future staffing needs and demands; changing an organisational culture to reflect different values that require different behaviors like adopting a 'customer-service' orientation and preparing employees for such changes. Alignment to 'business strategy' involves the selection and implementation of a specific business strategy for success. Examples include being 'an employer of choice' to gain a competitive advantage, or being 'a high commitment' organisation to encourage employee empowerment (Tompkins 2002).

After identifying the type of alignment, the next step involves implementing appropriate human resource strategies. Although not exhaustive, Tompkins (2002) identifies six categories of human resource strategy. These are a cost containment strategy (strategies for minimising labor costs), a performance management strategy (strategies for productivity related or performance-

based rewards) and an involvement strategy (strategies for empowering employees). Another is a retention strategy (strategies for providing the conditions for retaining human resources, including generous benefit packages, competitive pay, positive work environment, and other retention or family-friendly policies such as flextime and day care assistance). The final two are an Investment Strategy (strategies for investing in training and development) and Cohesion Strategy (strategies for establishing a sense of community and social bonds). These various strategies can be applied individually or in combination, depending on situational factors, such as the industry type and the business priorities. The remaining elements deal with how the HR strategies are translated into action.

2.16 Human Resource Planning

Human resource planning (HRP) is the 'bridge' that links HR strategies and functions in order to convert the strategies into real actions. Thus, HRP incorporates relevant HR strategies that are operationalised through how efficient and effective HR functions meet the organisational objectives by effectively utilising human resources. The first step is to take into account the changing circumstances within and outside the organisation. The HRP process considers long, medium and short term HR strategies and modifies functions, such as recruitment, training, development, career management and employee separation, to match employee demand and supply forecasts so relevant objectives can be met (Nankervis et al. 1999).

Human resource planning or strategic staffing, thus involves identifying and addressing staffing implications of their business strategies showing the long term outlook as well as meeting short term needs (Bechet 2008). To be effective, HRP should cover the processes of environmental scanning, labour analysis, supply analysis, gap analysis, action programming and evaluation

(Bernardin 2007). To be strategic, HR planning has to link business goals through the relevant HR strategies. In this way, organisational goals and objectives link people and their training, motivation, rewards and employee relations to successfully achieve corporate objectives (Armstrong 2000).

Strategic HR planning maps out strategies about the type of employees required for the future and the essential skills and training needed to enable the organisation achieve set goals. There are five major objectives of HR planning; the first is to prevent overstaffing and understaffing. The second to employ the right type of people with the right skills in the right place, the third is the organisations responsiveness to changes in the environment, the fourth is to provide direction and coherence for all human resource activities and systems and the last is to unite the perspectives of line and staff managers (Mello 2006). These specific objectives link with the specific HR strategies they address to make them relevant. Once approved, the plans are implemented through the HR functions they represent.

2.17 Human Resource Functions

Over the past thirty years, the HR role has broadened from being a generalist administrator to being the coordinator and implementer of the HR functions and policies (Fisher et al. 2006). The human resources functions can be grouped into the five major areas of staffing, retention, development, adjustment, and managing change to achieve organisational goals. Line and HR managers have shared responsibilities for ensuring success. Typically, HR provides the technical expertise whilst line managers use this expertise to manage people effectively (Cascio 2006). These activities are described below.

Staffing involves identifying work requirements, determining number / skills needed for the job, and filling the positions through recruitment, selection and/

promotion. Retention includes employee rewards, workplace relations to ensure harmonious employee/manager relationships as well as maintaining safe and healthy workplace. Development covers the means to preserve and improve employee competences. Adjustment comprises activities for maintaining compliance with HR policies and managing change enhances the organisation's ability to cope with changes in its external and internal environments (Cascio 2006).

These HR functions centre around the human resource elements of information system, job design and evaluation, recruitment and selection, diversity management, career management, learning and development, appraisal and performance management, remuneration, industrial relations, occupational health and safety (Nankervis et al. 1999; Armstrong 2006). The functions are shared by the HR department and line managers. For example, in the area of retention, line managers are responsible for treating employees fairly, resolving conflicts, promoting teamwork and providing pay increases, whilst the HR managers have responsibility for devising the compensation system (Cascio 2006).

Establishing a HR department and employing HR professionals is thus very important for performing these functions effectively. The HR professional seeks to carefully hire, reward, train and promote only the employees that fit well with the culture and goals of the organisation (Bowen 2002), whereas the reality is line managers are often more preoccupied with productivity and operational matters. The HR department is responsible for implementing the HR functions, unless of course it is a very small sized organisation where numbers sometimes don't substantiate a dedicated HR department (Analoui 2007; Noe et al. 2007). Some argue that the degree of success SHRM has in creating competitive advantage through the human resources is linked to the existence and professionalism of the HR department (Galang 2002).

However, others dispute the importance of the HR department's role in facilitating competitive advantage (Harris, Brewster and Sparrow 2003) as the role can either be done by others or outsourced. Similarly, Analoui (2007) argues the HR influence on corporate strategy remains debatable. Despite this dilemma, the HR department is a 'potential resource center' and most corporatised organisations have incorporated it in their organisations; the reality is that an outsider does not understand the organisation as well as somebody who works within it and knows and understands its people, purpose and systems.

The HR activities thus include advising and counseling on internal issues and external trends, performing services such as selection and recruitment, training, policy modification, formulation and implementation and employee advocacy as complaints of employees are passed on to the relevant managers (Bohlander and Snell 2007). Other areas include acting as the agent of change (Ulrich 1997; Analoui 2007) and the ability to manage employee diversity. Diversity management has assumed a strategic proportion (Fisher et al. 2006) and offers a competitive advantage for the organisation through the power to promote employee commitment and loyalty, reduction in employee turnover and improved performance (Keiser 2002).

To sum up the responsibilities of the HR department / HR staff include strategic, operational and functional roles, rather than just the specialist HR functions (Sisson and Storey 2000). HR professionals therefore need to be competent in managing the HR functions and also need to acquire business competencies in financial matters, strategy and know how to manage change processes (Nankervis et al. 1999). The HR manager is thus required to demonstrate evidence of skills and qualities in human relations, decision-making, leadership and HR technical skills (Noe et al. 2007). The next section

describes the strategic aspects of the human resource management functions.

Strategic recruitment and selection: Recruitment seeks and attracts potential applicants to fill advertised, vacant or newly created positions in the organisation, whilst selection aims to select the best candidate with the required knowledge, ability, skill and other characteristics needed to deliver successful performance on the job (Gronfeldt and Strothcr 2006). But moving from the traditional perspective of selection and recruitment to a strategic one focuses not only on appointing the right recruits (Sisson and Storey 2000) but also pursues wider strategic goals in the long term (Millmorc 2003). Hence, the essence of strategic recruitment and selection is to ensure that both current and future strategic needs are met so the organisation can adapt to its internal and external environments.

Another feature of strategic recruitment and selection is to align and integrate this function with the strategic processes, mission statement and values so these match the attributes demonstrated by potential employees. Having a good fit between the personal attributes of the employees and the organisation's goals lays the foundation for success in the long term (Millmorc and Baker 1996). This strategic recruitment and selection criterion based on the employee attribute is referred to as person-organisation (P - O) fit. According to Higgins (2002), P - O is defined as "the compatibility between specific individual attributes and comparable organisational attributes" (p233). The P-O matches individual values and organisational values, the individual personality traits with the organisational culture and compares the individual and organisational characteristics.

A good fit with the P-O selection model supports higher employee satisfaction and commitment and lower work related stress; although this is often difficult

to implement in extremely tight labour conditions (Higgins 2002). According to Cascio (2006), "a close fit between individual strengths and interests and organisational and job characteristics almost guarantees a happy marriage" (p224). Therefore, from a strategic perspective, the selection processes should ensure that the candidates have a good fit with the organisation's culture and strategic direction (Nankervis et al. 1999).

In practice, strategic recruitment and selection are realised through an "exchange or processual" method advocated by Newell (2005). This approach acknowledges the subjectivity in recruitment and selection and helps the individual and the organisation negotiate a strategically compatible fit through interaction. The approach is designed to help avoid recruiting candidates who will display limited commitment to the organisation when they discover that their expectations about the job and the organisation were unrealistic (Newell 2005). Therefore, to attract and retain teachers, schools need to implement strategic recruitment and selection processes so they employ teachers whose personal characteristics, strengths and interests closely fit the job or school's culture, characteristics, values and long term strategic goals.

Strategic training and development: Training and development involves planned programs designed to positively change current knowledge, skills, attitudes and/or social behaviours to improve future performance at the individual, group or organisational levels. To be strategic and effective, it should have top management commitment, link to business strategy (Cascio 2006) and be horizontally integrated with other HRM functions (Millmore et al. 2007). Strategic training and development is not a one-stop process; it begins with induction, training and development and continues throughout employment with the organisation. The aim is to create and implement career development program that benefits both the organisation and the individual (Nankervis et al. 1999).

Strategic human resource development (SHRD) introduces processes that either eliminate, modify, direct and guide individual and team behaviors so they are equipped with the required skills, knowledge and competencies (Walton 1999). Such goals aid continuous learning and would in the long term eliminate staleness, boredom, burn-out and/or ineffectiveness (Gronteldt and Strother 2006). Strategic HRD aims to ensure that not only the requisite skills, knowledge, and abilities are included, but that individual experience, attitudes and values are utilised to promote effective performance for the present and future critical operating tasks [COTs] and strategic management tasks [SMATs] (Kiggundu 1993; Bernardin 2007; Noe et al. 2007). Developing employees strategically requires that development and training are proactive [opportunistic and maintain sustainable competitive edge] rather than reactive [response to meeting specific problems in the job] (Analoui 2007).

From the school perspective staff development needs to be a continuous or ongoing process that offers teachers up to date skills that are useful both in and outside of the classroom (Ornstein and Lcvinc 2006). Dynamic Professional Development (PD) is central to the teacher's performance and development cycle and contributes to better performance (Ingarvarson and Chadbourn 1994). This helps both the individual and the school meet their objectives. It also provides greater motivation for employees and helps the organisation respond to changes and is likely to reduce turnover (Noc et al. 2007).

Strategic appraisal and performance management: The appraisal system refers to the tools used to evaluate how the employees and the organisation have performed against the overall objectives and goals of the organisation (Analoui 2007). Employee appraisal needs to be ongoing, on a daily basis if necessary and usually culminates in an annual performance review. The process can be formal or informal, however practices should directly match

the nature of the organisation (Bunting 2005). The results of appraisal benefit both the employee and organisation. The process aims to improve individual's efficiency and effectiveness by providing a feedback loop and the organisation can utilise the results for the entire range of HRM activities (Bohlander and Snell 2007) such as, decisions on employee's working conditions, promotions, termination and rewards (Go'mez-Mejia et al. 2004). Appraisal cannot stand-alone and needs to be integrated into a performance management scheme for it to be useful and strategic.

Studies show that organisations with strong performance management systems are more likely to outperform their competitors on financial and nonfinancial measures, such as, customer satisfaction, employee retention and quality of products or services. Appraisal is only part of the performance management system and need to be incorporated as one of three elements that focus on improving employee performance to benefit both the organisation and employee (Nankervis et al. 1999; Cascio 2006). The three elements are defining performance through objective setting, facilitating performance by providing needed resources to realise the objectives and encouraging performance through timely rewards. Performance management is not only limited to outcomes and targets, but includes the strategic competencies employees need (Fisher 2005). Aligning the appraisal and performance management practices with the organisations objectives is what makes strategic.

Strategic appraisal and performance management ensure that the necessary entitlements such as pay increases or bonuses are paid out to the individual, based on the level of individual and organisational achievement. However, if gaps or weaknesses are identified, individual employees should be given the necessary training and development to bring about corrective action and facilitate achieving the set targets for the future (Bunting 2005). Hence, the

process becomes the key to employee development and improved employee performance (Go'mez-Mejia et al. 2004).

An education institution based strategic appraisal and performance management process should be appropriate for the academic environment, as a process that returns constructive feedback on the individual performance it should motivate the employee. The measurement of teachers' performance has always been an issue. Some education institutions link teachers' performance and reward with students' achievements, but the limitation is that teachers will focus only on students' ratings rather than the total goal of education (Go'mez-Mejia et al. 2004). Implementing strategic appraisal and performance management has the potential to identify and retain good quality teachers and to transform lower performers to better performers. Individual goals should be specific, measurable, agreed by both the employee and the employer, be realistic and should be time bound (Bunting 2005). The scope could include behaviour-based outcomes (Schuster 1980) which define performance in the following ways:

- observable physical actions
- objective based outcomes in terms of results achieved and
- judgment based outcomes in terms of the opinions of knowledgeable observers.

Strategic rewards: Reward systems are designed to bridge the gap between organisational objectives and individual expectations and aim to attract, retain and motivate the workforce. Organisations are under an obligation to reward and compensate their employees with pay (Milkovich and Newman 1986; Heneman and Judge 2003). Strategic reward is defined as "the deliberate utilisation of the pay system as an essential integrating mechanism through which the efforts of various sub-units and individuals are directed toward the

achievement of an organisation's strategic objective" (Go'mez-Mejia and Balkin 1992: 32).

A reward system is what an employer offers in exchange for employee contributions. The compensation could take the form of financial rewards extrinsic for example direct payments such as salaries, benefits and non-financial rewards [intrinsic] which include recognition, job security (Heneman and Judge 2003; Armstrong and Murlis 2004). The strategic objectives of remuneration are to reward past performance, remain competitive in the labour market, motivate future performance, attract and retain good staff and reduce staff turnover (Nankcrvis et al. 1999; Leopold, Harris and Watson 2005; Cascio 2006). Although two distinct forms of reward exist, the organisation focuses on using both forms of reward. Nevertheless, the extent of this may be questionable. For the education sector, a reward system that satisfies both extrinsic and intrinsic needs of the teacher is most likely to attract and retain the teacher. Such combined reward scheme will help address the range of reasons why teachers leave the profession as outlined earlier in previous subsection. Having seen the elements of SHRM and how they are operationalised, the next section reviews the evidence of its adoption within the context of the contingency theory.

2.18 Universal Approach and Contingency Theory

Evidence shows that many organisations have successfully deployed SHRM. For example, many private companies in manufacturing, IT, Service-providing companies, amongst others have enjoyed the benefits of applying SHRM (Storey 1995; Lundy and Cowling 1996). According to Brown (2000), evidence from private and public sector organisations suggests that human resource is involved and plays a strategic role in the quality process of such organisations. He stated that the "role of human resource management in

facilitating the development and maintenance of a quality culture can be significant" (Brown 2000: 34), and this manifests in good business outcomes.

The emerging discussions suggest that organisation's take a contingency view when adopting SHRM and take into account the organisation type, the strategies in place and the operating environment (Schuler and Jackson 2002). Clearly, what is good for one organisation may not be good for another, so organisations should choose systems and strategies that best fit their specific situations (Kydd and Oppenheim 1990; Sisson and Storey 2000; Anthony, Kacmar and Perrcwe 2002). Significant differences between organisations and their operating environment determine the nature of SHRM operations.

Despite the success of SHRM in other industries, the public sector has not fully adopted the change made in the private sector (Fisher and Dowling 1999). This need for reflexiveness (a Learning Organisation concept that means the organisation seeks, acts on and learns from feedback) possibly explains why the public sector, in contrast to the private sector, has been slower in the up-take of an industry approach to SHRM. This is particularly relevant because of the potential positive contributions of SHRM to the education sector. The next section examines how a model of SHRM can be developed for educational institutions.

2.19 Adopting Strategic Human Resource Management in Education Sector

This section argues that the SHRM model that has been a successful model for assisting other industries to achieve strategic objectives and business outcomes can equally benefit schools/college/universities. Given the importance of teachers, the challenge is for schools/college/universities to

attract and retain the right number and quality of teachers needed to achieve their objectives.

How can SHRM be of help? Out of the six HR strategies identified in sub-section 2.4.1.1. the retention strategy provides conditions for retaining teachers, yet other strategies, such as, an involvement, investment and cohesion strategies are also needed. These strategies can drive appropriate actions to enhance the attraction and retention of teachers through the instrumentality of each relevant HR function, under the framework of a educational institution based model of SHRM. Such a model would need to be supported by programs tailored to the unique characteristics, vision and objectives of institutions and in line with the contingency theory and would have a broader application to other education systems.

2.20 Strategic Human Resource Management in the Public Sector

Some observers claim that an industry-type strategic approach to HRM is not necessarily appropriate to the public sector. This is because most government agencies rarely operate in competitive markets or they function within large systems of authority and do not have the same level of autonomy as private industries (Tompkins 2002). Therefore SHRM implementation needs to be viewed differently from the practices in private organisations.

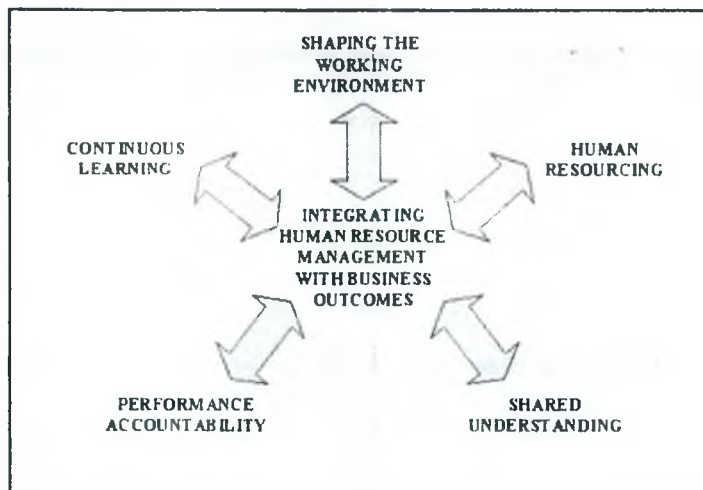
Most public sector organisations are knowledge intensive and rely on the intellectual capital of their workers (instead of products) for their competitive advantage, which suggests these workers need to be managed strategically. Being able to determine the essential knowledge, skills, and abilities such public-sector workers require and developing their capacities would enable the public sector respond to opportunities and threats, and at the same time foster employee commitment, so intellectual capital is not lost to other employers (Tompkins 2002). This suggests the need to broaden the meaning

of SHRM in the public sector instead of limiting it to strict business driven goals such as profitability and hard targets as entrenched in the private organisations.

The SHRM role "in addition to helping the organisation implement strategic-initiatives, also carries out an integrated personnel program for enhancing organisational performance by acquiring, developing and managing human resources strategically" (Tompkins 2002: 106). A cost-containment HR strategy is used when organisations emphasise hard business targets. For public sector agencies that rely on their human capital, the organisational objective focuses on how to manage this intellectual capital or the people, rather than hard targets. These public sector agencies seem to rely on a combination of the investment, involvement, and retention strategies for attracting, developing, and retaining human resources that will be required to meet knowledge intensive services in an ever changing business environment (Tompkins 2002).

Five elements of this SHRM framework that align with the elements of SHRM that has been outlined include, shaping the working environment, human resources, shared understanding, performance accountability and continuous learning (DPC 2001) as shown in Figure .02..

Figure 02: Public Sector SHRM Framework



The meaning of each of the key points is summarised as follows:

Integrating human resource management with business outcomes:

- *Expected business outcomes are determined and communicated to all employees.*
- *Strategic and operational business planning addresses HR issues.*
- *Business strategy is supported by effective HR information systems.*
- *Organisational structure and profile is aligned with business demands.*

Shaping the working environment:

- *Conditions of employment are responsive to organisational and employee needs.*

- *Policy and guidelines promote ethical conduct.*
- *Organisational culture and accountability mechanisms exist for the achievement of diversity/respect.*

Human resourcing:

- *Strategic and operational business planning determine priorities for HR planning.*
- *Flexible resourcing options are effectively utilised to ensure that the organisation possesses the skills and competencies necessary to meet business demands.*
- *Bias free employee recruitment, selection and induction processes are consistently deployed throughout the organisation.*

Shared understanding:

- *Expected business outcomes are determined and communicated to all employees.*
- *Employees are actively involved in strategic and operational business planning.*
- *Communication strategies take account of the different perspectives and levels of understanding within the organisation.*
- *Employees are regularly informed of progress towards the achievement of business outcomes.*

Performance accountability:

- *Performance management processes are linked to the achievement of business outcomes as well as individual performance and development needs.*
- *Managers are responsible for coaching and guiding employees as part of performance management processes.*
- *Employees regularly receive feedback from managers and are encouraged to reflect on their contribution to the organisation.*
- *Performance management processes for are consistently deployed throughout the organisation and records are kept so that decisions can be reviewed during appraisal for reward.*

Continuous learning:

- *A strategic HR plan incorporates HR development needs and outlines development activities based on business priorities.*
- *Core competencies are identified and skills gaps are systematically addressed.*
- *Performance indicators measure the success of development activities in improving service delivery and meeting business outcomes*

These findings are indicative of a SHRM approach in action, however, as already mentioned, there are a number of tensions and dilemmas specific to

the school environment that need to be resolved before strategic teacher workforce management can be fully entrenched (Smylie et al. 2004). To close, an important feature of SHRM in the public sector is the need for appropriate strategies to attract and retain human resources. Given the current concerns about teacher shortages, it becomes quite compelling to propose a school model of SHRM in the education sector.

2.21 Educational Institution Model of Strategic Human Resource Management

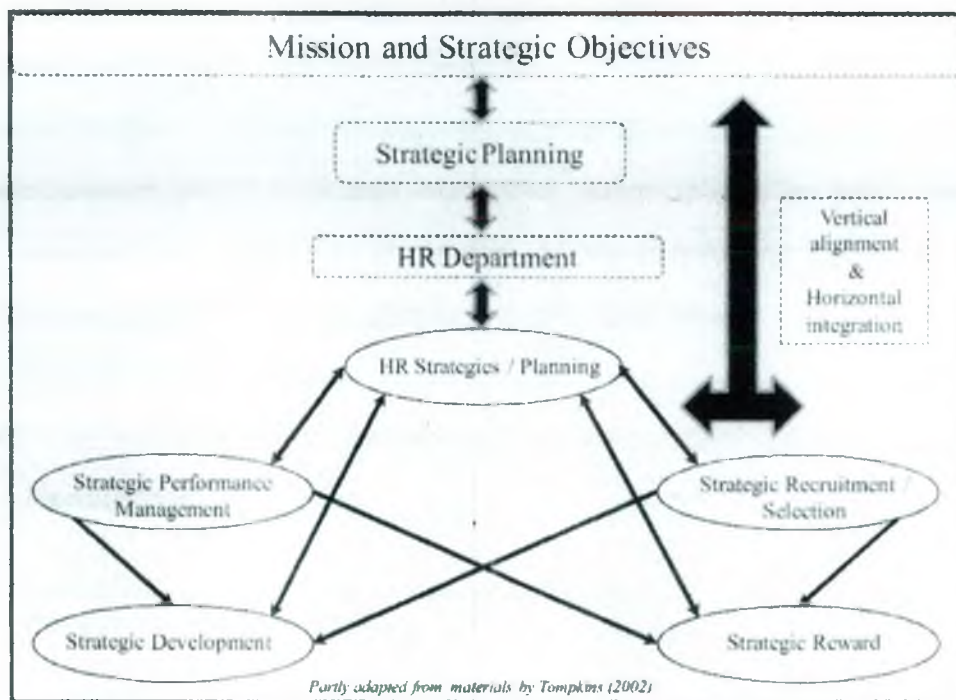
A model of SHRM needs to be designed and tailored to the unique characteristics, vision and objectives of institutions in line with contingency theory. According to Nankervis et al (1999). SHRM theories cannot be separated from the socio-economic, political and industrial relations climates in which they operate, hence the need for practitioners to decide on the applicability of SHRM within their own industries. As previously discussed, the different stakeholders (including trade unions) have different interests and teachers, with their intellectual capital, are clearly one of the most important contributors.

Developing a framework of SHRM strategies and processes that align with the institutions vision and objectives should help in the attraction and retention of right people in teaching. Therefore, the key features of a school-based model of SHRM should include:

- A pluralistic approach that recognises the shared industrial objectives.
- A soft approach that emphasises the involvement of employees through consultation, empowerment, commitment and communication.
- HR strategies focused on attracting, developing, and retaining critical human resources needed to realise.

According to Tompkins (2002) there are four key requirements for SHRM in public sector type organisations. These include, an established strategic planning process, a statement of the organisation's mission and strategic objectives, a dedicated HR department where HR staff are involved in linking personnel-related functions to strategic objectives and finally, vertically aligned activities and horizontally integrated personnel policies and practices. These requirements form the framework for an educational institution model of SHRM, as shown in Figure. 03 and are described below.

Fig.03: Proposed Educational Institution Model of Strategic Human Resource Management



An established strategic planning process: Strategic planning proactively formulates actions to shape and guide the organisation and considers objectives and future changes to gain maximum competitive advantage (Mello 2006; Analoui 2007). The strategic planning process provides a clear sense of direction to staff and is therefore best as a short and simple process

(Tompkins 2002). Usually, top management undertakes the strategic plan and this should involve the Human Resources staff. Plans can be for the short term [one year. medium term [one to three years] or longer term [three years and more] (Hencman and Judge 2003).

Clear mission and strategic objectives: A clearly articulated mission statement and strategic objectives, helps to define the purpose of an organisation and communicate the main goals (Bamberger and Meshoulam 2000). Whether written or unwritten, clear goals help clarify the desired results, and appropriate performance indicators can be set against these to cover every aspect of the business including emerging concerns (Tompkins 2002). Closely linked, is the organisation's vision, which helps determine where an organisation is heading. The vision gives a clear direction, whereas the mission statement declares the purpose of existence, however to be effective these must be communicated to all stakeholders (Koteen 1997).

A dedicated HR department: Having dedicated human resources staff with the skills and knowledge to implement strategies that fit well with the vision and mission of the organisation is important. Without sufficient resources to operate strategically, HR will be unable to act strategically and are more likely to serve a personnel, payroll or record keeping function. Cascio (2006) stresses that staffing, retention, development, adjustment and managing change all need integrating. Human resources staff can only align the human capacity to support strategic initiatives if they are involved in the strategic planning process (Milcovich and Boudreau 1991; Tompkins 2002).

Need to integrate and align human resource practices with the organisational objectives: The HR activities need to fit both vertically and horizontally. Vertical alignment describes the match between HR practices and overall business strategy, whereas horizontal fit is the consistent and

integrated interrelationship that exists across HR activities (Fisher et al. 2006: Bcardwell 2007). A good horizontal fit means that policies and practices in one functional area do not work at cross-purposes with those in other areas, nor would they have elements that contradict each other. Aligned policies and practices match the organisation's mission and strategic objectives. For example, performance management is linked to individual rewards and development.

2.22 Strategic Human Resource Management Strategies to Build a Steady Qualified Teacher Workforce

The most crucial factor in ensuring an adequate supply of teachers for the future will be to retain and support as many of those teachers currently employed as possible". "HRM must, on a continuous basis, attract, retain, utilise and develop human resources... to compete and survive... find ways to perform this core function while coping with the challenges posed by the ever-changing organisational environment" (Diepen et al. 2006:79).

Building a steady teacher workforce involves implementing strategies and actions that attract and retain the required quantity and quality of teachers. According to Tompkins (2002), government agencies that also rely on the intellectual capital of workers, are utilising a combination of investment, involvement, and retention strategies to achieve the goal of attracting and retaining employees. These strategies are dependent on the situational factors related to the work type of the employees.

In the order of importance, organisational factors for improving retention were ranked from leadership, company policies and culture, communication and consultation, effective integration or working relationships, satisfying work environment (Chew 2004). Although the underlying factors that motivate people to go into or leave teaching have been identified, the degree of

importance of each needs to be understood before effective improvement strategies can be recommended.

Tompkins (2002) suggests attraction and retention can be improved through a combination of investment, involvement, retention and cohesion HR strategies. The investment strategy could involve training and development strategies to improve personal and organisational competence. The involvement strategy could cover actions that empower teachers with ownership, work autonomy and responsibility so that they feel motivated and committed to contribute to achieving the education goals. Retention strategy could entail providing work conditions such as generous benefit packages and competitive pay, a positive work environment, and of family-friendly policies such as flextime and day care assistance to boost satisfaction.

Cascio (2006) argues such strategies should include rewards, ensuring harmonious working relationships and maintaining a safe, healthy work environment. A cohesion strategy could include strategies that build a strong sense of community and social bonds as well as fostering open, trusting relationships within the school environment. If these strategies are implemented through the relevant human resource functions of recruitment, selection, performance appraisal and management, rewards and development, and effectively aligned to the school's goals, they should lead to improved attraction and retention of teachers. Employee retention is enhanced through a range of functions such as pay, reward, performance, commitment and team building (Armstrong and Spellman 1993) or by improving employee communication, learning opportunities, selection techniques, work-life balance, increasing pay, revising the way staff are rewarded so their efforts are better recognised (Beardwell 2007). The remaining part of this section outlines strategies that could help build a teacher workforce.

Educational institutions should be willing to implement strategic recruitment and selection to help them employ teachers whose personal characteristics, strengths and interests closely fit the job and/or institution's culture, characteristics, values and long term strategic goals. They also need to be proactive with their training and development and develop employees strategically, rather than merely respond to specific problems (Analoui 2007). Measuring teachers' performance has long been an issue and requires some rethinking. Any effective performance management system should include behavioural outcomes, observable physical actions, and objective based outcomes. This needs to be linked to a reward system that satisfies both the extrinsic and intrinsic needs of the teacher. Whatever type of compensation is employed, strategic application should align employee rewards with the organisation's objectives.

Employees who demonstrate skills that are rare and distinct from their competitors invariably give an organisation a competitive edge and such employees need to be rewarded. Successfully deployed strategic human resource management promotes the success, continuity and competitive advantages gained through people (Analoui 2007). Competitive advantage can be measured in the value employees create, or the rarity or difficulty of imitating their skills or performance (Barney and Wright 1998; Bohlandcr and Snell 2007).

Pay strategies for teachers therefore need to be right as remuneration is a crucial factor affecting the retention of teachers (Ross and Hutchings 2003). Strategies for assessing individual teacher's performance and developing appropriate reward strategies to recognise individual contributions and efforts could substantially reduce the attrition rate. One of the issues here is that teachers' performance is assessed by school administrators and is often linked to students performance, (Webster et al. 2004), which may be affected

by many things, such as their socio-economic environment, intellectual capacity, learning style and interest in the subject matter.

Many teachers oppose the idea of linking annual increases in salary with students' achievement and classroom performance. However, it is a fact that certain subject teachers and classes with very high performing students enjoy some form of merit pay (Bernardin 2007). Ornstein and Levine (2006) argue that it should also attract brighter students into the profession, as well as keep good teachers rather than them considering other more competitive salaries outside of teaching.

Retention strategies are thus often built around salaries and compensation (Cappelli 2000), however, according to Salopek (2000), other critical retention strategies include,

"Communicating how each employee contributes to the corporate vision and mission; Developing a climate of trust; improving the skills level of the managers who supervise professional staff; Providing management training, including effective leadership skills by emphasising development; Clarifying the understanding of employees' needs and reinforcement of frequent communication; Not burning workers out; Clarifying roles and responsibilities to accelerate learning contribution; Investing in maintaining ongoing commitment by paying the best talent what they are worth " (Salopek 2000: 20).

Other retention strategies include empowering teachers and stress management. Getting teachers involved in decisions increases their empowerment. As teachers participate more in decision making, this will help enhance their professional status, thus making teaching more attractive (Ornstein and Levine 2006). Stress is harmful to both the organisation and the employees and strategies that help minimise or eliminate harmful stressors or

help employees cope with job related stress are required (Go'mez-Mejia et al. 2004). These days, organisations employ a range of strategies to tackle stress; such as exercises, hobbies, leave (Ornstein and Levine 2006), job rotations, wellness programs, flexible work schedules, family - friendly policies, social support (Zellars 2002) and improvements to the culture, HRM strategies and practices (Gronteldt and Strother 2006) and some of these could be equally applied in the academic environment.

The HR function is relatively new to Education Any attraction and retention strategies need to meet the goals of the institutions and should focus on the processes of recruitment, selection, appraisal and development It is therefore necessary to project the need for teachers and plan for their supply with reliable and valid data on employee turnover and

Mature-age individuals who make a mid career change into teaching after working in other occupations should be encouraged. This requires flexibility in teacher education courses; such as part-time or distance education programmes and recognition of the individual's prior learning and qualifications to teach (Skilbeck and Council 2003). Overcoming institutional limitations for teacher training can also help solve teacher shortages. Since 2000. there has been excess demand for teacher training places in Australia. Increasing training places, especially for subjects in demand, would create access for those who desire to take up teaching as a profession (Webster et al. 2004).

Having the flexibility to balance work life and social life is another strategy. Many industries use a contingency approach to managing their workforce as a way to addressing the changing needs of the business and to respond to customer needs (Bunting 2005) and educational institutions could learn from this. Flexible work practices including flexible staffing levels and work schedules allow organisations adapt to their fast-changing environment (Noe

et al. 2007). Similarly, schools benefit from employing contingent workers on temporary, short-term or part-time arrangements and could also make greater use of outsourced /sub contractors, substitute teachers, contract and college interns to help ease the workload (Go'mez-Mejia et al. 2004).

Offering part-time employment and the option of job sharing has attracted skilled female professionals in other industries back into the workforce. Although this does occur to some extent for teachers, greater use of this strategy could be useful given the high proportion of female teachers, particularly in the primary sector (Go'mez-Mejia et al. 2004). A family-friendly workplace establishes policies to support flexible working arrangements, permanent part-time work, job-sharing, career break schemes, paid or unpaid family leave and assistance with childcare and elder care responsibilities, to help workers balance their work and family responsibilities. Policies cover both female and male employees (Martin 1994; de Cieri et al. 2005; Demerouti 2006).

The educational sector is looking at applying these practices to reduce some of the shortage issues, but more needs to be done, particularly in altering work schedules for staff (Webb and Norton 2003). Other strategies include policy amendments that focus on workload reduction and enhancing the professional status of teachers (Gallon and Macbeath 2002; Wilson 2002; Ross and Hutchings 2003). Varying teacher loads will require HR support to ensure this is managed strategically, at the school and system level (Webb and Norton 2003). Another strategy is to develop clear career structures for teachers. Implementing a formal career progression plan for teachers, such as interested teachers taking up educational management positions could help educational bodies retain quality teachers within the sector (Ross and Hutchings 2003).

Adopting a recruitment strategy that encourages the employment of former employees could also help. Many organisations treat employees who have left as 'traitor', but newer approaches that draw on 'alumni' programs can be a cost-effective way to hire candidates (Gomez-Mejia et al. 2004) as re-hiring former employees could increase the supply of teachers (Ornstcin and Lcvinc 2006). Information provided at an exit interview can help in employee retention. When the employer learns of the reasons an employee decides to leave, strategies can be put in place to address these. For example, identifying problems with managers/supervisors, morale and or job content, allows the organisation to intervene and make changes that could win back an employee who had proposed to leave (Bunting 2005; Noe et al. 2007).

However, an exit interview may not identify the 'triggers' responsible for an employee's decision to leave until it is too late. Therefore, there is a need to understand the issues of current employees and a proactive method of doing this could be, for example, an attitude survey (Beardwell 2007). International recruiting choices that involve attracting applicants from the worldwide labour market is another strategy for meeting teacher demand. Increasingly, teachers are being sought from other geographical regions, and some are attracted internationally (Fisher et al. 2006). All the strategies described in the foregoing could be used singly or in combinations to improve teacher attraction and retention. The development and implementation of these strategies can be guided through the HR function in the education sector.

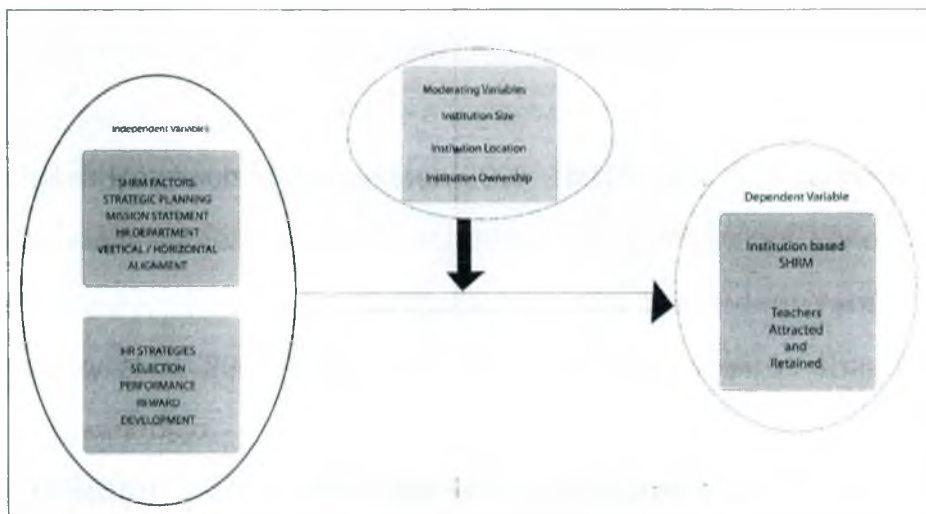
Of course, no organisation can maintain full staff retention and there is always a small portion of employees leaving for various reasons not associated with the job. Turnover is not always a negative thing as it can provide the staff member who is leaving with a fresh start and recognise their career, and it allows for the introduction of new ideas and ways of thinking from new employees. Given the ever-changing nature of the external environment and

the impact this has on the internal environment, no one singular strategy will effectively and forever sustain ongoing improvements in any organisation. The HR role can help the organisation manage these contingency effects, make necessary changes as required and adopt a more flexible approach to planning (Taylor 2005) and management of the organisation's human resources.

2.23 Conceptual Schema and Research Question

A theoretical conceptual framework was developed from the foregoing literature to explain how SHRM can be implemented in education sector and how the strategic integration of teacher selection, appraisal and performance, development and reward can realize improved teacher attraction and retention outcomes. The relationships in a conceptual schema are expressed using variables or factors which are a logical set of attributes or characteristics (Ary, Jacobs. Razavich and Sorensen 2006: Babbie 2007). The variables can be independent, dependent or moderating. The independent variables have the capability to influence the outcome while the dependent variable is the outcome (Ary et al. 2006). The relationship between these is shaped by the moderating variables.

Fig.04: Conceptual Schema and Research Question



Based on the educational institution model of SHRM the conceptual schema for this research, presented in Figure 04, suggests that the level of implementation of SHRM in educational institution (the dependent variable) is measured by the existence of strategic planning process, institution's mission and strategic objectives, a dedicated HR department and vertically / horizontally integrated HR functions (the independent variables).

Aligned to this is that the existence of suitable strategically implemented selection, appraisal, reward, development and performance (independent variables) can influence the achievement of successful teacher attraction and retention outcomes (dependent variables). From contingency theory, the degree of SHRM implementation and hence success in realising outcomes, could vary across educational institutions depending on such factors as the institution ownership, size and location [the moderating variables].

Are the human resource management functions (appraisal and performance management, professional development, recruitment and selection, and reward) aligned in a SHRM approach and what SHRM strategies could be implemented to improve attraction and retention of teachers in WA?

2.24 Conclusion

This chapter has discussed the available literature on the various subjects that are associated with the research topic and helped build a theoretical foundation for the research. This included an overview of the education systems operating in Bangladesh and their structures and governance. The particular nature of educational institutions as organisations and the difference of this sector from other industries have been outlined. The chapter has

reviewed literature on the evolution and practice of SHRM in other industries and discussed the potential of implementing SHRM more effectively in education sector. In addition, the role, functions and operationalisation of SHRM to improve teacher attraction and retention have been discussed.

An educational institution model of SHRM has been justified and proposed and the chapter has argued the case for deploying a educational institution model of SHRM to influence the factors that affect teacher attraction and retention. The aim is to bring about needed improvements through a combination of human resource functions that are interrelated and integrated under a strategic system as recommended by (Barney and Wright 1998) and aligned to the school's mission, goals and objectives as recommended by (Benson and Scroggins 2002).

The overall objective is to investigate the level of adoption and extent of implementation of SHRM in education sector in Bangladesh in Western Australia. This will extend to identifying strategies within the SHRM framework that could be used to improve attraction and retention of teachers for the benefit of educational institutions in Bangladesh and elsewhere. The next chapter discusses the methodology used to test the efficacy of these ideas in practice.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter examines and describes the methodological approaches employed to answer the research question. It also describes data gathering processes and analytical procedures employed during this research.

Research methodology is a way to study the various steps that are generally adopted by a researcher in studying his research problem systematically along with the logic, assumptions and rationale behind them. Whenever we choose a research method, we must justify why we prefer this particular method over the others. Methodology seeks to answer question. Thus, when we speak of research methodology, we not only talk of research methods but also keep in view the logic behind the method we use in the context of our research undertaking.

Research methodology can broadly be categorised into quantitative and qualitative point of view. **The present research followed qualitative research (multiple methodologies) approach.** It has been justified in the following section.

A qualitative research approach is well suited to tackling complex social processes that require systematic investigation in their natural setting (Gomm, Hammeresly and Foster 1989; Dezin and Lincon 2000). Since the aim of the study was to understand the implementation of SHRM in education sector, a qualitative approach was most appropriate.

The research process employed a face-to-face in-depth interviews of serving and retired teachers (including VC, Dean, Department Chairman, Coordinator, Headmaster etc.) of selected institutions in education sector.

3.2 Justification for the Methodology

Qualitative research methods and techniques use and generate detailed or in depth explanatory information using data from interviews, field observations and documents, in preference to investigating broad generalisable numerical information from surveys, tests and experiments (Patton 2002). Qualitative method comprises an array of interpretive techniques based on the assumption that reality is socially and subjectively constructed, rather than objectively determined. Hence, the researcher studied things in their natural settings and tried to explain a phenomenon according to the meanings people gave to it through the use of interpretive practices.

3.3 Research Strategy Design

The conceptual framework described in the preceding chapter identified the question for the research and it is:

How effectively Strategic Human Resource Management (SHRM) be implemented in education sector?

■ **Sources of Data:** In conducting the research, both primary and secondary data were required. The primary data was collected from the educationists by questionnaire method while different publications, journals, books and newspapers considered as secondary sources of data.

■ **The study approach:** The study approach was to collect both the qualitative and quantitative data. For the data following four approaches were used:

- Discussion
- Personal Interview
- Observation
- Literature review

■ **Study Instruments:** Questionnaire was used to collect data from the respondents, because questionnaire method is more flexible and acceptable than the other methods. Besides it is less time consuming. Open-ended questions was used to design the questionnaire.

■ **Sampling plan:** In order to retrieve the necessary information as precisely as possible from the survey, following sampling plan was pursued.

▪ **Population:** Dhaka has the largest number of schools, colleges and universities than any other district of Bangladesh. There are 45 universities, 125 colleges & 152 schools (appx.) in Dhaka.

▪ **Sample unit:** Data were collected from the teachers of different educational institutions.

▪ **Sample size:** The observed sample of the study was 31 and the number of institutions under study was 20.

▪ **Sampling technique:** The responded included in the survey were randomly selected from the population by using a random number table.

▪ **Sample size determination:** For fixing the number of samples from each institution, proportional sampling method was used. For the information of number of teachers / faculties, Statistical Year Book of Bangladesh 2011 and Annual UGC Report 2011 were utilized.

▪ **Sampling area / Extent:** The sampling area was limited to Dhaka City only.

Time: The research was conducted for the year 2011-2012.

▪ **Sample frame:** In this research, the sampling frames were teachers of different institutions whose professional level not bellow Headmaster/Coordinator/Chairman of the institution /department.

▪ **Sampling procedure:** To select the sample size the educational institutions situated in Dhaka City were divided into two groups: public & private. At each category proportional teachers were taken.

▪ **Contact method:** Interview was conducted through the personal interview method. It has been arranged to place the questionnaires to the selected respondents. They were asked to grant a face-to-face interview. Observation, discussion and extensive literature survey were also followed.

CHAPTER FOUR: FINDINGS

4.1 Introduction

The previous chapter discussed the methodological approaches, data gathering processes and analytical procedures employed to answer the research question, which addresses the issues of strategic human resource management (SHRM) implementation in the education sector and the influence of SHRM in improving teacher attraction and retention. This chapter details the analysis of the study. The central research question was:

Are the human resource management functions (appraisal and performance management, professional development, recruitment and selection, and reward) aligned in a SHRM approach and how SHRM strategies could be implemented to improve attraction of quality teacher and retention of those teachers in education sector?

4.2 Current HR practices to attract right people and retain them in teaching

The findings on current human resource management strategies within the sector and their adequacy or effectiveness in helping to attract and retain teachers are summarised by sector below:

(a) Private Institutions: The large private educational institutions (e.g. Scolastica, Dhaka City College, NSU) indicated they work towards implementing 'employer of choice' strategies to make them attractive employers. Some of their strategies include:

- competitive remuneration strategies including a salary structure that is above the public sectors, promotional positions for teachers which allow them to remain in classrooms, but take on additional

responsibilities with extra pay, e.g. head of department, subject or activity coordinators etc.

- flexible working conditions, e.g. generous parenting leave, flexible leave arrangements, financial support for further studies such as teachers undertaking masters or doctorates.
- professional development support and opportunities.
- High standards of working environment that include beautiful working environment, staff amenities, metropolitan location and other miscellaneous benefits.

The smaller private educational institutions tend to rely on the communal atmosphere in the institution and teachers intrinsic characteristics being aligned to the institutions philosophy, as key strategies for supporting attraction and retention.

(b) Govt. /Public Institutions: The government educational institutions employ several strategies. These include the 'Job for life concept', scholarships, regional allowance, and promise of position in the city after accepting posting to and working in remote areas as attraction and retention strategies.

The respondents confirmed that the above strategies seem to be helping teacher attraction/retention. However, the persistence of teacher shortage issues confirmed that there is room for improvement.

4.3 Importance of teachers for competitive advantage

The study acknowledged the importance of teachers as a source of competitive advantage to their institutions over other institutions or sectors.

4.4 Implication of SHRM approach to right people attraction / retention in teaching

All respondents believed the implementation of SHRM would help bring about positive influences on teacher attraction / retention. Their opinion was that the SHRM approach has its implications for developing and implementing changed strategies for it to be successful. Organisations should be willing to make some concessions such as:

- Willingness to make new policies that back up strategies to improve attraction / retention.
- Willingness to alter existing HR policies and strategies to improve teacher attraction / retention.
- Willingness to increase the involvement of HR in staff issues and strategies, including the involvement of HR in supporting teachers and leaders to maintain a culture that improves attraction and retention.
- Willingness to develop holistic strategies involving HR, line management and other specialists for achieving improved retention and attraction.
- Willingness to make trade-offs between traditionally preferred options and business alternatives to achieve the goal of attraction / retention. For example, when recruiting teachers, strategic selection (i.e. getting the right person for the position and the institution) may entail choosing a person whose qualities are aligned with the institutional ethos, rather than the person without the requisite qualities.

4.5 Strategies for teacher attraction / retention

The identified human resource management practices that might improve general teacher attraction and retention problems are tabulated in Table 01.

Table 01: Strategies to Improve Attraction / Retention

S/No	Merged Findings	Source
Appraisal and performance management strategies		
1.	Implement a formalised annual appraisal process that is goal-based and achievement-based with professional development components as well. The process should be based on very specific substantiation, rather than one that produces fuzzy generalities.	University Teacher
2.	Appraisal systems should not only check staff performance, but should include self reflection for the organisation by identifying whether their structures are correct, whether their procedures help staff achieve their targets.	College Teacher
3.	Implement fit for purpose appraisal for small schools, possibly informally, but address all key performance and development issues.	School Teacher
Recruitment and selection strategies		
4.	Implement selection criteria that identify people who are attracted to the profession because of non-monetary reasons e.g. lifestyle, prefer working with children and do not make the entry bar very high for them, i.e. allow people into the profession who are not necessarily the brightest, but who possess the right qualities.	University & School Teacher
5.	Implement more flexible arrangements with employment agreements enabling institutions to respond to areas of teachers shortage.	University, College & School Teacher
6.	Conduct more effective exit interviews (utilising HR staff) to find out why people are leaving the profession / workforce so that the issues can be addressed.	
Reward system strategies		
7.	Improve the pay to make it competitive, teaching needs to be a better paid profession.	University, College & School Teacher
8.	Implement changes to the superannuation laws to encourage people to stay longer, i.e. people are not going to be retiring so early.	University Teacher
Training and development strategies		
9.	Employ HR professionals to develop (with input from other related disciplines e.g. Psychology) suitable employee attraction and retention strategies for the executive management group to consider and then coach the line managers/department heads about how they can be implemented.	University Teacher
10.	Implement strategic bottom-up PD planning which involves engaging the different department heads (and HR). Prepare appropriate PD to achieve particular aims for the year, including more individualised PD geared to the teachers' particular work needs or areas that they are interested in e.g. their subject area and other accreditations e.g. leadership and other special needs.	University & College Teacher
Other Strategies		
11.	Develop a Network under a new interest group of HR specific to the education industry. HR managers from different schools could meet on a regular basis to share ideas on strategies for attraction / retention.	University Teacher

4.6 Required knowledge base for the teachers under SHRM:

The respondents suggested that a teacher should have adequate knowledge on the following disciplines to ensure right people in teaching as listed in Table 02.

Table 02: Strategies to Improve Attraction Retention of Early Career Teachers

S/No	Merged Findings	Source
Comparative Religion		
1.	A teacher should have basic knowledge on major religious scripture.	University Teacher
Sociology and Ethics		
2.	A teacher should have social and moral education.	University, College & School Teacher
Psychology		
3.	A teacher should have knowledge on stages of human development.	School & College Teacher
Management		
4.	A teacher should be acquainted with motivational approach.	School & College Teacher
5.	A teacher should charismatic leadership quality.	
Culture and Heritage		
6.	A teacher should have extensive knowledge on own culture and heritage.	University Teacher
Economics, Politics and Current Affairs		
7.	A teacher should have expertise over economic systems, geo-politics on ongoing reality.	University Teacher

4.7 Findings from In-depth Interviews

The respondents were asked why they thought teachers leave and to suggest strategies which could assist in improving the teacher shortage (right people in teaching) problems.

4.8 Demographics of participating teachers

Participants were aged between thirty and sixty five years, seventy-one percent (71%) were female, whilst 29% were male. Their experiences ranged from less than five (5) years to more than twenty-one (21) years in the teaching profession.

More university teachers (fifty eight percent) participated than college teachers (thirty nine percent). Three percent (3%) of the participants came from high school .

Seventy-five percent (75%) of the participants were from institutions located in the Dhaka City- North areas, whilst the remaining twenty-five (25%) were from the Dhaka City –South.

4.9 Why people are attracted to teaching?

The participants agreed they went into teaching because it helped them contribute to society through imparting skills to students. Some enjoyed working with children, others because of educational values and personal values. They cited other reasons as reasonable salaries, flexible hours and sufficient holidays. For example, someone said he/she was attracted to teaching because of the *"freedom to be somewhat autonomous, the non office environment, the hours being reasonable and the variety of experiences at work"*. The above reasons can be grouped respectively into main categories of **Personal characteristics, Working conditions** and **Peers group**.

4.10 Why teachers leave the profession?

People may be attracted to the teaching profession, but why are they not retained?

Several reasons were suggested as to why teachers leave the profession.

Working conditions: Participants pointed to inadequate reward for individual achievements, poor salaries and conditions - relative to other profession.

Institution conditions: Poor discipline in the public sector. Opinion was that the government is not giving teachers a sufficiently free hand to handle this issue. This view was also supported by two teachers who respectively stated: *"more needs to be done with behaviour, very often teachers get no back up ... and students are doing as they like"* and there is a *"lack of support in many institutions for behavioural management problems. If only public university or college could expel students as easily as is done in private university or college there would be much less of a problem"*.

Perception that teaching is unattractive: There is the low profile of the teaching profession in the eye of the community .*Teaching needs to be seen as a worthwhile profession. Somehow it needs upgrading in the community.*

Alternative employment opportunities: The participants suggested that teachers who leave to go to alternative professions appear to be those who came in for the wrong reasons. Even some pick up studying education because of their low score in other domain.

4.11 Ranking of attraction and retention influencing factors

The factors influencing teacher attraction and retention were grouped into six categories and participants were asked to rank these in the order of importance. They were also asked to suggest any other factors they felt were important. The result of the ranking from the different participants is shown in Table 03. To get the most representative ranking for each category, the median and mode have been used as the ranking criteria.

Table 03: Ranking Results

Teachers Ranking	Median	Mode
1st Working conditions	1	1
3rd Institution conditions	3	3,4
4th Living conditions	4	3
6th Alternative employment	5	5
2nd Personal characteristics	2	2
5th Perception	4	6

The teachers (respondents) agreed that 'Working Conditions' were the most important category of factors that influenced attraction and retention as shown in Table 03.

4.12 Why the participants were attracted to teaching

Participants were required to rate, on the scale of 1 - 10 (from least to very important) the level of importance they personally attached to each of the eighteen statements which represent reasons people are attracted to the teaching profession. The distribution in Table 04. shows participants' responses represented in different central tendency formats such as mean, standard deviation, and the median for each reason. Standard deviation (Std Dev) values have also been computed to show the degree of spread of the participants' responses under each reason. Using the median, which is the

best indicator of a typical measure as the ranking criterion, the reasons have been arranged in the order of importance from the most critical to less critical.

Table 04: Reasons Participants were Attracted to Teaching

Reasons	Mean	Std Dev	%VI	%MI	%LI	Median
I enjoy working with pupils	8	3	74%	16%	10%	10
Teaching is intellectually fulfilling	7	2	55%	32%	13%	8
Teaching helps me contribute to society	7	3	61%	29%	10%	8
Teaching allows me to work in a subject area I love	8	2	61%	32%	6%	8
Teachers have a positive impact as role models	7	3	52%	32%	16%	8
Teaching offers me flexible hours and sufficient holidays	7	3	52%	39%	10%	8
Educational Institutions offer educational values	6	2	45%	45%	10%	7
My career as a teacher suits my family needs	6	4	45%	26%	29%	7
Teaching offers me opportunities for professional development	6	3	42%	32%	26%	6
Teaching offers good job security	5	3	29%	42%	29%	6
My own school/college/university experiences attracted me to teaching	5	4	42%	19%	39%	5
Teachers salaries and benefits are very reasonable	5	2	16%	52%	32%	5
Teaching provides an opportunity to travel!	5	3	26%	32%	42%	5
The profession offers good promotional prospects	4	3	10%	48%	42%	4
Teachers receive positive acknowledgements from society	3	2	3%	32%	65%	3
My religious values influenced my decision to teach	2	2	3%	16%	81%	1
A teaching recruitment campaign attracted me to teaching	2	2	6%	3%	90%	1
Access to curriculum materials benefits me as a parent	3	3	6%	29%	65%	1

Table 04 also includes a percentage distribution, which is the percentage of the total number of participants with specific scores for each reason. The percentages are distributed using VI (very important - scores of 8 and above), MI (moderately important - scores ranging from 4 to 7) and LI (least important ratings -scores of 3 and below) respectively. The reasons have been grouped into intrinsic, conditional and extrinsic (blue) categories of reasons. From Table 04 there were six reasons with a high median score of 8, five of which fall into the right intrinsic personal characteristic reasons that attract people to

teaching, whilst the sixth is an extrinsic reason. A combined average of 61% regarded the first five intrinsic reasons as very important, 28% as moderately important and 11% considered them as least important. This suggests that the 11% may be in the teaching profession for reasons other than the aforementioned intrinsic ones. Further analysis of the responses from these 11% did confirm that they were in the teaching profession either because teaching suits their family needs or it provides an opportunity to travel.

In relation to the extrinsic type of rewards that teachers get from the profession, such as 'Teaching offers me opportunities for professional development', 'Teaching offers good job security'. Teachers salaries and benefits are very reasonable', 'Teaching provides an opportunity to travel' and 'The profession offers good promotional prospects', the median scores in Table 04 are within the moderate important range (i.e. between 4 and 7). This suggests that these aspects are important as well, even for participants who had ranked the more intrinsic reasons as very important. The foregoing findings represented overall result for all the teacher survey participants.

4.13 Strategies for improving attraction and retention of right people in teaching

Participants' ratings on the scale of 1 - 10 (from least to very important) of strategies for improving retention of teachers are presented in the Table 05. The table shows the mean, standard deviation, and the median of the ratings. The strategies are presented in order of importance using the median scores as the basis for ranking.

Table 05: Strategies for Improving Retention

Strategies	Mean	Std Dev	Median
Incorporation of Basic Education for Teachers	8	2	9
Ensuring Presence of Charismatic Leadership in Teaching Staff	8	2	9
Pay more competitive salaries	8	2	9
Reduce the work load	7	3	8
Teachers should teach and have minimal administrative duties	7	3	8
Establish alternate reward / recognition schemes	7	3	8
Provide flexible options to move from country to city postings	8	2	8
Encourage further studies in specialised areas	6	3	7
Provide incentives to teach in subjects with teacher shortages	6	3	7
Give Management a choice in staffing their institution	6	3	6

Table 04 shows that all the strategies ranked above 5 are considered important for improving retention of teachers. The strategies that stand out are related to paying more and minimisation of work load and non-teaching assignments. The low standard deviations for these top three items show a high degree of agreement amongst the participants.

Table 04 also shows that all the participants seem to place the same level of importance on conditional factors or reasons, although this pattern does not

extend to extrinsic factors. Specifically, the participants wishing to stay appear to appreciate their current salary and benefits more than those wishing to leave.

4.14 Additional strategies for improving attraction/retention

Respondents were requested to provide suggestions on additional strategies for improving the attraction / retention of teachers, and for consistency, these have been grouped into similar themes as in earlier procedures.

Professional development strategies for teachers: Professional development and support for early teachers was a key suggestion.

Recruitment and selection strategies: This suggests that job openings and advertisements for positions should happen much earlier than currently experienced.

Reward strategies for teachers: The general suggestion was for an upward review of teachers' wages.

Institution conditions strategies: High workload and teacher burnout were identified as issues to address if teachers are to be retained.

Managing behaviour and discipline issues was raised as another theme that would influence teacher retention. Participant suggested retention *"would improve if alternate facilities were available to remove assaultive students ... It is impossible to get satisfaction from teaching when you spend 90% of your effort on student management."*

Strategies to address perception that teaching is unappealing: The level of recognition of the job teachers do appears to be low; strategies to enhance perceptions about the profession would help.

4.15 Summary of the Findings

The procedure employed under the study generated several findings on what attracts people to teaching, why teachers leave and strategies for improving attraction and retention. The study also confirmed the extent of the teacher shortage problems in education sector and tested out the relationship between the motivational characteristics of teachers and their desire to stay or leave the profession.

A number of strategies for improving the attraction / retention of teachers have been recommended. These include appraisal and performance management strategies, professional development strategies, recruitment and selection strategies, and reward strategies for teachers. Other strategies for enhancing the ethos and culture within institution were suggested as well as those for addressing the perception that teaching is unappealing and for specific strategies to address identified areas of shortage such as strategies for remote and rural regions.

A number of strategies for improving the attraction /retention of right people in teaching were recommended. These include Incorporation of Basic Education for Teachers, Ensuring Presence of Charismatic Leadership in Teaching Staff ,the need to pay more competitive salaries, establish alternate reward / recognition schemes, provide flexible options to move from district to district postings, reduce the work load,. Teachers should be left to teach and have minimal administrative duties. Other strategies suggested were, develop

relationships and support for students during teacher training, have more realistic job previews for trainee teachers, and provide more support and professional development to early career teachers. Detailed discussions on how the results of the analysis in this chapter have answered the research question within the context of the literature are presented in Chapter 5.

4.16 Ethical Considerations

Whenever investigators enter into the daily lives of others there is the potential for ethical problems to arise and this is particularly so in a qualitative study (Locke, Spirduso and Silvermann 1993; Christians 2000) and requires careful consideration. Informed consent (subjects agreeing voluntarily to participate without physical or psychological coercion) was sought and participation was on a voluntary basis.

Finally, the researcher worked to ensure data accuracy. Interviews were recorded verbatim to avoid inaccuracies or omissions. Details relating to management of the ethical considerations for the research were analyzed. This raises another ethical consideration that relates to ensuring the information gathered is valid and reliable.

4.17 Validity and Reliability

"Ensuring validity and reliability in qualitative research involves conducting the investigation in an ethical manner" (Merriam 1998:198).

Internal validity deals with the question of how research findings match reality

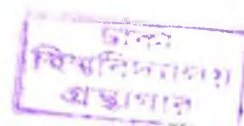
and asks, 'do the findings capture what is really there?' Internal validity is defined as "the degree of confidence that the results are true given the study situation" (Davis 2005:149). External validity on the other hand, is concerned with the extent to which the findings of one study can be applied to other situations and is defined as "the degree to which the study's results can be generalised across populations, settings and other similar conditions " (Davis 2005 :150).

Demonstrating that research satisfies both internal and external validity requirements is a challenge. Triangulation, by using multiple investigations, multiple sources of data, or multiple methods to confirm emerging findings help to enhance internal validity. External validity is enhanced through rich, in-depth descriptions so that readers can determine whether the findings apply to their situations. Also, the use of several sites, cases and situations, especially those that maximise diversity in the phenomenon of interest could enhance external validity (Merriam 1998).

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Similarly, using multiple cases helps strengthen the precision, validity and stability for the case study phase. This is a common strategy for enhancing external validity or generalisability of findings (Merriam 1998) because the case studies gain credibility through triangulating the descriptions and interpretations (Stake 2005). Furthermore, valid responses are more likely from the participants as they are interested in and informed about the topic. Protecting anonymity for questionnaire respondents implies this encourages greater truthfulness (Ary et al. 2006).

Reliability refers to the extent to which research findings can be replicated, i.e. if the study is repeated, will it yield the same results? Reliability in Social



Sciences is problematic because human behaviour is never static (Merriam 1998); therefore dependability or consistency can describe reliability. Rather than demanding the same results the research is deemed reliable if the results make sense and are consistent and dependable. The question is therefore not whether the findings will be repeated, but whether the results are consistent with the data collected. Collectively, using triangulation through the use of multiple methods of data collection and analysis strengthens reliability (Merriam 1998) and suggests the research is reliable.

4.18 Conclusion

The chapter has described the methodologies employed in the research and provided justification that the data gathering and analysis has been thorough. The choice of the constructivist paradigm was made so the collective views of the respondents are used to construct a picture of their reality. The research design called for a multi-method and multi-participant strategy, using multiple data gathering procedures, including face-to-face in-depth interviews, electronic in-depth interviews.

The choice of multiple categories of participants, including external school stakeholders (director's officials of institution governing agencies and academics) and internal stakeholders, was explained. Multiple methods were used to aid triangulation, which helps secure an in-depth understanding of the subject and enhances the validity and reliability of the study.

The approach to the analysis was explained. To deal with the large amount of qualitative material gathered, the data was recorded, analyzed and interpreted using methods in accordance with the Murdoch University Code of Conduct for Research and other ethical considerations. The next chapter contains detailed analysis of the data and the resulting findings from the research.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1 Introduction

The thesis explores the implementation of a strategic human resource management (SHRM) approach within the educational sector and investigates the utilisation of SHRM functions that educational institutions could adopt to enhance the attraction and retention of right people in teaching. The research was conducted to answer the following research question:

- *Are the human resource management functions (appraisal and performance management, professional development, recruitment and selection, and reward) aligned in a SHRM approach and how SHRM strategies could be implemented to improve attraction and retention of right people in teaching?*

The previous chapters covered the research background, literature review, the methodology employed, the analysis and findings. This Chapter discusses the findings, the research implications and final conclusion.

5.2 Implementation of Strategic HRM in Education Sector

The model of SHRM developed from the literature to form the conceptual schema presented Figure 04, suggested the extent of SHRM in education sector/ system is directly dependent on four key SHRM requirements. These being an established strategic planning process, a clear statement of the organisation's mission and strategic objectives, a dedicated HR department and the vertical alignment and horizontal integration of personnel policies and practices. The degree of implementation of SHRM is moderated by factors

such as the size, location, and ownership of the institutions. An additional moderating factor emerged from the research and has been labeled 'Management's Disposition'. The following subsections discuss the research findings of the above factors.

5.3 Strategic Planning Process

The analysis identified differing patterns of strategic planning for each site, with evidence rated as strong, moderate or weak. For example, strong evidence of strategic planning occurred where a site had a strategic planning process and a defined time-frame for the plan. The absence of a defined time-frame led to a downgrade to moderate evidence, whereas a weak classification occurred where there was no formal process for planning.

5.4 Mission Statement and Strategic Objectives

A clear written mission statement that covers all aspects of an educational institution objectives and strategies and included teaching staff as important stakeholders, was deemed strong evidence of SHRM. Having these in place with no reference to teachers was assigned as moderate evidence. All sites had evidence of mission statements. The six sites with strong evidence, had clear written mission statements covering all key aspects and staff, whilst four with moderate evidence, focused on educational excellence for students only, with no acknowledgement for teachers as key stakeholders. The Mission statements and strategic objectives help define the main goals of the organisation (Bamberger and Mcshoulam 2000). They can also state the desired expectations and should cover every aspect of the academic arena including teachers for the education sector.

Acknowledging staff as important stakeholders demonstrates the educational institutions commitment to protecting and developing the interests of the teaching staff. This commitment confirms that staff and their intellectual capital are valued, and fits with Tompkins (2002) advice on the specific point of managing resources strategically.

5.5 Dedicated HR Department

Having a HR manager / officer who is part of the academic management team and involved in the strategic planning process provided strong evidence for the requirement of dedicated HR department. The exclusion of HR staff from strategic responsibilities was assigned as moderate evidence. Having no dedicated HR staff indicated weak evidence of SHRM implementation. For these, the HR department consisted of more than two employees with the HR managers as members of the executive team. In addition, HR was implemented both strategically and operationally to address issues such as the tight teacher shortages and motivation.

Having dedicated HR staff was a relatively recent development in the educational institutions, but all sites confirmed that having human resources staff or leadership with the skills and knowledge to implement strategies that fit well with the vision and mission of the organisation added value to the institution. This fits with literature findings that having dedicated HR staff who are involved in the strategic planning process benefits the organisation by aligning the human capacity to support strategic initiatives (Milcovich and Boudreau 1991; Nankervis et al. 1999; Tompkins 2002). However, some sites preferred that the HR manager / officer reported to a Director of Staff who possessed experience as a teacher and the Director of staff was on the management team of the institution.

In such sites, the HR manager was not part of the management team as there was difficulty in accepting someone without a teaching background and the director of staff managed the strategic aspects of HR management. Furthermore, the degree of acceptance of a direct strategic role for the HR department was seen to vary from institution to institution. Much of this differentiation depended on the head's disposition. This was based on the perception that the principal understood contemporary HR approaches and the perception that non-teaching HR personnel had limited teaching skills to contribute to the academic management body.

5.6 Vertical and Horizontal Alignment

Strong evidence of vertical and horizontal alignment was evident if clear links between organisational objectives.

5.7 Overall Level of SHRM Implementation in Education Sector

The preceding subsections have discussed the degree of evidence of the four components of SHRM. These results were combined to give a composite measure of the overall level of SHRM implementation in the education systems as required by the research question.

The findings suggest that the degree of SHRM implementation weakens as the institution reduces, which arguably supports the proposal in the conceptual model that size is a factor that moderates the degree of SHRM implementation. The larger private institutions had the strongest evidence for SHRM being in place and believed that these strategies and the culture they support benefited them in attracting and retaining teachers.

The extent of SHRM uptake was similar across the sectors. Instead, the study identified the new moderating factor, VC's / principal's / Headmaster's disposition, is responsible for institutional heads accepting or rejecting a strategic role for HR in their institutions.

The importance of aligning the SHRM processes and practices cannot be overstated (Kramar 1999; Armstrong 2000a; Lansbury 2003; Cascio 2006). Given the diversity of operational demands in the public sector institutions, it is difficult for a one size fits all approach to meet the needs at the institutional level. The central level has a well structured SHRM system, but devolvement to institution level is affected by practical and local issues. Some components have been developed to the institutions, for example, principals at the local level can hire staff, but they do not have autonomy in terms of financial and or management control. For SHRM to be truly effective it needs greater devolution (Colley and Price 2008), with appropriate professional support, so that institutions are able to align the human resource practices to their own specific needs.

The smaller private institutions also suffer similar problems of lack of resources at the local level and have weak to moderate overall evidence of SHRM uptake. However, they did not have weak evidence on all four components of SHRM. The main areas of weakness were in strategic planning, absence of dedicated HR departments and the vertical alignment of policies, except in the mission statements and strategic objectives where this was in place. These statements indicated they knew and understood their purpose, although how well this translated operationally throughout the organisation is unclear.

As already discussed, the size of these small organisations would make it difficult to support the requirements of a full strategic planning process and dedicated HR department so a wholesale take-up of a comprehensive approach is probably neither appropriate, nor cost-effective. The above fits with the contingency approach, which suggests organisations choose systems and strategies that are most appropriate and the best fit for their specific situations (Kydd and Oppcnheim 1990; Anthony et al. 2002). In addition, this matches Nankervis and colleagues (1999), contention that SHRM theories cannot be separated from the socio-economic, political and industrial relations climates in which they operate. The findings thereby support the concept of the e model of SHRM educational institution, which is an abridged version of the industry model.

Educational institutions signal their intent to be employers of choice by implementing a SHRM approach and some of the private institutions have chosen this strategy to protect them from teacher shortage threats. Certainly, those private institutions that have a strong evidence of SHRM have tarred better in this regard than others, although this is not the only reason for that outcome.

5.8 Teacher Attraction and Retention

The research question investigated if the strategic application of human resource management functions such as appraisal and performance management, professional development, recruitment and selection, and rewards influence teacher attraction and retention in education sector. The conceptual framework from literature shown in Figure 0.4. highlighted that the outcome, namely teacher attraction and retention, are directly dependent on the above four human resource management functions. The findings

confirmed these four human resource management functions as sub-factors under 'working conditions' which is a major factor influencing teacher attraction and retention. Also the outcome could be moderated by other major factors, namely personal characteristics, institution conditions, institution location, perceptions that teaching is unappealing, alternative employment, and curriculum and extraneous demands. Further discussion also splits the desired outcome into separate attraction and retention results, with the above influencing factors regrouped accordingly based on their dominant area of influence implementing changes for the sake of change, including reduced overemphasis on excessive reporting and assessment as retention strategies. Under working conditions, effective deployment of strategic elements of HRM would be required. Implementing changes in the form of strategic appraisal and performance management, professional development, recruitment and selection, and rewards were also suggested as ways of improving the retention of teachers and these are discussed in the subsections that follow.

5.9 Appraisal and Performance Management Strategies

Purpose designed annual appraisal processes that are goal or achievement-based and had development components (either formal or informal) would help improve general retention. For early career teachers, regular feedback and special performance appraisal process could help them reflect on their progress. These findings are consistent with the principles set out in the literature recommending the appraisal process matches the nature of the organisation (Bunting 2005) and should include development of necessary competencies (Fisher 2005) to correct any identified weaknesses (Go'mez-Mejia et al. 2004).

5.10 Professional Development Strategies for Teachers

Professional development (PD) strategies need to consider the relevance, timing and method of PD events. HR professionals could have a role in assisting / coaching line managers on developing suitable employee retention strategies. PD strategies need to be geared towards teachers' particular work needs or their areas of interest. This could include subject area, other accreditations such as leadership, or other special needs of interest like encouraging a higher degree in a relevant teaching area.

Professional development and support for early teachers was a common suggestion throughout the research. Providing a more extensive induction program increases awareness of the demands of teaching.

The need for PD spreads to all teachers but it is also encouraged to involve institutions head into this activity. Professional development for institution heads should include relationship building skills, particularly for supporting teachers in remote areas. An effective PD approach that ensures individuals are equipped with the required competencies can also help eliminates staleness or ineffectiveness as recommended by (Bernardin 2007; Noe et al. 2007). This in turn contributes to better teacher performance (Ingarvarson and Chadbourne 1994) and ultimately benefits employee turnover rates and the ability to respond to changes in the environment or the organisation (Bohlander and Snell 2007).

5.11 Recruitment and Selection Strategies

More independence to allow public sector educational institutions to recruit their own teachers, rather than relying solely on central recruitment processes, may improve retention of teachers. Planning strategies that would

help include much earlier identification of job openings and earlier placing of advertisements for positions than is currently experienced. Selection criteria that identify and employ people who are attracted to the teaching profession for intrinsic reasons even if they do not make the full entry requirements could improve retention. Implementing strategies that address the generational characteristics of young teachers is another strategy to improve the eventual retention of these teachers. These strategies are in line with the literature suggestion that recruitment and selection should emphasise a person - organisation (P - O) fit (Higgins 2002). Higher employee satisfaction and commitment occur when there is a close fit between individual strengths and interests and organisational job characteristics and culture (Nankervis et al. 1999; Cascio 2006; Gronfeldt and Strother 2006).

5.12 Reward System Strategies

Although some participants felt that teachers' pay was adequate, the consensus was that improved pay would make teaching more competitive and give the profession better standing, thereby improving attraction and retention. In addition, changes to the superannuation laws could encourage people to stay longer and improve retention. Differentiated rewards by areas of need and by teacher type were also considered important. These could include Financial incentives for teachers in the areas of shortage, such as Mathematics and Science graduates, special allowance for teaching in remote / or regional areas.

Another group of incentives could be to assist young female teachers who wish to take time out to start a family, and more support to facilitate a return to teaching, particularly for young teachers in remote areas as they get married and have a family.

The Literature recommends that organisations employ different reward strategies, both financial and non financial rewards to attract, retain and motivate the workforce (Go'mez-Mejia and Balkin 1992; Nankcrvis et al. 1999; Michelson and Kramar 2003; Harris 2005; Cascio 2006). However, making teacher salaries attractive is important, but it should be affordable from the government budget perspective and considered in the context of broader reform to the education system (Nicolaou 2008). Implementing the above strategies within the education sector would satisfy both the extrinsic and intrinsic needs of teachers resulting in improved attraction and retention. As HR is relatively new in education sector, another strategy is to maintain a HR network or interest group specific to education as a forum for sharing ideas or strategies to enhance attraction / retention of right people in teaching.

5.13 Limitations

There are a number of limitations. This section acknowledges these limitations. Although the aim of the study is to develop a suitable model of SHRM that will be applicable for educational institutions.

A few methodological shortcomings were identified. For instance, the main methodology applied was qualitative because of the need to construct the reality from data gathered in a natural setting as recommended by Denzin and Lincoln (2000) and Lincoln and Guba (2002). This approach allows the researcher to explore the respondents' view of that reality. The conceptual schema however sought to understand the relationships between dependent, independent and moderating factors and gives indications of the

interrelationships. A qualitative methodology is unable to model the relationships as a quantitative approach could.

The research followed a multi-method strategy with multiple data gathering procedures and involved multiple categories of participants, which enhances the validity and reliability of the findings (Merriam 1998; Davis 2005; Denzin and Lincoln 2005). Nonetheless, as Ary and colleagues (2006) point out, the small sample sizes of some of the procedures raise questions as to how generalizable the results are to other settings. For instance, only a limited number of teachers (thirty-one) participated in the teacher survey. In addition, the findings could be biased by individual respondents' perceptions. These suggest a more extensive analysis of SHRM.

Finally, ranking the seven categories or groups of attraction and retention influencing factors, namely, working conditions, personal characteristics of teachers, institution conditions, institution location, perception that teaching is unappealing / unattractive, alternative employment opportunities, and curriculum extraneous demands did not fully reflect the relative importance of the sub-factors under these groups. Examples of these sub-factors are appraisal and performance management, professional development, recruitment and selection, and reward under 'working conditions'; age, gender, religious philosophical affiliation under 'personal characteristics of teachers'; for 'alternative employment opportunities', the impact of threats from other industries or attrition due to inter-sector / school movements; etc. Additional research may be needed to fully understand the relative importance of each of these sub-factors. As one participant noted, some of the sub-factors in a category may be more important than others, even if the associated categories were ranked differently.

Despite the above limitations, this study is one of the first to investigate the subject of SHRM implementation in the education sector and the significance of this research is that it sheds light on how SHRM and its benefits could be implemented more effectively within educational institutions. The implications for current HR practice and future research activities are presented next.

5.14 Contributions to Current and Future Work

The main findings and limitations from this study form the basis for discussions on the existing human resource management practice in the education sector and further research respectively. This section thus highlights the contributions of the research to the development of theory to support current practice of human resource management in educational institutions and suggests the scope for future research on the subject.

Teachers Survey Questionnaire

Dear Sir,

On behalf of the University of Dhaka, I am requesting you to participate in the attached questionnaire, which is aimed at the Vice- Chancellor / Dean / Chairman / Principal / Coordinator and senior faculty of the University.

The aim of the questionnaire is to map your experiences and perceptions concerning the SHRM aspects of the educational institution in general and few other areas in particular.

I can assure you that your answers will only be used for scientific purposes. In the data analysis and the description of results from this questionnaire, no identification of individual persons will be possible.

YOUR ANSWER WILL BE TREATED STRICTLY CONFIDENTIAL.

I, therefore, ask you kindly to contribute to the success of this questionnaire by your participation.

Thanking you very much for your co-operation.

MOHAMMAD BODIRUZZAMAN

Background Information

1a. Sex Male Female

1b. Member of UGC Senate Syndicate

1c. Positions held VC Chairman Dean

Other (Specify)

1d. Designation

1e. Department / Institute

- 1.Q. How would you define teaching? Then, who should have the right and quality to teach? Who should come in teaching profession?
- 2.Q. What educated people should know and be able to do?
- 3.Q. What do we expect the role of a teacher to be in such a global society?
- 4.Q. Which means the actual behavior of teachers?
- 5.Q. What function does an educational institution serve in a society?
- 6.Q. What are the aims of university education? (What, in your opinion, should be objectives of university education?)
- 7.Q. How far have these objectives been achieved by the universities?
- 8.Q. Will you please state reasons for the failure.....?
- 9.Q. What does it mean to be educated?
- 10.Q. Is it possible to quantify quality education?
- 11.Q. What would be the role and responsibility of the govt. in the field of education?
- 12.Q. What would be an ideal institutional structure?
- 13.Q. What should be the specific goals of education?
- 14.Q. What measures would you suggest for introduction of modern methods of teaching?
- 15.Q. Would you advocate the establishment of a separate/model university for the purpose?
- 16.Q. Do you have qualified and competent teacher (in this institution)?
- 17.Q. Is there any trained teacher in this institution?
18. Q. Are any facilities offered to the teachers in the form of study leave and advance, scholarships, etc for improving upon their qualifications and efficiency in teaching and for prosecuting higher studies and carrying on research work abroad?
- 19.Q. What are your suggestions for creating amongst the teachers/students the spirit of original thinking and the interest and enthusiasm for researches in higher studies?
- 20.Q. What provisions should be made for fully developing the personality of

the university products and making them useful citizens of the country?

21.Q. How would you state the employment practice of your (this) institution?

22.Q. Have you experienced losing qualified teacher/faculty? If yes, why did he/she leave? What about the formal /informal exit interview of the lost faculty?

23.Q. Please explain why you think people are attracted to teaching? What attracted you to teaching?

24.Q. Research suggests that teacher shortage is in general not a current major problem in WA, but the threat of a general shortage exists. This will become critical in the next 5 years with the ageing population of the teacher workforce. Please explain problems experienced in attracting and retaining skilled and professional teaching staff in schools.

25. It has been suggested that factors that influence teacher attraction and retention can be ranked in the order listed below (based on perceived degree of importance). Please explain how you would rank the factors.

Your Ranking

- 1 ***Working conditions***
- 2 ***School conditions***
- 3 ***Living conditions in the area where school is located - School Location***
- 4 ***Alternative employment opportunities***
- 5 ***Personal characteristics of teachers***
- 6 ***Perception that teaching is unappealing/unattractive*** Your Ranking

Are there other factors not mentioned that you feel strongly about?

26.Q. How can we attract and retain qualified people in teaching?

27.Q. Do you have any systematic suggestions? (A brief description is expected)

-Should there be any separate department to look after human resource function?

-If yes, please mention what other functions that particular department should perform?

-If there need not any separate department to look after HR functions, please mention the name of the department /wing which should look after / perform HR function.

-Besides HR functions, what other functions should that particular department perform?

-What should be the place of HRD(Recruitment and Selection Wing) in the institution?

-Should the institution maintain written human resource policies?

-If yes, please in which of the following cases the university should have HR policies?

- HR Planning
- Recruitment
- Selection
- Training & Development
- Promotion (Based on Performance Evaluation)
- Transfer
- Discharge
- Compensation

28. Q. What are areas of disciplines that a university teacher should be acquainted with irrespective of his/her own discipline?

- Philosophy
- History
- Literature
- Political Science
- Economics
- Law
- Comparative Religion
- Any other (Please specify)

29.Q. Which of the following test must be used before hiring faculties?

- Aptitude
- Achievement
- Traits
- Personality
- Interest
- Any other (Please specify)

30. Q. Should the university determine the training need of the faculties?

31. Q. Should there be any training institution for university teachers enriched with prominent educationists, eminent professors, professionals, researchers etc.

32. Q. If your reply to the above question be in the negative, what alternative suggestion would you offer? Q. Which of the following bases of promotion should be used?

- Seniority
- Efficiency
- Seniority cum efficiency

33.Q Contributory factors to the problem of attraction/retention were identified from .From research, a statistical model for recruitment/retention has shown that the decision to remain .in teaching employment location is a function of several factors. Some of these are listed below. Please rank them in order of importance starting with 1 as most important. You may include any other factors not mentioned that you feel strongly about.

	Contributory Factors to Attraction/ Retention Problems	Ranking
A	Personal characteristics of teachers Age Gender Religious/philosophical affiliation Personal motivational factors - love for children, etc	
B	Alternative employment opportunities Other industries Attrition due to inter-sector movements Favourable early retirement packages	
C	Living conditions in the area where institution is located Social factors e.g. relationships, etc Economic factors	
D	School conditions Parents economic status Students academic performance Class sizes Work loads Institution size Organisational culture etc	
E	Working conditions Compensation/reward/recognition schemes Career progression Effective professional development Fair appraisal and performance management	
F	Perception that teaching is unappealing/unattractive	
G	Any other	

34.Q. A feature of the strategic model of human resources management requires that the HR functions (recruitment and selection, appraisal, reward, development and performance management) are linked to the organisation's business goals through strategic planning. Your institution sector (at school, district or state level) prepares annual, medium (5 years) and long-term (10+ years) strategic plans to support the school's goals and teaching workforce projections.

Never	Seldom	Sometimes	Always	I don't know

35.Q. HR strategies that will help improve teacher attraction/retention issues have been provided by the observation. Please rank a minimum of seven of the strategies in the order you consider important starting with 1 as most important. You may include any other factors not mentioned that you feel strongly about.

	Strategies to improve teacher attraction/retention in WA	Ranking
A	Provide more focused support for professional learning for teachers in the first one to two years of their career - early professional development. Offer on-the-ground support in the school, designed to respond to teachers' actual needs as well as focusing on government policies. This on-going professional learning should be supported by providing reduced class contact time for the teachers to enable them to plan and assess children's learning, engage in further focused study to enhance practice, and develop positive behaviour management strategies. Mentoring support for newly qualified teachers with skilled and highly regarded senior teacher is also essential.	
B	Provide support for experienced teachers who want to further their professional learning after some years in the profession. For example, provide support in the way of time allocation	
	and fee payment for teachers who want to undertake a masters or doctoral degree. Such further study can re-energize and re-motivate teachers, and help avoid 'burn out.'	
C	Pay higher salaries. The monetary rewards associated with promotion are puny and the system of promotion is often slow and laborious.	
D	Reduce work load, e.g. minimize combination of teaching with administrative duties, smaller classes, etc.	
E	Investigate a program confirming employment for high achieving graduates prior to the transfer and appointment process.	
F	Develop mechanisms to reward and retain teachers within their first 1-ycar. 5 years, 10 years of employment.	
G	Need for greater recognition of the work teachers do and the stresses of the job. Some form of reward/recognition for their time in the country.	
H	Continued professional development is essential, a work culture that rewards formal learning (e.g. higher degrees) promotional possibilities and greater capacity to allocate time for staff to pursue professional development.	

l	Professional development of new institutional head in selection processes to ensure that they pick up any difficulties and do not just hire blind. Also, to understand the skill sets of teachers required for best fit of the school.	
j	Educational institutions across all sectors should have the right to recruit staff, and some flexibility in pay and service conditions, etc.	
k	Any other	

36. Q.Would you suggest any model that would ensure quality education through quality teachers?

End of Questionnaire

Thank you very much for participating

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