

Perceptions of High School Head Teachers about Improving the High School Teachers Performance through High-Performance Work System

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Abstract

The present study focused on the school heads' perceptions for the improvement of school teachers' performance keeping in view the high-performance work system (HPWS), a strategy of Human Resource Management (HRM) for performance improvement at the secondary level of education. The high-performance work system is a strategy related to the performance of employees. In Pakistan, at first, people think that a High-Performance Work System (HPWS) strategy is specific only to the business organizations. However, now it is proved through different empirical studies that High-Performance Work System (HPWS) is helpful to all types of organizations and especially in educational institutions. The researcher selected six important HPWS strategies selection, training, performance appraisal, compensation, teamwork, and sharing of knowledge to conduct this study. The most important function of HPWS in schools is to enhance teachers' work. The population of the study comprised of all 174 male and female heads of government high schools of Multan district. 36 head teachers were randomly selected out of which 18 were male and 18 were female head teachers as the sample of the study. This study was descriptive based on a survey. To collect the information from head teachers, a questionnaire with 48 statements was developed after validation 24 statements were finally selected. Data was collected and responses were carefully interpreted. A focus group discussion with three open-ended questions was conducted. 12 school heads were conveniently selected and invited for a focus group discussion. Out of twelve 4 Male and 3 female head teachers participated in the discussion. Major findings of the study showed that the schools having greater mean score were performing better than the schools having a lesser mean score, in all the six strategies, selected for

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the study under research. It was concluded that by improving teachers' performance, it is possible to bring about a major positive change in the overall performance of schools. It was recommended that the government should pay more attention to HPWS as part of the school department.

Keywords: Head's perception, HRM, HPWS, Teacher's performance, School performance, Employees working.

Introduction

In a formal public school, a Head Teacher plays a vital role in the successful teaching-learning process. He is the manager and he has to manage all the physical, financial, and human resources. He is responsible for quality education, improvement, and up-gradation of educational objectives. He has to provide effective teachers for the students to fulfill the successful process of teaching and learning in the school. Head teachers' roles and responsibilities are increasing over time. Head teacher, at the same time, manages the professional development activities of school staff, encourages teacher mutual support and works in cooperation to improve their practices and also works hard to provide every facility to the students for better learning. After assessing the training needs of the school staff, the head implements appropriate models for instructional supervision and then ensure the development of the overall performance of the school through linkages with relevant stakeholders. In public schools govt. is responsible for proper educational setup. In Pakistan by changing political, technological, and economic situations, school heads' responsibilities have also been changed and increased. He has to work inside the school as well as outside the school with all the stakeholders.

Head teachers' main concern is to improve the academic performance of the students by improving the performance of school teachers. Lepardo. (2020) is of the view that school performance includes well-motivated and committed school teachers. School performance is the result of the collective and overall performance of school heads and teachers. For this purpose, the head of the school uses different strategies and teachers have to follow these strategies to improve the performance level of the students. According to the "Handbook for teachers" (2019) teacher has to maintain the academic and developmental standards in a school. A teacher has to play the role of a mentor, demonstrator, moderator, researcher, tabulator, evaluator, curator, and learner, for this,

he has the subject competency, professional development measure, ethical standards, communication skill, etc. along with the quality of honesty, leadership, team player, ability to understand the child's psychology, ability to manage parent's expectations, love for learning, emotional intelligence and most important of all is the love for his subject. Teachers in the educational process are the resources that are directly linked with the students and they connect students' knowledge with the life they also taught students lifelong learning. Waseem (2013) tries to investigate the effect of HR practices on teachers' performance. She presents a realistic picture of Pakistan that it is a big country with a large population and it is sad to know that half of the adult population is illiterate. Our government spent very little on education and the budget spent on education and teachers' professional development is not sufficient. Teacher's quality of education needs to be improved to improve the educational standard in Pakistan. Teacher performance is directly related to the quality of education. She in her research discusses the current situation of education in Pakistan. She is of the view that through teachers' professional development, training, and teachers' performance management, quality education can be possible. Teachers' performance management is a continuous process for developing the performance of teachers to enhance the quality of education and for better school performance. Teachers' professional development with training, selection process, compensation, teamwork, and sharing of knowledge should provide systematically in schools. These strategies come under the topic of High-Performance Work System, a strategy of Human Resource Management specifically use for the improvement of employee's performance working in an organization. Varaining, keman et al.(2014) acknowledge HRM as the main performance-increasing agent in schools. HRM is necessary for the school to create a committed and high-quality teachers workforce. HRM can enhance teachers' teaching process and motivate them to strive for the students' achievement. HRM is the management of human resources in such a way that employees of an organization become more competent and productive. Combs et al.(2006) found out that employees' performance is influenced by the strategies of Human Resource Management. Human Resource Management in educational institutions is related to the management of teaching staff in such a manner that they become a competitive advantage for the institution. Green et al. (2006) are of the view that the impact of HRM on the performance of any institution or organization is significant and positive. Shaukat et al. (2015) mentioned that human resource management is the most significant advantage and a

source of achieving potential competitive advantage in any organization. HRM has many strategies but the strategy which is related to the performance of employees and institutions is known as High-Performance Work System. An organization by following the strategies of HRM eventually affects organizational performance. Performance work system come from a psychological perspective which describes that performance is something a single person does for an institution's welfare in which he is working.

Employees are the pillars of an organization as an organization's growth and success rely upon them (Danish & Usman, 2010). The performance work system is the strategy of human resource management, widely used for the enhancement of organizational performance through employee involvement and empowerment. The performance work systems (PWSs) are specific combinations of human resource practices, work structures, and processes that maximize employees' knowledge, skills, commitment, and flexibility. High-Performance Work System as a strategy of HRM is specific for the performance of employees in an organization. Similarly, it is related to the performance of the teachers in the schools. HPWS comprises of different sub-strategies. For the present study, the researcher found these sub-strategies of HPWS more appropriate, compensation, training, performance appraisal, teamwork, selection, sharing of knowledge. Compensation is the strategy of HPWS which has a great influence on the performance of employees. Compensation comprises of financial and non-financial rewards given to the teachers by the head teachers for their services rendered to the school. Its main purpose is to attract competent employees, motivate the employees for better performance, and make capable employees attached to the organization. Training is also a necessary component for the achievement of organizational goals by providing the necessary skills and knowledge to the employees for their better performance. According to Hendriks et al. (2010), training enhances and develops the skills, knowledge, and attitude of the employees and it is important because the world around us is changing rapidly. Hence to cope with this rapid change, it is necessary to train and develop employees according to the requirement.

Organizational performance is the performance of the employees working in that organization and for the measurement of organizational success. It is important to measure the performance of the employees accurately so that they may be enriched as an essential resource (Sinha & Chatterjee, 2009). Teamwork is another strategy of HPWS which is appropriate for the performance efficiency of the employees. A single

person faces more difficulties than a team and same as teamwork is much better than a single person's work. The selection of employees is the first step a manager takes in the best interest of an organization. It is a process of choosing the right person at the right time at the right place for the job from a pool of applicants. Barratt (2006) describes it as an ongoing process. HPWS indicates how an employee will be effective, efficient, and proficient for the organization.

Karlson & Gottschalk (2004) talked about knowledge as a combination of information, experience and context, reflection, creativity, and intuition. Knowledge-sharing is the transfer of knowledge and information from one person or organization to the other person or organization to share new information and technologies. In today's competitive world, speedily acquiring new knowledge and skills is a competitive advantage. HPWS helps employees to share their experiences and knowledge with their fellows and with other organizations to remain a step ahead of other employees and organizations. Teachers' management in an educational institution is directly related to the performance work system. Different aspects of teacher management, instructions, and procedures related to the management of employees within an organization are defined by HRM. It is a complete set of procedures that affects the performance of the employees at work.

Objectives

Following were the objectives of the study:

1. To identify the school head's opinion about the HPWS's strategies to enhance the performance of teachers in the govt. high schools.
2. To compare the mean performance of the school heads on the HPWS strategy scale (gender. wise and area. Wise).
3. To analyze and interpret the responses of the members of the focus group discussion.

Methodology

It was a survey research study, quantitative in approach. The study is conducted to know the opinions of the heads of the high schools about the effectiveness of strategies of HPWS for the high school teachers and school environment. For this purpose, the researcher selected the following research tools:

1. A questionnaire in the form of a five-point Likert scale initially with 48 statements was prepared for the heads of the high school. After the expert validation process weak and repeated items were removed from the scale. 24 statements were finally selected as a tool to collect the data from the heads of govt. high school teachers for the study. The reliability of the scale was $\alpha = .800$
2. The second tool was a focus group discussion theme base open-ended questionnaire. Through a convenient sampling technique focus group discussion was conducted in Multan for the convenience of the researcher. Three questions for the discussion were presented. Seven out of twelve participants of which three were female heads and four were male head teachers of Multan district were participated in the discussion. The researcher carefully noted and interpreted the responses.

Sample

The population of the study was all the 174 Govt. High schools of Multan district, out of which 109 of male and 65 of female schools were selected. For the present study, a multistage sampling technique was used. Through a convenient sampling technique, the Multan district was selected from all the districts of Punjab provinces. Through random sampling, the technique researcher selected 36 Govt., high school head teachers, from the district as a sample of the research. From these 36 head teachers through stratified random sampling technique 18 head teachers were selected from male and 18 were selected from female govt. high schools, this selection was further stratified into rural and urban schools' head teachers, 9 head teachers were randomly selected from rural areas and 9 were from urban areas for both male and female govt. high schools.

Table 1
Sampling for Heads of govt. High Schools

Gender	No. of high schools in Multan District	Sample selected for data collection		No. of respondents
		Rural schools heads	Urban schools heads	
Male	109	9	9	18
Female	65	9	9	18
Total no. of schools	174		36	36

Source: schoolportal.punjab.gov.pk

For the focus group discussion, the researcher used a convenient sampling technique as her residence is also in the Multan district. Six male and six female head-teachers were selected as the sample for the focus group discussion.

Instrumentation

A questionnaire or Likert scale is a useful tool in a descriptive type of research to collect the required information from the respondents. Keeping in view the nature of the present study, a survey questionnaire scale was used. Initially, 48 close-ended and four open-ended statements were made. After expert validity, the scale items were improved. Total 24 statements with six strategies of HPWS were finalized. Head-teachers' responses were collected and recorded for analysis. The second tool was an open-ended questionnaire for focus group discussion which consisted of 3 questions related to the topic of the study and the effectiveness of HPWS in Government High Schools.

Data analysis

Objective-1

Table 2

School Heads' Opinion regarding HPWS's strategy of Selection

Statements	Mean (Gender wise)		St. dev.		Mean (Area wise)		S.D.	
	Male	Female	Male	Female	Rural	Urban	Rural	Urban
On account of job security, people attract to a government job.	4.56	4.44	.511	.616	4.33	4.67	0.59	.49
Selective hiring of the teachers increases the students.....	4.56	4.78	.511	.428	4.56	4.78	0.51	0.43
Hiring appropriate persons for the job saves time and money.	4.22	3.94	.428	.938	3.83	4.59	0.86	.47
Average	4.45	4.39	.48	.66	4.24	4.59	.65	.47

The above table shows the Heads' responses to the HPWS strategy of Selection. The mean score of male heads is 4.45. It is more than the female heads' mean score, which is 4.39. It means that the male heads are applying HPWS's strategy of Selection in their schools more than the female heads. Area-wise mean score shows that urban school heads'

mean score is 4.59 which is more than the mean score of rural school heads, which is 4.24. It means that urban school heads are better utilizing the HPWS's strategy of Selection.

*Table 3
School Heads' Opinion regarding HPWS's strategy of training*

Statements	Mean (Gender wise)		S.D.		Mean (Area wise)		S.D.	
	Male	Female	Male	Female	Rural	Urban	Rural	Urban
	A formal assessment of training and development has a positive impact on employees.	4.44	4.17	.51	.99	4.17	4.44	0.99
Training provides a greater chance to increase the competencies of the teachers.	4.11	4.11	.32	0.68	4.17	4.06	0.71	0.24
Average	4.28	4.14	.42	0.83	4.17	4.25	0.85	.37

The mean score of male school heads is 4.28 and female school heads is 4.14 about the HPWS's strategy of Training. It shows that male school heads are utilizing the HPWS strategy of training more than the female school heads. Area wise mean score of HPWS's strategy of training shows that urban school heads' mean score is 4.25 which is more than the mean score of rural school heads which is 4.17. It shows that urban school heads are utilizing HPWS's strategy of training more than the rural school heads.

*Table 4
School Heads' Opinion regarding HPWS's strategy of Performance Appraisal*

Statements	Mean (Gender wise)		S.D.		Mean (Area wise)		S.D.	
	Male	Female	Male	Female	Rural	Urban	Rural	Urban
	Biasness in public institutions can be.....	3.44	3.72	.705	.575	3.44	3.72	0.71
I think ACR is sufficient feedback for the teacher	4.22	4.17	.647	.924	3.94	4.44	0.87	0.62
Being head I give constructive feedback to the teachers	4.11	4.22	.758	.943	4.06	4.28	1.00	0.67

The Performance Appraisal system is effective in promoting quality work.	4.33	4.28	.840	.958	3.94	4.67	0.94	0.69
Average	4.03	4.10	.74	.85	3.85	4.28	0.88	0.64

The above table shows the Heads' responses to the HPWS strategy of Performance Appraisal. The mean score of female heads is 4.10. It is more than the male head's mean score which is 4.03. It means that the female heads are applying HPWS's strategy of Performance Appraisal in their schools more than the male heads. Area wise mean score shows that urban school heads' mean score is 4.28 which is more than the mean score of rural school heads which is 3.85. It means urban school heads are better utilizing the HPWS's strategy of Performance Appraisal.

Table 5
School Heads' Opinion regarding HPWS's strategy of Team Work

Statements	Mean (Gender wise)		S.D.		Mean (Area wise)		S.D.	
	Male	Female	Male	Female	Rural	Urban	Rural	Urban
Working in teams promotes performance	4.44	4.28	0.51	0.90	4.28	4.44	0.90	0.51
As a result of team teaching, students can show good results.	4.67	4.33	0.49	1.09	4.22	4.78	1.06	0.43
The organizational culture at the school enhances teamwork.	4.11	4.06	0.32	0.73	4.06	4.11	0.73	0.32
Employees work together to share ideas and resolve issues.	4.56	4.67	0.51	0.59	4.44	4.78	0.62	0.43
Average	4.45	4.34	0.46	0.82	4.25	4.53	0.82	0.42

For HPWS's strategy of teamwork, the mean score of male high school's head is 4.45, and female high school head is 4.34. The mean score shows that the response of male heads is better toward HPWS's strategy of team works and area-wise urban school heads are better than rural school heads. The mean score of urban school heads is 4.53 and rural school heads are 4.25.

Table 6
School Heads' Opinion regarding HPWS's strategy of Compensation.

Statements	Mean (Gender wise)		S.D.		Mean (Area wise)		S.D.	
	Male	Female	Male	Female	Rural	Urban	Rural	Urban
I rewarded the teachers for quality work.	4.22	4.50	0.81	0.62	4.22	4.50	0.73	0.71
Compensation increases the willingness of the employees.	3.89	3.94	0.32	0.54	4.00	3.83	0.49	0.38
Without any reward, no one is ready for on- job training.	3.78	3.72	0.43	0.58	3.72	3.78	0.58	0.43
Compensation makes the work attractive for the employees.	4.00	4.06	0.00	0.42	4.06	4.00	0.42	0.00
Compensation is the change agent in the regular boring routine work.	4.00	3.89	0.00	0.83	3.89	4.00	0.83	0.00
Average	3.92	3.90	0.19	0.59	3.92	3.90	0.58	0.20

For HPWS's strategy of Compensation, the mean score of male high school's head is 3.92, and female high school head is 3.90. The mean score shows that the response of male heads is better toward HPWS's strategy of Compensation and area-wise rural school heads are better than urban school heads. The mean score of rural school heads is 3.92 and urban school heads is 3.90.

Table 7
School Heads' Opinion regarding HPWS's strategy of Sharing of Knowledge.

Statements	Mean (Gender wise)		S.D.		Mean (Area wise)		S.D.	
	Male	Female	Male	Female	Rural	Urban	Rural	Urban
Staff surveys are the best methods to share information with the subordinates.	4.22	4.00	0.43	0.69	4.06	4.17	0.73	0.38
Subordinates in the name of information-sharing interrupt the office work.	4.11	4.11	0.32	0.47	4.17	4.06	0.51	0.24

In my institution, all the teachers have a full task- direction.	3.78	3.72	0.43	0.75	3.61	3.89	0.78	0.32
Information is freely shared among all team members.	4.11	3.83	0.32	0.71	3.89	4.06	0.76	0.24
There is good communication between me and my staff.	3.89	3.89	0.58	0.68	3.83	3.94	0.79	0.42
Average	3.97	3.89	0.41	0.65	3.88	3.99	0.71	0.30

For HPWS's strategy of Sharing of Knowledge, the mean score of male high school's head is 3.97, and female high school head is 3.89. The mean score shows that the response of male heads is better toward HPWS's strategy of Compensation. Area wise urban school heads are better than rural school heads towards the HPWS's strategy of Sharing of Knowledge. The mean score of urban school heads is 3.99 and rural school heads is 3.88.

Objective-2

Table 8.1

Mean Scores of Head's Responses Area wise about the HPWS Strategies

HPWS Strategy	Area	N	Mean	S.D.
Selection	Rural	18	4.19	.518
	Urban	18	4.55	.379
Training	Rural	18	4.16	.420
	Urban	18	4.45	.257
Performance Appraisal	Rural	18	3.98	.588
	Urban	18	4.46	.459
Team Work	Rural	18	4.24	.508
	Urban	18	4.55	.228
Compensation	Rural	18	3.91	.373
	Urban	18	3.90	.125
Sharing of Knowledge	Rural	18	3.87	.404
	Urban	18	4.48	.181

Table 8.1 shows the mean scores of Heads' responses area wise about HPWS strategies. It is shown, regarding selection strategy, the mean of rural areas is 4.19, and the mean value of urban areas is 4.55. Also, the mean value for 'training' strategy concerning rural areas is 4.16, and the mean value relating to urban areas is 4.45. Further, the

mean value for strategy ‘performance appraisal’ of rural areas is 3.98 while for urban areas is 4.46. Additionally, the mean for ‘teamwork’ strategy regarding rural areas is 4.24 and for urban areas is 4.55. It is shown in the table that the mean of strategy ‘compensation’ regarding rural areas is 3.91 and regarding urban areas is 3.90; whereas the mean for ‘sharing of knowledge’ strategy of rural areas is 3.87 and of urban areas is 4.48.

Table 8.2

Comparison of Mean Scores of Heads’ Responses Area wise about the HPWS Strategies

HPWS Strategies	Levene's Test for Equality of Variances				t-test for Equality of Means				
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Selection	3.121	.001	-2.385	34	.003	-.361	.151	-.669	-.053
Training	2.125	.154	-.718	34	.048	-.083	.116	-.319	.153
Performance Appraisal	2.508	.003	-2.737	34	.010	-.481	.176	-.839	-.124
Team Work	6.370	.001	-2.394	34	.022	-.315	.131	-.582	-.048
Compensation	2.182	.149	-0.149	34	.882	.014	.093	-.175	.203
Sharing of Knowledge	8.078	.008	-1.063	34	.295	-.111	.104	-.323	.101

In table 8.2, a comparison of means of Heads’ responses concerning urban and rural areas about HPWS strategies is given. For the ‘selection’ strategy, as $p < 0.05$ and $t = -2.385$, it is clear that there exists a statistically significant difference between heads responses regarding rural and urban areas respectively yielding that school heads of urban areas have more positive views about the selection strategy of HPWS framework. For the ‘training’ strategy, as $p < 0.05$ and $t = -7.18$, it is clear that there exists a statistically significant difference between heads responses regarding rural and urban areas respectively yielding that school heads of urban areas have more positive views about training strategy of HPWS framework. For the ‘performance appraisal’ strategy, as $p < 0.05$ and $t = -2.737$, it is clear that there exists a statistically significant difference between heads responses regarding rural and urban

areas respectively yielding that school heads of urban areas have more positive views about performance appraisal strategy of HPWS framework. For the 'teamwork' strategy, as $p < 0.05$ and $t = -2.394$, it is clear that there exists a statistically significant difference between heads responses regarding rural and urban areas respectively yielding that school heads of urban areas have more positive views about performance appraisal strategy of HPWS framework. For the 'compensation' strategy, as $p > 0.05$ and $t = -0.149$, it is clear that there exists no significant difference between heads responses regarding rural and urban areas respectively. For the 'sharing of knowledge' strategy, as $p > 0.05$ and $t = -1.063$, it is clear that there exists no significant difference between heads responses regarding rural and urban areas respectively yielding that school heads of urban areas have almost views about sharing of knowledge strategy of HPWS framework.

Table 9.1
Mean Scores of Heads' Responses Gender wise about the HPWS Strategies

HPWS Strategy	Gender	N	Mean	Std. Deviation
Selection	Male	18	4.44	.428
	Female	18	4.22	.594
Training	Male	18	4.28	.256
	Female	18	4.14	.413
Performance Appraisal	Male	18	4.03	.548
	Female	18	4.10	.536
Team Work	Male	18	4.44	.265
	Female	18	4.33	.522
Compensation	Male	18	3.98	.205
	Female	18	4.02	.369
Sharing of Knowledge	Male	18	4.32	.205
	Female	18	3.91	.383

Table 9.1 shows the mean scores of Heads' responses gender-wise about HPWS strategies. It is shown, regarding selection strategy, the mean of male heads is 4.44, and the mean value of female heads is 4.22. Also, the mean value for 'training' strategy concerning male heads is 4.28, and the mean value relating to female heads is 4.14. Further, the mean value for strategy 'performance appraisal' of male heads is 4.03 while for female heads is 4.10. Additionally, the mean for 'teamwork' strategy regarding male heads is 4.44 and for female heads is 4.33. It is

shown in the table that the mean of strategy 'compensation' regarding male heads is 3.98 and regarding female heads is 4.02; whereas the mean for 'sharing of knowledge' strategy of male heads is 4.02 and of female heads is 3.91.

Table 9.2
Comparison of Mean Scores of Head's Responses Gender wise about the HPWS Strategies

HPWS Strategy	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Selection	1.561	.220	1.288	34	.206	.222	.173	-.128	.573
Training	1.581	.217	1.213	34	.7834	.139	.115	-.094	.372
Performance Appraisal	.760	.389	-.384	34	.703	-.070	.181	-.437	.298
Team Work	6.330	.017	.806	34	.426	.111	.138	-.169	.391
Compensation	.713	.404	-.447	34	.658	-.044	.099	-.246	.158
Sharing of Knowledge	2.673	.111	1.085	34	.032	.111	.102	-.097	.319

In table 9.2, a comparison of means of male and female heads about HPWS strategies is given. For the 'selection' strategy, as $p > 0.05$ and $t = 1.288$, it is clear that there exists no significant difference between male and female heads of schools yielding that male and female have almost views about selection strategy of HPWS framework. For the 'training' strategy, as $p > 0.05$ and $t = 1.213$, it is clear that there exists no significant difference between male and female heads of schools yielding that male and female have almost views about training strategy of HPWS framework. For the 'performance appraisal' strategy, as $p > 0.05$ and $t = -0.384$, it is clear that there exists no significant difference between male and female heads of schools yielding that male and female have almost views about performance appraisal strategy of HPWS framework. For the 'teamwork' strategy, as $p > 0.05$ and $t = 0.806$, it is clear that there exists no significant difference between male and female heads of schools yielding that male and female have almost views about

performance appraisal strategy of HPWS framework. For the 'compensation' strategy, as $p > 0.05$ and $t = -0.447$, it is clear that there exists no significant difference between male and female heads of schools. For the 'sharing of knowledge' strategy, as $p < 0.05$ and $t = 1.085$, it is clear that there exists a statistically significant difference between male and female heads of schools yielding that male heads of schools have more positive views than female heads about 'sharing of knowledge' strategy of HPWS framework.

Analyses of Focus Group Interview with High School Heads

A questionnaire comprises of three open-ended questions was given to the participants of focus group discussions, to gather the valuable necessary information about the high school teacher's performance according to the High-performance work system's 6 strategies selected for the research. The main purpose of the discussion was to collect the comments of High School Heads, the members of FGD regarding the importance of HPWS and its strategies. Before starting the discussion, the researcher introduced the theme of the discussion and set before them the main topic and question of the discussion. The researcher requested the members for their valuable comments and recorded them properly. Common comments of the members of FGD were arranged and streamlined as follows:

About HPWS's strategy of selection, members were of the view that selection of the employees needs to revise and aptitude of the selectee toward the job must be considered in high schools and school heads should involve in the selection process.

Members are of the view that training or refresher courses are very necessary at high schools. They also discuss mismanagement and wastage of time and money due to the lack of proper training staff and less interest of the teachers. Govt. should conduct proper training sessions with a focused aim. Members were agreed that discipline in the school is necessary and to maintain the discipline teachers and head teachers must establish a disciplined environment in the school. They were agreed that they should not fall prey to favoritism. Performance Appraisal and compensation are two important things, which create a direct link between heads and school teachers. They also stressed teamwork strategy in schools. Members of FGD were agreed that the heads should use these strategies with proper planning. In this way, a clear positive change can be seen in the school.

Conclusion and Findings

Findings of the study show that the strategies of HPWS cause a difference in the school environment. The schools had a greater mean score in six strategies of HPWS are mostly male schools and present in urban areas. Female schools and the schools present in rural areas having less mean scores show less implementation on HPWS strategies. These schools require more attention in all the six areas of HPWS strategies.

Members of FGD also agree on the point that these strategies are important for the better performance of school teachers which ultimately results in the better performance of the schools. It was concluded that the strategies of HRM and HPWS should be made a part of the educational policies and plans. These strategies if implemented properly in schools can bring a major positive change.

Discussion

Six strategies of high performance work system were the main investigated topic in public high schools of Multan District. The findings of the research show that these strategies cause a positive impact in high schools as Romeo Jr. L. Lepardo is of the view that school performance includes well-motivated and committed school teachers and these strategies enhance their performance, although a difference is seen in schools area wise and gender wise.

Recommendations

Based on the data analysis and findings of the research, the following recommendations are suggested by the researcher. As HPWS was proved a performance improvement strategy through different empirical researches conducted in the different part of the world, it is recommended that it should be made part of our educational system to enhance the performance of the employees and institutions. Performance appraisal, selection, and training process should be revived according to the HR strategies. It is recommended that more researches should be conducted on the relevant areas for the assessment of the real situation of schools and suggests different solutions according to the HR policies. The researcher is strictly focused on the six strategies of HPWS in the present study more researches should be conducted at all levels with different strategies.

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