

Factors Affecting Employee Performance: An Investigation on Private School Sector

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Abstract

Employees are valuable assets for any organization, and their productivity should be given due consideration, if an organization aims to meet its strategic goals. This can be done through implementation of effective policies for the most contributing determinants of performance of employees. Therefore, this paper studies the factors that affect employee performance significantly, and gauges their direction being positive or negative. The study is based on the case of education sector, specifically the private schools of Pakistan. The sample is drawn from private schools of Karachi, with respondents selected through Convenience Sampling. A qualitative design with Interpretivist approach and case study research strategy is used and 30 employees at Top, Middle and Lower job levels of schools have been interviewed. The instrument used for collecting the data comprises of semi-structured interview questions, the data then organized, coded and developed into themes for conducting the analysis. From our framework of ten factors, compensation, motivation, leadership, working environment, performance appraisal, job experience, and training are found to have significant and positive impact on work performance, while conflict, job stress, and working hours bear significant negative effect on employee work performance. These factors have varied level of impact through the three job levels. In addition to the established framework, eleven new factors were also identified while conducting the interviews and their effect through each employment level was gauged. Conclusively, several recommendations are drawn for the organizations to ensure maximum effectiveness and efficiency of their employees..

Keywords: *Employee levels, human resource factors, private education sector, work performance*

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INTRODUCTION

Employee performance is an important building block of an institute and factors which lay

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the foundation for high performance must be investigated by the organizations. Since every organization cannot progress by one or two individuals' effort, it is a combined effort of all the members of the organization. Performance is a major multidimensional concept aimed to achieve results and has a strong link to strategic targets of an organization. According to Aguinis (2009), "Performance is about behaviour or what employees do, not about what employees produce or the outcomes of their work." Perception of performance relates to an employee's belief as to what contributions he is paying in his organization's success, how he is doing it and to what extent (Ahmad & Shahzad, 2011).

Organizations heavily rely on their employees to survive. The success of any organization mainly depends upon the performance of its employees. It is essential for an organization to identify the factors that have a significant effect on the performance of an employee at the workplace and should accordingly make suitable corrections/changes.

This study is based on the Social Action theory, which considers the actions and reactions of individuals in society. Developed by Weber (1922), the theory states that the actions of humans depend on the social context they are in and how it would impact other members of society. Based on the anticipation of an undesirable outcome on others, this action is changed for betterment, and therefore the functioning of a society is actually the product of subjective human activities. This study was also looked at through the social capital theory (Garcia-Reid, 2007, Ahn & Ostrom, 2008). According to Ahn & Ostrom (2008), social capital can be defined as "a set of prescriptions, values, and relationships created by individuals in the past that can be drawn on in the present and future to facilitate overcoming social dilemmas". With this, the relationships between teachers and other players in the system are uncovered, due to which student performance is affected. The theory of social capital is applied in the fields of economics and education, but the original theory is founded in the field of sociology (Garcia-Reid, 2007).

Due to the loss of confidence of people in public sector schools, private school sector has grown in Pakistan exponentially over the last decade, which has consequently led to increase in the staff in these schools at various levels. What has been observed is that there have been various conditions leading the school staff to become stressed and overworked, eventually resulting in a decline in their perceived performance at work. Therefore, it is needed to look at various factors relating to the specific job they perform as well as the overall environment of the organization causing them to become dissatisfied and less productive.

This study is aimed at finding out the determinants of employees' performance in the private education sector. Specifically, it inquires us into the effect of these on individual employee performance. Secondly, this study is aimed at drawing conclusions for policymakers to devise strategies for improvement of employee performance.

In order to determine the factors which affect the work performance of employees, this study will answer the following research questions:

- 1 What are the significant factors affecting employees' work performance at various job levels?
- 2 Is the level of impact of the factors low, high or moderate on work performance of employees?

LITERATURE REVIEW

Employees are resources in an organization, and therefore they need to be developed properly in order to achieve an organization's goals and expectations (Brewster, 2007). Organizations use effective HRM system to improve their competitiveness by investing in the development of their employees (Sutiyono, 2007). HRM can be defined as "The process of analyzing and managing an organization's human resource needs to ensure satisfaction of its strategic objectives" (Hellriegel et al., 2007).

Compensation:

Compensation management has a significant impact on the performance of employees in the education sector (Rashied, Ilyas & Irem, 2017). Educational organizations prove to be slothful when it comes to improving the compensation policies, which ultimately leads to a decline in the performance of employees. In another study on academic staff by Lavy (2007), pay should be set based on an employee's performance and rewards should be provided in the form of incentives in order to improve teacher effectiveness.

Mwaiko (2013) assessed the factors that affect employee performance in the education sector. In this study the effectiveness of Performance Appraisal (Performance Assessment) was analyzed on improving the performance of organization, and various other methods for better employee performance in the educational sector were identified, namely Ongoing feedback, Job satisfaction, Fair treatment, Methods of Assessment, Employee participation, Motivation, Rewards and Recognition, and Clear objectives. According to Saleh, Piaw, and Idris (2015), performance appraisal has a significant influence on improving employees' service performance.

Working Hours:

Good functioning at work is a matter of work-life balance, which to a great extent relates to the overall culture of an organization. However, according to the study by Clark (2001), the allotted employee working hours, and even the flexibility to set or alter one's own work hours prove non-significant in determining performance level, until moderated by additional work characteristics. On the other hand, teaching has been regarded as a stressful job by Sultana et al. (2012), one reason for which is the additional hours to be devoted to complete tasks after the usual work hours. As a result of this, the teachers worked more than 50 hours a week according to the Association of Teachers and Lecturers' (ATL) survey. The ability to teach in an effective manner tends to decline with the resultant exhaustion.

Leadership:

Various studies in the context of Pakistan demonstrate a number of factors affecting the work performance of employees. A similar study was carried out by Abbas and Yaqoob (2009), which was conducted considering five factors of leadership development, i.e. coaching, training and development, empowerment, participation and delegation and it was found that the combined effect of these factors influences employee performance with 50%. However, the rest of the 50% contribution towards employee performance can be the result of other factors such as attitude, commitment, motivational factors, and trust in the organization. A Tanzanian study was carried out on primary schools, which studied the varied leadership styles and their

effect on teachers' performance, and concluded that leadership which involves cooperation and collaboration is the one which most significantly and positively affects performance (Aunga & Masare, 2017).

Conflict:

According to the modern theories on conflict, a short-term and lowly-intensified conflict has the potential to boost teachers' creativity and work performance. Conflict, with long duration and high intensity, proves to be detrimental to the parties involved and the overall organization (Gamble & Gamble, 1993). The causes of these conflicts might be at the individual level, managerial level or caused due to the organizational culture. These conflict situations among teachers greatly impact the learning environment, teacher performance and consequently student performance (Catana, 2016). In another study, workplace conflicts have been individually analyzed with its separate sub-variables, and the Kenyan study concluded for having a significant effect on the performance of employees (Mwangi, 2014).

Job Stress:

A firm establishment of a linkage between teacher stress and teacher performance can be found in a qualitative study by Blasé (1986), which showed that work stress incited negative feelings in teachers and hence accounted for negative consequences on performance. As for urban primary teachers, they were found to have been facing stress at work due to indiscipline of students, unreasonable and extra amount of work, no autonomy and various other reasons which decreased their morale and ultimately their performance (Ayub et al., 2018).

Motivation:

Manzoor (2012) concluded that factors: empowerment and recognition have a positive effect on employee motivation. Also, there exists a positive relationship between employee motivation and organizational effectiveness. Similarly, in a case study by Akhtar & Iqbal (2017), the impact of motivation with its different aspects was analyzed and it exposed that motivation holds a significant impact on teachers' job performance, while this relationship differed greatly between male and female teachers.

Training:

The factor of Training was analyzed by researchers with different Pakistani colleges, which revealed that training alone may not be able to realize its benefits if it is disconnected from other human resource management functions or the organization is dysfunctional in other areas, e.g. interpersonal relationships (Amin et al., 2013). Lack of in-service training leads to poor performance of teachers according to Hervie & Winful (2018), and therefore, training and development of teachers need to be an integral part of an educational organization, however, proper assessment should be done as to what aspects of teaching need to be covered in the training.

Job Experience:

Older employees bring a number of positive qualities to their jobs, one of which is experience. This work experience or tenure is a good predictor of employee performance and

bears a positive relationship with performance (Robbins, 1998). Employee ability is a major determinant of employee performance, and ability, in turn, is dependent on the number of years an employee has served on the job, as this factor leads to increased knowledge and skills needed to excel in performing the job (Gaffoor, 2007, Nandanie, 1994).

Working Environment:

According to the study by Kuncoro & Dardiri (2017), no significant relationship exists between work environment and teacher performance, be it the physical, non-physical or psychological environment. However, Nakpodia (2011) states that if organizations aim to improve teachers' productivity and performance, they need to improve the work environment, which will, in turn, improve the quality of education, thereof, showing the strong relationship between factors of environment and performance.

Therefore, it is concluded that a number of human resource practices have a significant relationship with the work performance of employees, being negative or positive.

FRAMEWORK

Based on the review of vast existing literature, the following methodological model is designed for conducting the study:

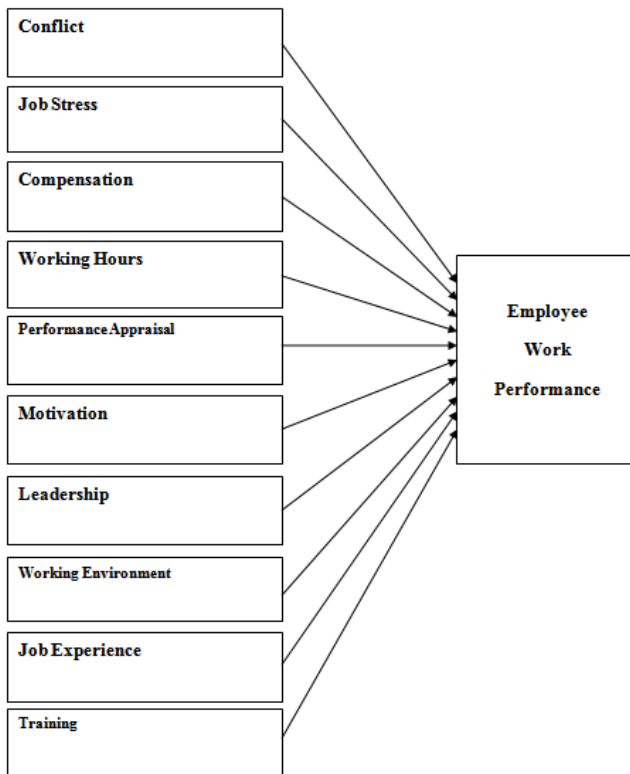


Figure 1: Conceptual Framework

METHODOLOGY

Case Study approach has been used as the research strategy for the study. Qualitative case study methodology leads to studying complex phenomena within a specific context. It bases on deep investigations of an individual, group, area or event. This strategy is used due to the exploratory nature of the study, which is based on the interpretivist approach. This methodology is deemed as most suitable since the study was to be carried out in the natural environment of the private school sector, with interactive, contextual and emergent methods (Merriam, 2009).

The primary data has been collected by conducting 30 in-depth interviews of the employees in the private schools of Karachi who are working full time and are not studying anywhere. The inclusion of responses was closed at the point data saturation was achieved. The target population was categorized into three groups:

- Top Level – includes Principals, Head of Departments and Directors
- Middle Level - includes Faculty Members and Administrative Staff
- Lower Level - includes Telephone Operators, Clerks and Peons

Five schools were selected where interviews were conducted after taking permission from their respective Principals. The chosen schools are the ones which are widely spread geographically throughout the city, and many of which have branches across the country. The participants were selected using convenience sampling. Semi-structured interview questions were designed to find out how each factor impacts the work performance of the employee. Each interview lasted for 20 to 25 minutes. The responses were noted and then transcribed.

Interview Guide:

The interview questions constituting the data collection instrument were checked thoroughly and reviewed by experts so that they comprised of simple and unambiguous language, did not account for personal/private information, did not make use of jargons, and did not comprise of leading, loaded or double-barreled questions. The instrument was based on Interview Probes, with which follow up was taken on the responses received. Initial questions led to opening up on the issues, and more questions had to be asked in order to get the required picture of the story.

Triangulation/Rigor of the Instrument:

For validation of the data, Triangulation was achieved by asking the same questions for all the three job levels at the schools, with which different perspectives about the phenomena were gauged. This led to increased knowledge from various aspects and somewhat cross-checking of the data.

As the first step of the analysis, data were transcribed and thoroughly read, with initial ideas noted. Then codes were generated out of the whole data set, followed by combining all the codes into relevant themes. Thematic maps were formulated and the themes were given names based on the underlying analysis of the responses/stories for each theme. This data analysis approach is called Thematic Analysis, which is a common method to identify, analyze and report qualitative data. 'NVIVO' – a qualitative data analysis package was used for this purpose.

The themes that emerged, along with the vivid examples of interview responses under each new theme are discussed in the following section.

RESULTS AND FINDINGS

We selected five schools in different areas of Karachi, Pakistan. For this research we have conducted 30 interviews; 6 interviews from Top management (which accounted for 20% of the respondents), 15 from middle level (which accounted for 50% of the respondents) and 9 from the lower level (which accounted for 30% of the respondents).

Profile of Interviewees:

Top Level:

We found that top management is well educated and holding a master's degree or some of them hold double masters. Along with this, they are well experienced in their roles and have good command in their field. They feel themselves the most responsible person, below is the profile of some of the highlighted top management persons.

"I have done Master's, Bi-Majors in Marketing and Management. My overall experience is 15 years, and in the current organization, it is 6 years."(Interviewee 1)

"I have done Masters of Education as well as MBA."(Interviewee 3)

Middle Level:

In the middle management level, it was observed that the majority are graduates, however, some hold a master's degree or other professional certificates which are important to their fields.

"I have done B.Sc in Home Economics. My overall and current organization experience is 10 years" (Interviewee 4)

"I have done Masters in English. My overall and current organization experience is 8 years."(Interviewee 7)

"I have done B.Com. My overall teaching experience is 5 years and for the current organization, it is 1 year" (Interviewee 9)

"I have done graduation (Bachelor's). My overall teaching experience is 7 years and for the current organization, it is 3 years." (Interviewee 12)

Lower Level:

In the lower level, participants were the Telephone operators, Clerks and Peons.

It is found that clerks have studied till 10th grade, telephone operators have passed their 12th grade, while peons have no to middle-school education.

"I have been working in the same organization for good 25 years, which is my total

work experience too. As regards my education, I have completed primary-level education.” (Interviewee 2)

Interview Findings:

1 Working Hours Flexibility

It is observed that flexible working hours are very important to enhance employees' performance in the education sector. Instead of the number of working hours, their focus was on the flexibility of the working hours. The impact on work performance was different in all the levels (Top, Middle and Lower). The most affected level was Top Management. Senior management has to attend important education-related meeting seminars and conferences, along with this they have to manage their responsibilities during and after school timings, so flexible working hours give them liberty to manage their responsibilities effectively and improve performance, not only on the individual level but also the performance of the whole school.

Most of the respondents said they have a heavy workload and the school timings aren't enough to complete the work. Therefore to complete their tasks either they stay back after school or take work at home. They are allowed flexibility in working hours.

“Being in the top management, I have a privilege of flexible working hours but since I am a role model for my teachers and other staff, so I avoid misusing of authorities given to me.” (Top level Interview-1)

On being asked how flexible working hours impact the work performance, there were mixed views. Few said performance can increase if the employee is allowed flexibility while others said it can have a negative impact. However, some said it depends on the condition.

“I think performance is better if a person is allowed little flexibility in cases of urgency only otherwise if this becomes a routine then this can affect the performance in a negative way.” (Top level Interview-1)

The middle management responded that flexible working hours are an important factor which impacts their performance but they are not allowed for it. Additionally, they commented that since they have to follow the rules and set examples for students, therefore, they think this factor affects their performance moderately.

“Early leaves and late arrivals are not given and there is no policy for that but yes with the support of my supervisors, when in need I can do late arrivals and early leaves.” (Middle-level Interview-1)

“No flexible hours are given. We have to follow rules and policies.” (Middle-Level Interview-5)

“For my work completion, I have to sometimes stay back in school or take work home, which is twice a week. I am granted flexibility in working hours at times.” (Middle-Level Interview-6)

The Lower level staff explained about working hours that they are always able to complete their designated work in the allotted working hours, however they are not given flexibility in

working hours and deductions are made from salary in case of early leave or late arrival even in worst circumstances (death in family, poor health condition, etc). So, this affected their work performance negatively.

2 Employee Evaluations

It was observed that at the Top level there is an evaluation of employee performance on an annual basis. Feedback is given to the employees. This is effective to some extent as sometimes low areas gets highlighted which if carefully handled can help improve the performance.

“I receive the feedback timely, which is effective to some extent.” (Top Level Interview-1)

However, respondents from one school told that there are no appraisals in that school.

“There isn’t any appraisal done by management. However, I think it should be done as it can have a good effect on performance.” (Top Level Interview-3)

Majority of Middle management respondents talked about employee evaluations, the process of employee evaluation and the feedback system but the most highlighted topic was how they impact their performance. The employee evaluation system consisted of a formal annual evaluation where a supervisor assesses the employee against a set of pre-defined criteria, a 360-degree review where the employee is assessed by an immediate supervisor as well as his or her peers and those who report to the employee, followed by a formal feedback provided by a supervisor or colleague on how to improve their performance.

“To me, an evaluation of employee’s performance is basically to motivate and engage employees by providing feedback and goal-setting opportunities, and align the behaviour of an individual with the broader goals of the organization.” (Middle-Level Interview-4)

“My performance appraisal is done 2-3 times a year in the form of class observations” (Middle-Level Interview-6)

“My performance appraisal is not carried out with my knowledge, and I am not given proper feedback, therefore” (Middle-Level Interview-5)

“My performance appraisal is done twice a year. I receive the feedback timely” (Middle-Level Interview-1)

“My performance appraisal is done with no fixed pattern. I receive the feedback within two to three days. This feedback is very effective, but I think that a copy of our observation sheets should be given to us as well for our reference and record.” (Middle-Level Interview-5)

Performance appraisal of the employees at a lower level is done by cleanliness supervisors, at times of external official visits to the school, which is usually twice or thrice an academic year. The feedback of the observation is received on time and guides them in the required manner in order to improve upon their weak areas. Thus, it contributes positively to work performance.

Employee evaluations system affects performance at all levels, but in the middle level, it impacts the highest to grow and improve their performance.

3 Commitment

It was noticed during the interview sessions that commitment of employees is also a very important factor which was not included before in our research framework (Figure 1). According to top management, it is observed that teachers used to leave during the year and join other organizations. It negatively affects the students and other faculty as someone has to take responsibility for those teachers and it ultimately affects their performance.

4 Time Pressures

Most of the employees at all levels said that they feel stress due to deadlines. The top and middle management said especially during exams and more specifically during paper checking and result there is a lot of pressure. Nearly all of the teachers told that they are given very less time for preparation of results. However, they make sure it doesn't affect their performance.

“Sometimes, especially during exams, workload increases but it doesn't impact performance.” (Top Level Interview-2)

However, some employees in middle level said that stress helps you "rise" to a challenge and meet your goals such as deadlines. They do not consider challenge as stress because, having met the challenge, they feel satisfied and happy. Nevertheless, too much stress can have negative impacts. When the feeling of satisfaction turns into exhaustion, frustration or dissatisfaction, or when the challenges at work become too demanding, negative signs of stress begin to appear.

“Pressure is very important to me. Good pressure, such as having a lot of assignments to work on, or an upcoming deadline, helps me to stay motivated and productive. Of course, there are times when too much pressure can lead to stress; however, I am very skilled at balancing multiple projects and meeting deadlines, which prevents me from feeling stressed often.” (Middle-Level Interview-7)

“Long hours, tight deadlines, and ever-increasing demands can leave you feeling worried, drained, and overwhelmed. And when stress exceeds your ability to cope, it stops being helpful and starts causing damage to your mind and body—as well as to your job performance.” (Middle-Level Interview-12)

The reasons the low-level staff face stress are at times of school events, programs, and Parent-Teacher meetings when they have to stay in school for a long time and the domestic tasks (cleaning, the arrangement of furniture and properties) increase. This stress is felt five to six times in the whole academic year. The way they deal with stress is by dividing the tasks at these times among themselves equally and by helping out each other. So this factor does not affect their work performance much.

5 Experiential Professionalism

Some of the respondents agreed that performance and professionalism improve with experience.

“Just like, practice makes a man perfect, similarly the more experience you get the better you become.” (Top Level Interview-1)

“Yes, Job experience helps in improving professionalism because you understand the policy environment and you can handle many situations, so you are able to learn how to cope with the

situation.” (Middle-Level Interview-4)

“Yes, Job experience sets impacts effectively job performance” (Middle-Level Interview-5)

However, few of them had contradictory views. They thought experience is not a mandatory factor for improved performance. There are few staff members who have been working for years but their work graph is stagnant. On the other hand, some of the newly hired staff who had zero experience has good performance comparatively.

“It is not the experience but the ability and capability of a person that increases his/her work performance or improve him/her at the professional level.” (Top Level Interview-5)

“I am indifferent to the opinion that the longer you are at one workplace the better you perform, as new and young teachers are knowledgeable with I.T, but old teachers are acquainted well with the system and children.” (Middle-Level Interview-9)

In lower level according to the respondents, job experience affects work performance at a great level. The longer an employee is at a workplace, the better his work performance becomes because the new employees are not aware of the system and practices of the environment, and this causes them confusion and lack of confidence.

6 Salary

Salary is the most important factor to affect work performance but the importance of salary varies at different levels, the lower level staff usually has low salary scale but the importance of benefits (old age, job security) and other perks like overtime motivate them which improve performance. Similarly, salary is important for the middle management, but for top management, recognition is more important than salary as they reach to self-esteem and self-actualization level where they want a feeling of accomplishment.

There were mixed views about being satisfied with the salary given to them. Some said they are quite satisfied as they get good annual increments. However, many emphasized that they are being underpaid as compared to other educational organizations. All of the respondents at all levels told that for them, salary is a big performance factor.

“This is a fact that a good salary is a big factor for improved and dedicated performance.” (Top Level Interview-2)

“Salaries can have a positive effect on performance.” (Top Level Interview-5)

In a few schools, there are deductions mainly due to availing excess paid leaves or late comings.

“Salary in our school is deducted due to leaves but since this is a valid reason, therefore, there are no arguments.” (Top Level Interview-5)

“As it is a Government School, our salary is lower than Private school teachers. But perks and other benefits are better than private school employees.” (Middle-Level Interview-1)

“I am not satisfied with my salary according to my vast experience, but it does not affect me usually due to my immense self-dedication.” (Middle-Level Interview-6)

The lower level respondents were found very dissatisfied with the compensation they receive. The salary package is way too less and there are no justified increments. The ones with long years of experience are at almost the same level of the package as the new ones. So this factor is found to be a great negative contributor to work performance.

7 Accountability, Responsibility and Authority

Some of the respondents identified that if they are given authority to handle some tasks, they develop a sense of responsibility and so they get extra careful in performing their tasks. This does have an effect on their performance.

“Yes, our head of department is very much cooperative and we can directly go and share day to day problems with her.” (Middle-Level Interview 4)

The authority gives them the freedom to take decisions and initiatives. This motivates them to perform better and develop a trust level between the supervisors and subordinates.

8 Workshops

Well, it is observed that top-level wanted their employee to be well trained and best fit of their field and they think that it helps in improving their performance; on the other hand, it is observed that middle management does not so far agree with their opinion. They think most of the time training were useless and a waste of time and money, in the low-level training is not an important factor that can improve their performance.

There are workshops in the school on different aspects for example improving teaching techniques, understanding student psychology, etc. Some of them are helpful in improving their work performance.

“Yes we do have training sessions, training includes courses like Communication Skills, Conflict Management, Delegation, Prioritizing and Taking Action, etc.” (Top Level Interview-2)

“I think not all training are as effective some of them are waste of time and money” (Middle-Level Interview-5)

The lower level staff are not given training sessions, and they are of the opinion that they should have these sessions, as at times they become clueless of how to carry out a specific task or become unable to cope with bad situations while on duty.

9 Appreciation and Encouragement

Upon asking what other factors do they think can be effective in improving performance, the respondents said when they are appreciated and encouraged by their supervisors or by their peers, they get a boost in their performance.

“When we want to try something new and we are encouraged by the head, this gives us a boost and increases our confidence level.” (Top Level Interview-1)

This motivational factor is found to be a positive contributor to work performance.

“Sometimes we feel that we are unable to continue with the job and want to give up, but

the appreciative and motivating words of our security officer and other officials make us go on.” (Low-Level Interview-4)

10 Availability of Facilities

When all the required facilities are available, it is easy to work. Facilities include being provided with all required stationeries whenever required, well-equipped furniture in staff rooms and offices, availability of technology etc. One of the respondents said it is difficult to do routine things if they do not get their required equipment/tool on time and so this eventually makes a delay in giving the required output and hence performance may suffer.

“No, the work area is not well equipped. To keep the students up to date we need to introduce new technology and make them familiar with that” (Middle-Level Interview-6)

It was found that with timely availability of facilities, employees are able to perform better.

11 Work Relationship

All of the respondents have a friendly interaction with their head/ supervisor. The school provides a good atmosphere to work in. However, at times, there are conflicts with colleagues/ teachers who get sorted on mutual groundings. Mostly the conflicts are on the allocation of subjects and classes.

“Sometimes there is some conflict between management and teachers but they get solved on mutual understanding.” (Top Level Interview-4)

The respondents said that good working relationships do have a positive effect on work performance.

“I have to manage my relationship according to the situation, some time I behave in a democratic way while at some point I have to be bureaucratic, I have to lead others positively and keep them motivated.” (Top Level Interview-2)

“When teachers work well together, everyone in the school benefits. Students get to learn from their teachers; respect one another, work together and contribute to a positive academic environment.” (Middle-Level Interview-5)

Relationship with other colleagues has an impact on the whole environment of the institute and so it can be deduced that positive relation also helps in increasing productivity.

Some new and different factors were identified while conducting the interviews and their effect through each employment level was gauged. These factors were Working Hours Flexibility, Employee evaluations, Commitment, Time pressures, Experiential Professionalism, Accountability, Responsibility and Authority, Appreciation and Encouragement, Salary, Workshops, Availability of Facilities and Work Relationship. The level of their impact on the performance of employees across the three employment levels is shown in Table 1.

Table 1: Impact Level of Factors

Factors	Top Level	Middle Level	Lower Level
<i>Working Hours Flexibility</i>	<i>High</i>	<i>Moderate</i>	<i>Moderate</i>
<i>Employee Evaluations</i>	<i>High</i>	<i>High</i>	<i>Low</i>

<i>Commitment</i>	<i>High</i>	<i>High</i>	<i>Low</i>
<i>Time Pressures</i>	<i>Moderate</i>	<i>High</i>	<i>High</i>
<i>Experiential Professionalism</i>	<i>High</i>	<i>High</i>	<i>Low</i>
<i>Salary</i>	<i>Moderate</i>	<i>High</i>	<i>High</i>
<i>Accountability, Responsibility & Authority</i>	<i>High</i>	<i>High</i>	<i>Low</i>
<i>Workshops</i>	<i>Moderate</i>	<i>Moderate</i>	<i>Low</i>
<i>Appreciation and Encouragement</i>	<i>Moderate</i>	<i>High</i>	<i>High</i>
<i>Availability of Facilities</i>	<i>High</i>	<i>High</i>	<i>Moderate</i>
<i>Work Relationship</i>	<i>High</i>	<i>High</i>	<i>Moderate</i>

DISCUSSION

When discussed with a comparison to previous studies, there are some striking findings. Firstly, the factor of Training in our study has been found to hold an insignificant relationship with employee performance, which is in opposition to many studies such as Saleh (2015), and Abbas (2009). The conclusion by Amin et al. (2013) is somewhat similar to our results, which states that Training is not significant independently, but its impact depends on the more important human resource management factors. This variation is due to the difference of study area (region, sector, population, etc) and that is why Training does not account for the significant impact on employee performance with respect to Pakistan's school sector.

Performance appraisal, which is found to be only moderately effective in our study, has been identified as a highly significant factor affecting work performance in the relevant literature, for example, the studies of (Mwaiko, 2013; Saleh, 2015).

Another varied finding of this study is that job stress has been found to be negatively related to work performance, which means that the higher the stress, the poorer the work performance; however, the study by Hunter and Thatcher (2007) contrarily reveals that when employees feel job stress, they focus more on crucial tasks, thereby improving on their performance, provided they have high levels of commitment and longer job tenure.

The remaining factors; Conflict, Compensation, Motivation, Leadership, Work Environment, Working Hours, and Job Experience, along with their relationship directions and impact levels with work performance, were found to have resulted in line with the reviewed literature.

CONCLUSION

Out of the model of 10 human resource factors designed prior to conducting the research (Figure 1), the factors of conflict, job stress, compensation, motivation, leadership, and working environment were found to be most effective on work performance of employees through the three employment levels.

The factors of working hours, performance appraisal, and job experience were identified to be moderately effective on employees' work performance at the overall organizational level.

The remaining factor of Training was found to have the least impact on the performance of employees in a positive or negative direction either.

The factors affecting employee performance in a positive direction, which means that raising their level or standard improves work performance, include compensation, motivation, leadership, working environment, performance appraisal, job experience, and training. Similarly, factors which are negatively correlated to work performance include conflict, job stress, and working hours.

LIMITATIONS

Although the study reached its aim, there were few limitations.

Due to time constraint, we could gather data through interviews from only five schools in one city of Pakistan i.e. Karachi, hence results have limited ability to be generalized. Therefore, future studies may include a larger sample size in terms of a number of employees as well as the number of cities. Additionally, other methods can be used to gather data such as focus groups discussions.

RECOMMENDATIONS

The education sector in Pakistan is one of the most suffering sectors so the proposed study might be the root of bringing a positive change. On the basis of conclusions drawn, the following recommendations can be made:

- The private educational sector organizations (schools) should foremost invest in raising the compensation level of their employees, and work on motivating their employees to the fullest. They should strive to develop the supervisory standards of their organizations by appointing and creating leaders rather than managers, and by improving the work environment for their employees through the provision of the necessary facilities required by them. Organizations should carry out their operating procedures in such a way that the stress of job on their employees is minimized as regards time and workload, and they should serve as arbitrators in times of conflict among employees by creating an environment of trust, mutual understanding and justice.
- These organizations should save their time and resources being spent on Training and Development of their employees, which has been observed to be a rising trend in this sector, as this factor is found to be least effective on work performance.

By giving due considerations to these recommendations, organizations can ensure maximum effectiveness and efficiency of their employees. This will determine not only the improved performance of the particular organization but will also affect the growth and performance of the entire economy ultimately.

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