

# Human Resource Management and Organizational Performance in A Primary School in China

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**Abstract:** Human resource management is a key factor in creating and developing a productive workforce and is at the forefront of the school competitiveness debate. With the rapid growth in the size of elementary schools, there is an urgent need for appropriate management to improve organizational performance. The purpose of this paper is to examine the relationship between human resource management and organizational performance in elementary schools and to explore new ways to improve organizational performance. This study uses the qualitative method of case studies to analyze human resource needs through observation, interviews, and documentation, plan positions based on the school's vision, mission, and goals, develop job descriptions and job specifications, conduct planning to improve the quality of education, and then develop and train existing human resources to improve the quality of resources for those targeted by the educational institution. Based on the results of the study, administrators were able to recognize differences in teachers' backgrounds, establish effective recruitment and placement strategies, build competitive leadership teams, and significantly improve human resource management.

**Keywords:** Human Resource, Organizational Performance, Quality of Teaching.

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## 1. Introduction

In 2021, Chinese Education Department launched a policy known as Double Reduction Policy, aiming to release the burden of schooling and after-school training from the students. Yu et al. (2022)[1] illustrated that, the double reduction policy allows students to return to school after school, which can guarantee after-school education activities of compulsory education schools to a certain extent, but it will inevitably bring the risk of increasing teachers' work burden. Based on the risk management theory, research based on China's policy of Double Reduction requirement for teachers' job responsibilities, by analyzing the policy may bring teachers' work burden of risk. Finally, they discuss reasonable resolve, in order to maintain teachers' rights and interests, and alleviate the pressure of the teachers' work and promote teacher professional development to provide security.

The policy cuts extracurricular training off from the students, especially those in primary schools, requiring a higher quality of school-teaching, to fill the shortcomings of traditional education and get the same or even better effects of that before the policy. Therefore, a more effective organizational performance is in an urgent need. The effectiveness of organizational performance is affected by teachers on campus mainly, while teachers' working effectiveness is closely related to how they are treated, which means human resource management in the school.

## 2. Organization of the Text

### 2.1. Framework

#### 2.1.1. Theoretical Framework

In the study, the researcher will conduct the research mainly based on two theories-one is the Expectancy Theory, and the another is the Contingency Theory. For the Expectancy Theory, closely related to topics of work and motivation, is also known as Valence-Means-Expectation Theory, can be expressed as a formula:  $Expectancy + Instrumentality + Valence = Motivation$ . When all three are

high, the motivation is at the maximum level to achieve the goals. The theory states that employee's motivation is an outcome of how much an individual wants a reward (Valence), the assessment that the likelihood that the effort will lead to expected performance (Expectancy) and the belief that the performance will lead to reward (Instrumentality). Based on principles of Expectation Theory, managers should be clear that, in order to cultivate teachers' working motivation, they should consider firstly to let the teachers know that work can provide them with what they really need,secondly to get teachers' working closely related to their performance, thirdly to make teachers know that as long as they work hard, their performance can be improved. Therefore, the managers should make decisions as well as pay attention to human resource management towards teachers' needs and sense of gaining and to improve their performance. Through what is stressed by the theory, the researcher will try to focus on the participants' attitude towards their schools' human resource management and what kind of impact it will leave on schools' organizational performance. For the Contingency Theory, an organizational theory that claims that there is no best way to organize a corporation, to lead a company, or to make decisions. The theory states that the effectiveness of leadership does not depend on the invariable quality and behavior of the leader, but on the coordination among the leader, the led and the leading situation, that is, the effectiveness of leadership is a function of the three variables of the above elements. Based on the theory, it can be concluded that the factor that mainly influence the organizational performance is never the decisions made by leaders, but the harmonious circumstance of the whole organization. For the research, the researcher will think from the view of this and search for a greater circumstance for the teachers and managers as well as the school, which also will be the guideline to handle the situation and test for respondents' reflections. The Expectancy Theory and the Contingency Theory highlighted the management principals for company leaders as well as school managers, also pointed a direction for the researcher to follow while conducting this

research. All in all, human resource management in school has an impact on organizational performance.

### 2.1.2. Statement of the Problem

Specifically, the following questions generally guided the flow of the study: (1) What is the profile of the respondents in terms of sex, years of working experience, income level, grade taught and subject taught; (2). What is the assessment of the respondents on human resource factors in terms of recruitment policy, regular professional training, employee welfare management, performance management system, and cultural activities; (3) Is there a significant difference on the human resource factors when their profiles are taken as test factors; (4) What is the assessment of the respondents on organizational performance factors in terms of teaching ability, degree of working satisfaction, working enthusiasm, students' grades, and governmental support; (5) Is there a significant difference on the organizational performance when their profiles are taken as test factors; (6) Is there a significant relationship between human resource management and organizational performance; (7) What enhancements can be designed based on the result of the study.

## 2.2. Research Methodology

### 2.2.1. Research Design

In this study, the researcher used the descriptive research design under the quantitative research. Descriptive design is suitable wherever the subjects vary among themselves and one is interested to know the extent to which different conditions and situations are obtained among these subjects. Specifically, the type of descriptive aside from the generic descriptive design is status which is problem solving and seeks to answer questions to real facts relating to existing conditions. This is a technique of quantitative description which determines the prevailing conditions in a group of cases chosen for the study.

### 2.2.2. Instrumentation

The questionnaire was adapted from Questionnaire on Human Resource Management and Organizational Performance in Colleges and Universities created by Xing Zhouling (2009)[2], with permission of him. The questionnaire consists of 51 items that is measured using a 4-point Likert Scale, namely: (1) strongly disagree, (2) disagree, (3) agree and (4) strongly agree.

Likert Scale Scoring

Degree of Agreement	Positive Statement	Negative Statement
Strongly Disagree (SD)	1	4
Disagree (D)	2	3
Agree (A)	3	2
Strongly Agree (SA)	4	1

The items are listed in Appendices.

The researcher made some slight modification in the instrument which requires the researcher to subject the instrument to the validation by the experts in Education and Campus Management and finally underwent the test of reliability using Cronbach Alpha.

The study was conducted in J Primary School in Jinan, Shandong Province, China. It is a private primary school where there are 3962 students and 283 teachers.

The participants were randomly sampled from the population.

According to Slovinc's formula, 166 respondents were sampled.

## 2.3. Figures

The obtained data, their findings, and an analysis in accordance with the problem description are presented in this chapter. Also offered are the researcher's opinions and judgments based on actual evidence and experiences.

Table 1 indicates the results of test of relationship between human resource management and organizational performance which was both assessed by the respondents. The computed  $r$  (Pearson  $r$ ) of 0.03 and Sig. Value of 0.67 lead to accept the null hypothesis of no significant relationship between the two variables. The result shows that the human resource management in terms of recruitment policy, regular professional training, and employee welfare management are not significantly correlated with organizational performance in terms of teaching ability, degree of working satisfaction, working enthusiasm, students' grades, and governmental support as perceived by the teacher respondents.

Likewise, human resource management in terms of performance management system, and cultural activities was found to be not correlated with organizational performance in

terms of degree of working satisfaction, working enthusiasm, students' grades, and governmental support. However, it was found to be positively correlated to a low degree with organizational performance in terms of teaching ability. This could mean that performance management system, and cultural activities give positive impact to teachers' teaching ability.

## 3. Literature References

### 3.1. Human Resource Management in Schools

The research conducted by Wu Chuangang(2019) [3] illustrated that the specific problems that should be paid attention to in each stage of system construction are discussed emphatically. In the stage of performance goal setting, the goal of teacher performance management should be consistent with both the school's development goal and the teacher's individual development goal. Liu Qingyun(2020)[4] focuses on the analysis of teacher introduction, teacher incentive and performance appraisal of private colleges and universities, puts forward the corresponding countermeasures and methods, and makes a detailed analysis of the human capital investment of private colleges and universities using the theory of human capital, and puts forward the countermeasures of human capital investment of private colleges and universities. Jiao Ping(2017)[5] took Heilongjiang Oriental University as an example, analyzed the current situation of its human resource management, and put forward specific promotion strategies.

**Table 1.** Relationship Between the Human Resource Management and Organizational Performance as Assessed by the Respondents

Human Resource Management	Organizational Performance	Computed r	Sig	Decision on Ho	Interpretation
1. Recruitment Policy	Teaching Ability	0.03	0.71	Accepted	Not Significant
	Degree of Working Satisfaction	0.02	0.79	Accepted	Not Significant
	Working Enthusiasm	0.05	0.52	Accepted	Not Significant
	Students' Grades	-0.01	0.93	Accepted	Not Significant
	Governmental Support	-0.01	0.89	Accepted	Not Significant
	Average	0.05	0.55	Accepted	Not Significant
2. Regular Professional Training	Teaching Ability	-0.04	0.64	Accepted	Not Significant
	Degree of Working Satisfaction	-0.11	0.15	Accepted	Not Significant
	Working Enthusiasm	0.05	0.54	Accepted	Not Significant
	Students' Grades	-0.06	0.48	Accepted	Not Significant
	Governmental Support	0.08	0.29	Accepted	Not Significant
	Average	-0.08	0.29	Accepted	Not Significant
3. Employee Welfare Management	Teaching Ability	0.06	0.46	Accepted	Not Significant
	Degree of Working Satisfaction	-0.04	0.62	Accepted	Not Significant
	Working Enthusiasm	0.01	0.90	Accepted	Not Significant
	Students' Grades	-0.09	0.25	Accepted	Not Significant
	Governmental Support	0.05	0.56	Accepted	Not Significant
	Average	-0.03	0.68	Accepted	Not Significant
4. Performance Management System	Teaching Ability	0.19	0.02	Rejected	Significant
	Degree of Working Satisfaction	0.15	0.05	Accepted	Not Significant
	Working Enthusiasm	-0.06	0.44	Accepted	Not Significant
	Students' Grades	-0.11	0.16	Accepted	Not Significant
	Governmental Support	0.04	0.58	Accepted	Not Significant
	Average	0.09	0.25	Accepted	Not Significant
5. Cultural Activities	Teaching Ability	0.21	0.01	Rejected	Significant
	Degree of Working Satisfaction	-0.13	0.09	Accepted	Not Significant
	Working Enthusiasm	0.05	0.55	Accepted	Not Significant
	Students' Grades	-0.01	0.92	Accepted	Not Significant
	Governmental Support	-0.00	0.97	Accepted	Not Significant
	Average	0.05	0.52	Accepted	Not Significant
Over-all Human Resource Management	Over-all Organizational Performance	0.03	0.67	Accepted	Not Significant

### 3.2. Organizational Performance in Schools

Zhou Bin(2017)[6] analyzes the teachers in the current school management organization performance problems, and pointed out that organizational performance is to improve teachers' work motivation and external motivation, and the efficiency of education should be associated with intrinsic motivation, namely in the process of the performance salary in schools, the school to increase the proportion of the organizational performance in the process of policy design, through the way of teachers' cooperation to stimulate teachers' work enthusiasm; More importantly, a cooperative culture should be created in schools to offset teachers' individual tendencies and possible competition due to performance management.

According to Du Feng(2020)[7], it is necessary to establish a comprehensive and effective performance index system to evaluate the performance of colleges and universities. Improve the performance evaluation mechanism of colleges and universities to ensure the quality of higher education; The classification of colleges and universities should be reasonable and stratified. To establish the correct idea of running a university is conducive to improving the performance of universities. Moreover, the performance of traditional school organization is declining in the aspects of

organizational culture, organizational structure and organizational scale. The development of network and its application in education has promoted the emergence of new network education organizations, which has brought about significant changes in the performance of new educational organizations in organizational culture, organizational scale and organizational structure. The complementary of the performance of traditional school organization and network education organization determines the orientation of the integration of traditional education and network education(Xia Jun& Tang Zhisong,2020)[8]. Besides, Zhang Xinyan(2017)[9] mentioned that teachers with high organizational commitment had higher cognition than teachers with low organizational commitment on human resource management and organizational performance of military medical university, and the difference reached a significant level, which is also similar to the output of Wang Yibao(2018)[10].

### 3.3. Relationship Between Human Resource Management and Organizational Performance

According to Wang Lihua(2016)[11], human resource management in schools is conducive to improving the

management quality of organizational performance and promoting its maximum value. According to Xing Zhouling(2009)[12], the relationship between human resource management system and organizational performance in colleges and universities is tested by using structural equation for the first time. The results show that the university human resources management system for staff satisfaction has significant positive influence on the university human resources management system for teaching and research performance has significant positive influence on the university human resources management system for the social satisfaction has significant positive influence on the university human resources management system has significant positive influence on financial performance.

Based on the above literature review, it can be concluded that researchers have focused on strategies to human resource management and methods to improve organizational performance in schools as well as in companies, but little on relationship between human resource management and organizational performance, nor applications of strategies for human resource management for organizational performance. In short, there's still a research gap of studies on relationship between human resource management and organizational performance in primary schools, therefore, the researcher will try to conduct this research scientifically to fill the gap, and to improve the condition of both primary schools and teachers on campus.

#### 4. Conclusion

Based on the results of the study, the following conclusions are drawn:

Female teachers predominate in the area under study. The majority of the educators in the mentioned area have average backgrounds in education.

Effective implementation of staff selection, staff allocation, and placing the right individuals in the right jobs which is under the school's recruitment policy are weak. The teachers' regular professional development together with the design of the training program is also needing attention by school managers.

This evidence suggests that, regardless of the respondent's gender, their opinions on these human resources variables are the same since they likely all received the same orientation on the need for greater employee welfare management and performance management system implementation. Regardless of the teachers' level of classroom experience, they all share the opinion that performance management systems and employee welfare management are poorly implemented human resources considerations in many areas.

The school has provided opportunities for teacher development, but their skills and/or progress haven't changed significantly in the last three years. The income and their sense of responsibility as teachers are two variables contributing to their poor level of job satisfaction.

It was discovered that organizational success in terms of teaching capacity had a weakly positive correlation with it. This may imply that the performance management system and

cultural events enhance instructors' capacity to instruct.

#### Acknowledgment

I would like to acknowledge the contributions of the participants in my research, who generously gave their time and insights to help me understand the issues at hand. Without their willingness to share their experiences and perspectives, this periodical would not have been possible. I am also grateful to the organizations and individuals who provided me with data and other resources that were essential to the research. Their generosity and cooperation were critical to the success of this project, and I am indebted to them for their support. Finally, I would like to express my appreciation to my family and friends, who have provided me with emotional support and encouragement throughout the writing process. Their love and understanding have been a constant source of inspiration and motivation, and I am grateful for their unwavering support.

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