

Human Resource Management Strategies and Teacher's Efficiency within Schools: A Co-relational Study.

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Abstract

The aim of the paper is to study Human Resource Management and Development (HRMD) strategies and their effect on teachers' efficiency within the Catholic Board of Education (CBE) schools of Pakistan whose teachers are graduates in educational leadership courses from a private teacher education institutes in Karachi. The study endeavored to build a simple theoretical and conceptual framework where the effectiveness of HRMD strategies in educational leadership were studied to explore their impact on enhancing teachers' efficiency. Leadership education is a relatively a new field of study in the Pakistani education and the concept of Human Resource Management (HRM) is regarded as novel and its effective usage is rarely seen. HRM strategies if effectively utilized may become a source of developing a transparent performance management system, a collaborative and cooperative environment in the schools and of promoting teachers' efficiency in the areas of knowledge, values, skills and development as professionals as well as enhancing a school's productivity and improving its overall performance.

A survey methodology was adopted for the current research with purposive sampling to select 50 research participants and a questionnaire was used for data collection using an attitudinal scale. The results of the study revealed firstly that no relationship exists between the organization of the school and the newly acquired knowledge and skills of HRM. The school leaders are unaware of the various functions and strategies which are necessary to promote teachers' efficiency. Secondly, the study showed that some of the educational leaders are striving to meet the educational requirements of the times and to face challenges while using the learnt strategies of HRM to promote teachers' efficiency for the improvement of their particular schools.

Keywords: Human Resource Management and Development; teachers' efficiency; Pakistan.

Introduction

Pakistan's most recent Education Policy, (Ministry of Education [MoE] 2009) identified two gaps as the fundamental causes of the weak performance of its education sector. The first was named as the commitment gap, highlighting the lack of commitment to making education of good quality and accessible to all children. The second gap concerned the lack of implementation which has disaffected the implementation of policies with their relevant and updated educational practices. The two gaps are linked, as such 'a lack of commitment leads to poor implementation' while 'weak implementation leads to problems' (p.14) that can be traced to a lack of commitment and competence at governance and leadership levels (p.22).

The professional standards and expertise exercised by the Pakistani policy makers in the National and Provincial Ministries of Education as well as the principals and middle managers in the schools are fundamental to bridging the implementation gaps. Yet these pivotal educators are unprepared. While countries across the world place emphasis on educating school leaders and the establishment of academies for school leadership, in contrast, almost no persons in management positions in Pakistan's education sector have skills training in the function of educational leadership and are appointed to positions with little management experience (MoE 2009, p.28).

In 2008 the minorities' system of Catholic Education through its Board of Management for the Programme Office for Education (POE) took steps to address the dire need for quality leadership at both its system and individual school levels as a means to ensuring the long-term benefits of its programmes. Notre Dame Institute of Education (NDIE) was commissioned by the POE to design and implement an intervention to include the components of educational policy development and planning; curriculum development and implementation; and effective management structures and strategies. The Institute took the position that short term leadership in-service programmes would be neither effective nor efficient for long-term outcomes. With the

support of Australian Catholic University's (ACU) School of Educational Leadership three long-term systematic Award courses were designed and encultured for the Pakistani context.

To fill in the desired gap, in 2010 NDIE piloted a two year programme of educational leadership offering the (ACU Awards of Graduate Certificate (GradCert), Post- Graduate Certificate (PGCert) and Masters in Educational Leadership (MEdLead). An outcome of the implementation process was the development of the type of curriculum and instruction which aimed to create an environment of self-directed learning and decision making in committed and professionally qualified educational leaders who in turn contribute to the creation of a national educational environment where both equity and diversity are honored (Mission Statement of NDIE 1991; 2009).

Leadership in and for education and its development is a relatively new field of study in Pakistan as are the components of its curriculum. Human Resource Management and Development (HRMD) was included as a unit of study in the NDIE Masters course to help develop the skills of practical and strategic management of the personnel within a school. HRMD studies, while originating in the field of business studies, are equally relevant and critical for the effective management of educational institutes.

HRMD is considered as an important field of study for professionals in the corporate as well as in the education context. Such studies equip the leadership and management of different organization to deal with the human resources within an organization in multiple ways while utilizing its strategies to reach their goals (Akbar 2009; Guttel 2010; Bibi, Lanrong & Haseeb 2012; Wisdom & Ebimobowei 2013). Many studies have been conducted and provided valuable insights on HRMD in the corporate sector in the recent years; while neglect of such studies is evident in the paucity of utilization of effective HRMD in the education sector (Akbar 2009). Erdamar (2013) pointed out that the knowledge, awareness and application of HRMD is integral

to the effective functioning of education leaders as it helps to provide a foundation for the growth and promotion of education systems. Skilled and professionally qualified leaders in HRMD are considered to perform better for the development of the organization than the unqualified and unskilled ones (Iqbal, Arif & Abbas 2011). Furthermore, Hoffman and Shrew (2013) laid stress on the fact that the leaders' knowledge and skills of HRMD help in promoting the efficiency and efficacy of the staff leads to the development of their organization at large. The concept of utilizing HRMD in the corporate sector to achieve the desired goals has almost the same implication in the education sector. Leaders are required to be acquainted with the skills needed for effective leadership and management for the development of their institutions and the wellbeing of the human resource employed.

Considering the importance of HRMD and its practical implications for the effective performance of leaders in schools, the recent study involved participants from various geographical areas of Pakistan enrolled in the pilot NDIE-MEdLead course. The study's intent was to spotlight and investigate specifically selected strategies such as compensation, job description, training, performance appraisal, employee participation, leadership and team work in HRMD used by the unit participants as leaders in their local school settings in order to promote the teachers' efficiency. The study also aimed to be an evaluative tool for the researcher in identifying the correlation between the content and learning-teaching strategies employed in teaching the HRMD unit of study and the participants' abilities to make relevant application in their work settings. From an analysis of this data, the research will gain practical insights for redesigning the study unit with a focus on ensuring the MEdLead students will gain better professional skills of managing HRMD having a balance of knowledge, understanding, creative and critical thinking within their personal and interpersonal capacities. Pakistan based research into the effects of conscious use of (HRMD strategies in the schools to promote teachers' efficiency is minimal and this fact urged the researcher to undertake the study.

Objectives of the Study

The objective of the study was to investigate how far applied HRMD strategies such as compensation, collaboration, team work, payments and rewards, professional development, employee management and performance appraisal have been effectively utilized in selected CBE schools across Pakistan and the impact these strategies have on teachers' efficiency. Efficiency of staff in an educational environment is not a tangible phenomenon which can be easily measured, as efficiency accounts for multiple psychological and social traits and little consensus has been reached in terms of its definition, attributes and construct as described by Hoffman and Shaw (2013, p.1). However, the research provided a critical attempt to check the applicability of HRMD strategies in the CBE schools which employ the NDIE MEdLead students.

Research Question

The problem to be probed through this research was the effect of HRMD strategies used by educational leaders professionally qualified from NDIE in the unit of Human Resource Management and Development (EDLE 679) offered under the ACU EdLead Award in promoting teachers' efficiency to improve the standard of the CBE schools.

The research problem of this paper is presented in the following question:

What effect does the use of Human Resource Management and Development (HRMD) strategies by school leaders have on the efficiency of teachers in Catholic Board Schools in Pakistan?

The study adopted the following hypothesis:

There exists a positive relationship between the Human Resource Management and Development (HRMD) strategies used by school leaders on the efficiency of teachers in the Catholic Board Schools in Pakistan.

$$\mu_{\text{HRMDS}} \neq \mu_{\text{TE}}$$

Purpose of the Study

The purpose of the study was to investigate the links between what was learned in a unit of study of HRMD and the participants' implementation of that specific learning in their workplaces. The study considered the recently established link between the participants' actions with identifiable and measurable efficiency criteria among teachers of the respective CBE schools, focusing on the efficiency criteria that were not present in the teachers prior to the interventions made by the unit participants. Furthermore, an attempt was made to find a measure of the improvement which the unit participants made in managing their staff more effectively through using a variety of strategies to develop and promote efficiency in them.

An anticipated outcome from the study is the assistance it will provide selected educational leaders to improve their practices of management and leadership for a sustained and accelerated outcome of their school. This study's importance for NDIE is the insights it will offer towards improving the set curricula for better applied outcomes most particularly as the EdLead programme is at the completion of its two year pilot phase. Through this study it is anticipated that NDIE will be able to evaluate classroom based efficiency and effectiveness of its educational leadership graduates working within the CBE school system across Pakistan

Study Organization

Following the introduction, the study presents the theoretical linkages between HRMD strategies and teachers' efficiency within schools. Section three provides a review of selected empirical studies on human resource strategies with the conceptual framework developed. The model of regression analysis is used to analyze data, the details of which are discussed in section four while the fifth section assesses the HRMD strategies utilized by the unit participants and

discusses the extent of the impact they create on teachers' efficiency in the selected CBE schools in Pakistan. The final section sets the directions for further measures and concludes the study.

Review of Literature

Theoretical Framework

Researchers such as Simatwa 2013; Kelly & Odden 2008; Wang, Chich-Jeng & Mei-Ling 2010; Jane, Matthew & Bedi 2010; Racciah 2012 suggests that the study of HRMD implies a combination of theories dealing with the social, psychological and economic dimensions of the leadership and employees. Theories of motivation, behaviorism and humanism form the proposition of theories used in this particular study as it investigates human resources within an organization. A critical analysis of these foundation theories leads to the development of three different perspectives of HRMD, namely the behavioral, normative and economic perspectives that can enhance employees' efficiency in an organization. The behavioral perspective highlights the analysis of employees' actions to identify behavior patterns that separate an effective employee from a non-performing employee, hence provide support to the leadership in managing them. The normative perspective of HRMD links workforce management to organizational strategy. HRMD stresses the linkage of functional areas such as manpower planning, job analysis, recruitment, compensation and benefits, performance evaluations, contract negotiations and labor legislations to corporate strategy. This link enforces the organization's interests over the employees' conflicting ambitions and interests. It views the workforce as passive resources that the organization can use and dispose of at will. On the other hand, the economic perspective holds the view that the strong natural inclination of people working in groups is to reduce their performance and rely on the efforts of others in the group. When one person delegates responsibility to another person, conflicts of interests invariably arise. The major role of human resource management in such a context is to promote alternative ways of controlling behavior to

reduce the effects of such conflicts and minimize the cost to the organization. This includes the two approaches of monitoring and incentive giving (Act of Managing Institutes, UK, 2009).

HRMD is arguably one of the challenging units of study in the field of business and has influenced the education sector in Western countries over the past 30 years (Nakpodia 2010). Recently it has stepped into the education sector of Pakistan (MoE 2009). While HRMD can be defined as the utilization of individuals to achieve organizational goals, effective HRMD is required in organizations to get things done (Koc 2010). Individuals dealing with HRMD matters face a multitude of challenges, ranging from a changing work force to government regulations, technological revolution and the recent global competition. Those engaged in its management must develop and work through an integrated HRMD system comprising such functions as staffing, human resource development, compensation and safety and employee labor relations (Mondy2009). Badri and Mourad (2012) stated that HRMD strategies enhance productivity and the effectiveness of the organization. When the leaders within organizations employ such personal practices as internal career ladders, formal training systems, result-oriented performance appraisal, employment security, employee voice and participation, broadly defined jobs and performance based compensation; they are more able to achieve their targets. The effective application of HRMD strategies by the educational leaders is likely to attain the desired outcomes of the institution.

Dessler and Varkkey (2011) highlighted the importance of HRMD for any organization to work and prosper. They hold that the paradigm shift in HRMD from the corporate sector to the education sector is a result of rapid globalization in the field of knowledge and education, increased competition in the education market, reduced financial budgets for the education sector and changing economic downturn. The economic blow from the West has affected the East as

well and therefore the education sector of Pakistan has incorporated HRMD in the studies of leadership at least in theory, in order to manage its human resources more effectively.

As research in the field evolved, scholars presented many different viewpoints on HRMD strategies. The theory of planned behavior by Azjen (2011) emphasized the viewpoint that HRMD managers tend to guide the human behavior of employees based on three beliefs, namely a belief about the likely consequence; a belief of the normative expectations of others; and beliefs about the presence of factors that may facilitate or impede the performance of the planned or desired behavior. In HRMD managers' respective aggregates, behavioral beliefs produce a favorable or unfavorable attitude toward the behavior; normative beliefs result in perceived social pressure; and control beliefs give rise to perceived behavioral control. In combination, attitude toward the behavior, the subjective norm and the perception of behavioral control lead to the formation of a behavioral intention.

Following theory of Azjen, McClelland (2008) claimed that effective HRMD revolves around three major categories: achievement, affiliation and power. In an educational organization, the leaders use effective HRMD to build a framework where employees with different needs are motivated differently. To manage the employees suitably, high achievers in the organization should be given challenging projects with reachable goals and be provided frequent feedback. It is expected that the employees with a high affiliation need, perform best in a cooperative environment, hence HRMD managers strive to develop a collaborative environment in their respective organizations. Furthermore, the potential leaders within the educational organization should be picked and assigned with tasks and opportunities to manage others. In this way an effective system of management would be developed and the process of goal seeking would be made relatively easy (Mabin 2007). HRMD mainly works to promote the productivity,

performance and efficiency of the staff for the achievement of organizational objectives and progress.

Conceptual Framework

The conceptual framework of this study has been designed while keeping the determinants of the independent and dependent variables in consideration. The independent variable was the selected HRMD strategies (team work, performance appraisal, employee participation, job description, compensation and leadership), whereas, the dependent variable was teachers' efficiency accounting for the determinants of competency, compensation, work environment, job satisfaction and professional development.

If HRMD strategies such as compensation, pay, reward, benefits and policies within organisations are well thought out beforehand and applied effectively, it helps in the promotion and development of the commitment and performance of the employees. Self-directed and self-committed employees are considered an asset to an organization as such attributes among employees foster the productivity of the organization at large and help in sustaining it for a longer period. The applied HRMD strategies in the organization help in creating a meaningful way to meet the outcomes utilizing the physiological, psychological and social variables related to employee development (Erdamar 2011). Furthermore, that the efficiency of teachers/ employees can be enhanced if the educational leaders know which HRMD strategy is appropriate to be used at which time (Badri and Mourad 2011). To Koc (2011), the overall performance of the school depends on both the leadership and the employees as they need to operate in harmony while considering the qualitative and quantitative aspects of the operation of educational institutions. If HRMD strategies are applied in an effective manner, it is predicted that they develop a twofold environment where one outcome is to achieve the set targets by promoting the performance, productivity, efficiency, innovations reliability and security of the employees. The second

outcome concentrates on the wellbeing of the employees in terms of health and safety, satisfaction, pleasure, learning and personal development which enhances the morale, efficacy and efficiency of the employees through a system design.

HRMD strategies are a set of inner-organizational personal management strategies (Wang, Chich-jen, & Mei-ling 2010). The effective application of the HRMD strategies in different situations can help organizations use employees effectively for the completion of organizational targets. However, classifications of the HRMD strategies made by various scholars differ from each other. For example, the inducement strategy, the investment strategy and the participation strategy are presented by Dyer (1988), while Schuler (1989) addresses accumulation, utilization and facilitation. The development strategy, the motivational strategy, the reinforcement strategy and the transfer strategy as presented by Huang (1998) were taken as the dimensions of the HRMD strategies for the purposes of this research.

HRMD practices in organizations depend largely on relative powers of organizational actors to push innovation to enhance productivity. The nature of the relationship of the HRMD department with the different levels of management and employees develops a strategic plan that assists in the attainment of the set organizational goals (Jain, Mathew, & Bedi 2012). Agarwala (2003) examined the relationship between organizational commitment and the dimensions associated with HRMD practices, the extent of their introduction, their importance for goal achievement and the satisfaction with their implementation. He further found that among all dimensions, the introduction of such practices explained the maximum amount of variance in organizational commitment and thus were most effective in enhancing employee attachment to the organization. Agarwala's research indicated that HRMD practices such as innovative and an open work environment, opportunities for career development, development-oriented appraisal system and

comprehensive and customized training programs were positively linked with organizational commitment.

Methodology

The researcher adopted a survey methodology because of its strength in investigating the effect of the HRMD strategies used by the EdLead unit participants of NDIE to effect teachers' efficiency within the Catholic Board schools of Pakistan.

Target Population

The accessible population for this research was GradCert, PGCert and MEdLead students of NDIE who undertook their courses in educational leadership between 2010 and 2012. From the total accessible population, a sample of 50 participants was selected comprising of a total of 9 males and 41 females.

Sampling Technique

The purposive sampling technique was used in collecting data from the research participants as the focus of the research was to analyze the effect of HRMD strategies promoting teachers' efficiency by NDIE Edlead Graduates. The total research population was 76 out of which 9 expressed their non-availability to participate in the research activity; 11 had not completed the EdLead program; and 6 participants were not employed by the CBE. Therefore the researcher had available a total population of 50 participants who agreed to take part in the research activity and filled in the required questionnaire. All 50 research participants received a copy of the questionnaire which was the main data gathering tool and 44 returned the questionnaires completed according to the given instructions. The results of research are based on these 44 responses.

Instrument Development

The questionnaire used for data collection was divided into two sections. Section A was designed to acquire demographic information from the research participants in response to the most suitable variables while sections B was based on attitudinal scales. The two main types of attitudinal scales, namely Likert scale and rating scale, were used in developing the data collecting instrument.

Instrument Reliability

The value of Cronbach's Alpha calculated for data collected from the EdLead Unit participants of NDIE from all across Pakistan in relation to the overall reliability of the instrument was calculated to be 0.922 indexes, which shows high reliability value.

Table 1
Reliability Statistics

Cronbach's Alpha	N of Items
.922	15

Regression Model

For this study the Linear Regression Model (LRM) was used. The regression analysis focused on seven types of human resource management strategies which were training, performance appraisals, team work, employee participation, job description, compensation and leadership constituting together as the independent variable. The teacher efficiency variable consisted of knowledge, professional development, values and skills, and collaboration as indicators of dependent variable.

To examine the effectiveness of HRMD strategies on teachers' efficiency, the following empirical equation of the linear regression model was developed:

$$\beta_0 \text{HRMD} = +\beta_1 \text{Kn} + \beta_2 \text{Pd} + \beta_3 \text{Vs} + \beta_4 \text{C}$$

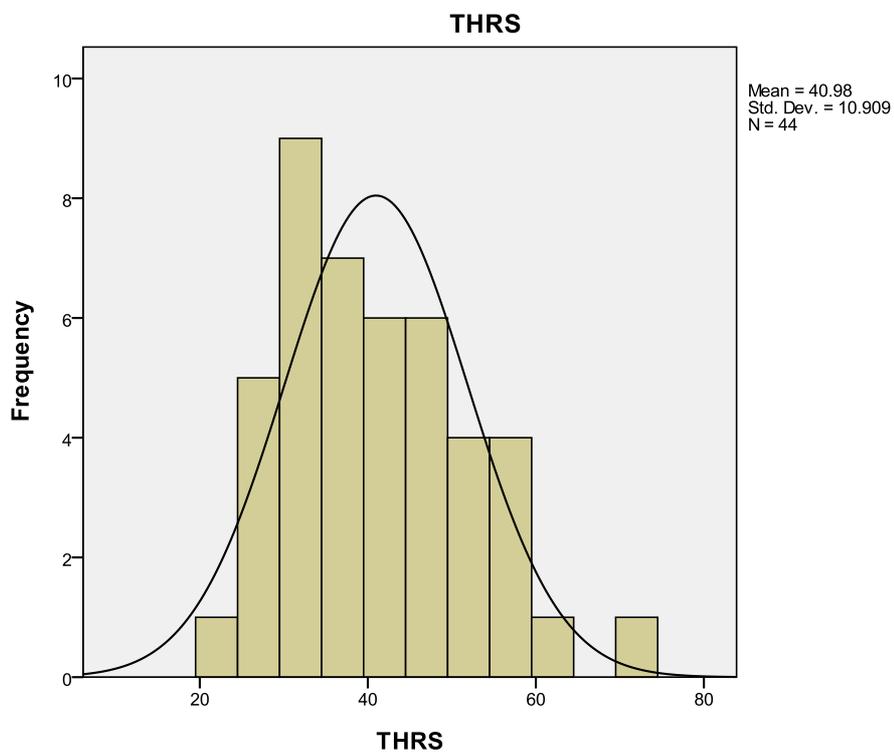
Where HRMD are the Human Resource Management strategies, KN is the knowledge of the teachers, PD is the professional development, VS are the required values and skills of the teacher and C is teachers' collaboration.

Data, Estimation Results and Findings

The estimation of the results is stated below:

Frequency Distribution

Figure 1



Descriptive Statistics Analysis

Table 2

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
HRMDS Valid N (listwise)	44 44	22	71	40.98	10.909	.535	.357

The descriptive statistics above display the values of the measures of central tendency. The statistics exhibit that the HRMD strategies used at schools by leaders have a critical value less than 5 percent equivalent to 0.05 which indicates that the data is normally distributed. Moreover, the histogram presented above presents the same distribution of data.

The descriptive statistics reported in Table1 illustrate that the HRMD strategies used in the CBE schools are not according to the strategies applied in the other the educational institutes as described by literature. A possible reason for this result is that HRMD is a newer field of experience for the educational leaders of the CBE schools. A second possible reason is that teaching the unit through a mixed mode approach did not give a sufficient and holistic understanding of the application of the strategies, hence the educational leaders are not sufficiently aware of the effective use of the strategies. Furthermore, the results of the descriptive statistics shows that as the practicing and potential leaders are currently in the state of gaining professional qualifications, important aspects of increasing and improving teachers' efficiency within their schools are not skillfully utilized. The results also show the trend that current practices HRM by the educational leaders at CBE schools are not effective to an extent where it improves teachers' efficiency. The human resource management and development strategies were not effectively utilized by the educational leaders due to losing leaders, within-system sorting, lack of finances for professional development and unqualified leadership (CBE Rule Book, 2006,

p.26). The value of the standard deviation is high which shows that the dispersion of the data from the midpoint and the critical value are at almost half of the mean for most of the variables.

Regression Analysis

The following section presents the result of the regression analysis undertaken using the above mentioned equation.

Table 3

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	41.279	7.591		5.438	.000
Knowledge	-.168	4.125	-.006	-.041	.968
(Constant)	36.862	8.834		4.173	.000
Knowledge	-.611	4.152	-.023	-.147	.884
Professional development	1.182	1.208	.152	.979	.333
(Constant)	50.465	10.873		4.641	.000
Knowledge	-1.813	4.049	-.068	-.448	.657
Professional development	.912	1.173	.117	.778	.441
Values and Skills	-4.065	2.018	-.306	-2.015	.051
(Constant)	52.677	11.448		4.601	.000
Knowledge	-.892	4.309	-.033	-.207	.837
Professional development	.546	1.304	.070	.418	.678
Values and Skills	-3.637	2.133	-.274	-1.705	.096
Collaboration	-1.102	1.664	-.118	-.662	.512

a. Dependent Variable: Teachers' Efficiency

Regression Findings

In order to see the effect of HRMD adopted by the EDLE 679 unit participants from NDIE to enhance their teachers' efficiency within schools, a linear regression analysis was done. The estimated growth equation displayed that in the regression model run with four independent variables, the model with collaboration showed a strong negative correlation. The rest of the variables, such as knowledge of the staff, their professional development and inculcation of values and skills had no effect on teachers' efficiency in their respective CBE schools.

The β value of the dependent variable (HRM strategies) shows that there exists a negative sign in the relationship. This accounts for multiple interpretations and inferences. Although the educational leaders were professionally qualified having degrees of Bachelors in Education (BE) and Masters in Education (Med), still there is question on the quality of the implementation of the learnt skills in the professional education programmes. In the Med programme, although leadership and HRM are taught, its practical implication is not according to what is expected by the educational leaders. Secondly, it has been interpreted that as leadership education and particularly HRMD is a newer field in the education system in Pakistan, the educational leaders were not aware of the effective application of a HRMD system and hence did not apply it effectively. Another possibility could be the fact as HRMD is considered more of a concern of the corporate sectors therefore its effective utilization and implication in the education sector particularly in the schools system is rarely to be seen. This study was conducted amongst participants who had recently completed the unit EDLE 679 and perhaps the study had not allowed sufficient time for the participants to introduce and implement HRMD strategies into their local schools. Such changes do take time if they are to be effectively implemented. If this study is conducted again after 3 years, then there is a probability that the results would be different and more in line with what other researchers have documented.

As the regression result indicated a high degree of negative correlation between the two variables, it made little sense for the researcher to focus on the underlying possible internal and external factors which might have created an imbalance in the relationship between the two. The regression results have opened many avenues for improvement amongst the educational leaders of the CBE schools in particular. It is assumed that if educational leaders clearly define the job descriptions of their teachers and provide room for professional development, it is likely to develop a positive relationship between the selected variables of teachers' efficiency and determinants of the human resource management and development strategies. It is also recommended that if teachers are encouraged to contribute in quality enhancement of the managerial and academic processes at school, they would feel more empowered and the likelihood of a positive correlation will also occur. If a properly developed and managed staff performance management system is in place, it is expected that its measures will assist in enhancing teachers' efficiency within schools in the expected areas of concern. If teachers are provided performance based feedback and counseling, they will develop faith in the transparency of the performance appraisal system which in turn will enhance their efficiency at school. It is also expected that if teachers in the school are allowed to make decisions related to budget, functions and events, it will enhance their efficiency as well. Professional development programmes if conducted at intervals throughout the year for human resource personnel in each job specification, it will assist in enhancing teachers' efficiency. Through formal induction, orientation and training programmes new inductees will learn the required skills to perform their jobs in schools more efficiently. It is also expected that if teachers are provided opportunity to suggest improvements in the way things are done in the school, new knowledge and skills will be periodically imparted to the teachers which will help in enhancing their efficiency.

The findings of this study differ from the insights contained in the literature reviewed to support the study. The reviewed literature showed a positive relationships described by Akbar 2009;

Guttel 2010; Bibi, Lanrong & Haseeb 2012; Wisdom & Ebimobowei 2013 whereas in this study the Durban-Watson test showed a negative correlation. Therefore, the research hypothesis is rejected as the research found a negative correlation between HRM strategies and teachers' efficiency in the selected CBE schools of Pakistan.

Direction for Future Research

Overall the regression model is significant. However, the adjusted R² value and Durbin-Watson value do not show the complete causal-effect relationship between the effect of HRMD strategies and teachers efficiency in the CBE schools of Pakistan. Therefore, further in-depth analysis is required in order to bring more authentic results.

Conclusions and Implications

In this paper the effect of HRMD strategies on teachers' efficiency within selected CBE schools was studied. A simple theoretical framework was built where the effects of HRMD strategies were contrasted with teachers' efficiency. Leadership and HRMD theories were taken into account and a theoretical framework was constructed. Moreover to further support the theoretical framework, a conceptual framework of the selected dependent and independent variables was also constructed to comprehend the research study. The result of the correlation test showed a negative correlation between the variables. The general lesson that emerges from this study is that the practical implication of the learnt theories is important in the current leadership scenario. Although CBE schools have shown their commitment, contribution, service and dedication in the improvement of the education sector, they now need to shift their attention towards teachers' growth and development by focusing more on the application of HRMD strategies. If CBE's HRMD department takes an account of the effectiveness of the strategies in the registered schools, the desired outcomes can possibly be achieved.

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