Positive Outcomes of Human Resources Engagement and Impact on Motivation

by Roy Setiawan

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Abstract

For this study, I don't intend to show teachers as victims of their school, nor that Human Resources is the only problem that needs to be fixed or that our education system is the issue. We only intended to question why teachers are always blamed, and their needs are ignored and always accused them of being demotivated. We mean to question how the education system functions with the lack of Human Resources practices and the methods and ideas that we can provide and help our teachers have a better future. We intend to discover what the best way to motivate and engage teachers through Human Resources practices is. What makes the admins dissatisfied with teachers' performance, and is it the fault of the teachers. This study is a series of concerns and problems teachers (including ourselves) came across through our teaching years that nobody ever tried to see it from our point of view. This article is a group of chains and ideas that will give more value to teachers and encourage Human Resources to be more engaged and active in teachers' lives through many methods and techniques. Furthermore, teachers' demotivation and lack of engagement are causing burnouts and turnovers; we'll try to show how Human Resources can help reduce these turnovers and

burnouts through being more present and implement motivational systems and engagement models. This article will review previous literature related to Human Resources engagement and motivation positivity on teachers' performance and productivity. It will discuss these demotivating factors and assess their impact on teachers' performance and end with. This article will conclude by implementing more motivational and engagement systems and programs to enhance teachers' performance, reduce turnovers, and make schools a better environment for students.

Keywords: Human Resources; Human Resources Practices; Motivation; Engagement; Teachers.

Introduction

Education is a process to build the future. Educational systems have high outcomes in this field. Learning systems are well reached on all populations and maintained advanced educational systems by providing constant training for teachers and the recruitment process. Human Resources is managed and defined, which are different in their practices and functions at schools. While there are many reasons why schools can benefit from these practices, ensuring proper human resource practices are hard since we have different sectors (Private, public, and NGOs), and each sector require a specific application for these practices, as well as external economic, political, social factors that are demotivating teachers. Human Resources are only focusing on regulations and laws parties and neglecting the most important ones: Motivation and engagement. To be successful, schools must improve their teachers' performances, and to do such human resources are the ones that create high involvement conditions for teachers. Many research types showed positive outcomes of human resources engagement on teacher's performance and motivation [41]. Human Resources are very important in schools intending to achieve. With Human Resources more engagement, teachers' feelings of belonging increased, and motivation, which impacted their performance because of those practices.

Human resource's main strategic process is related to the recruitment, payment, retaining, training, and employment law and policies side of the business. According to [1], [2], [3], Human Resources practices are hiring, induction; however, many studies insights into the differences and constraints and effect of these practices, and little evidence is present of how several Human Resources practices are configured, however, applications at school are poles apart from companies' human resources. For instance, schools' human resources should be stricter and picky when recruiting teachers, focusing more on participation mechanisms such as teamwork, and intensive self-development training, engaging teachers in decision-making and motivation. Human resources practices are much needed and important in the education field. Teachers are always facing multitasking and responsibilities regarding the school's goals, where they are obligated to pose a proper role model for students. These complex tasks and responsibilities are related directly to the teacher's motivation, and this motivation is why teachers became educators in the first place. If teachers have no motivation, this will

immediately appear on their performance as well as behavior. Teachers' motivation is focused on self-expectations, satisfaction, as well as the work environment. Human resources should profit from this motivation and build qualified, happy, and well-engaged teachers.

This paper will start by elaborating on the problem statement. This section detailed the current situation of Human resources engagement as well as motivation. Next, the paper will list the research objective and knowledge explained in this research and the selected audience. To understand this research, this paper depends on the literature review to discuss previous works that tried to explain and understand the concept related to human resources engagement and motivation impact on teachers' performance. This review will consider and focus more on how human resources can be engaged in teachers' daily work lives and how to apply motivation to enhance teachers' performances. Later, the research methodology will clear up in detail on how research has been done. We will also discuss the data collection process: population addressed, questions and analysis process, and will finish it with a conclusion. Finally, the paper will share some feedback, comments, and limitations to help future colleagues.

Problem statement

Educational systems depend heavily on human resources. Human resources' essential roles in education include staff engagement, staff relations, staff development, staff motivation, and job performance. However, the challenge of human resources practices in education is that the applies and functions are more focused on regulations and laws parts and have high expectations from demotivated teachers influenced by outdoor factors. Over the decades, many authors focused their research on which kind of teachers are more at risk of leaving teaching and why. For Human Resources, it's important to understand what's behind the high turnover rates to prevent teachers from leaving the district or leaving the profession entirely. Educators are the main factor for the future; however, without engagement, motivation, and essential support and resources from Human Resources and principals' teachers won't be motivated even if they are highly qualified [21]. Turnover is demotivation and reduces the number of teachers available to the school, which will lead to an escalation in the lack of local teachers. The relationship between turnover and commitment to schools is influenced by motivation; however, [4], [5], [6]. International behavior can be affected by motivation and commitment; motivation plays a big role in reducing. The idea of Human Resources and Human Resource Management impacting or reducing teachers' turnover is not a new concept. Many researchers studied this phenomenon. However, there's a lack of studies and references for Human Resources engagement. Their ways of motivation impact on teachers' performance within, as well as Human Resources at schools, are rarely engaged in teachers to work lives as well as motivation is not always present, on the other hand, Human Resources engagement and their motivational reward systems play a big role in affecting teacher's performance as well as reducing turnovers. Human Resources engagement, as well as motivation in the interior of might, be a success on different levels; on the one hand, it can increase Human resources engagement within teachers work lives while on the other hand, it

can help them value teachers work as well as increasing and discovering new ways of motivation. This article will talk over and centers its research on how to use motivation as a key to impact teachers' behavior and performance and how to use Human Resources engagement more in schools and why.

Research questions

- Is there a relationship between the presence of Human Resources and their practices on teachers' motivation and engagement?
- Is there a need for human resources unit in schools?
- How does Human Resources affect teachers' motivation and reduce turnovers?
- What kind of motivators is the best to increase employees' performance?

Research objective

The study's main objective is to prove the importance of Human Resources engagement in teachers' lives and positive consequences. It will be shown by analyzing the pros and cons of each. Moreover, it investigates the effects of engagement and motivation and engagement on teachers' satisfaction and the reduction of turnovers and the challenges they might face.

Literature review

The theoretical framework will start its discussion with the first point, which is Human Resources Practices within   Schools in different sectors (specifically: Public and NGOs). Then will continue its argument by discussing the second point: Human Resources practices and role within the educational field. The third idea discussed in this paper will be the effectiveness of Human Resources practices and teachers' work engagement and job complexity. The fourth paper point to be argued within the article will be about the Importance of teachers' motivation (Financial and non-financial ones) and the role of Human Resources. The fifth point will discuss the Human Resources role in reducing turnovers.

Human Resources Practices applications within   schools in different sectors (specifically: Public, and NGOs)

It's becoming more of a classic discussion about the main differences between different sectors. Practicing good Human Resources can add value to the organization and create a feeling of belonging and loyalty towards the company and motivate employees. Sectors (Private, Public, and NGOs) have been evolving and adapting Human Resources practices in their companies to better manage their human resources. However, those practices are very different in each sector [47]. Each sector managed Human Resources differently according to their mission and goals."

Furthermore, public sectors organization, as mentioned before, operates differently from the private one.

Many studies have shown that Human Resources/Management functions and applications have always been better in private sectors since they care about their employees' development. Their salaries are better, while in public and NGO employees are treated as volunteers. They are their motivation since working in these two sectors is more psychologically satisfying since the salaries are basic. Furthermore, in private sectors Human Resources employees are trained and have experience in managing human resources functions, better job satisfaction as well as motivation, however, Human Resources employees seem more stressed since one person is responsible for laws and regulations, training, staffing… while in public and NGOs sectors Human Resources are found weak at recruitment, their training and practicing Human resources are basic functions. Those practices are accomplished by either the chief executive or principal or coordinators [47]. Human Resources practices in private sectors are considered to be Hard, formal, and calculative. Simultaneously, Human Resources practices in public and NGO sectors are considered to have low strategic importance.

Furthermore, according to many studies, job satisfaction, as well as employees' development, are higher in private sectors than in public and NGOs; it can be concluded that employees in private sectors are more satisfied with their salaries, happier and appreciated in their environment, according to the study conducted by Nour Yassine and Rami Zein [47], employees working in private sectors are satisfied with the nature of their work with 3.81% higher than NGOs 3.51%, as well appreciation feeling is high in private sectors than in NGOs 3.59% >3.00%. Employees in NGOs and public sectors showed psychological satisfaction and a high level of belonging since it's a good deed; however, they still argued and debated that salaries don't meet their satisfaction level, and there's a lack of fairness in work. Also, what made private sectors ranking higher level of satisfaction, motivation is the involvement of Human Resources [29]. Human Resources should be allowed to practice more of its practices in public and NGOs, and implement incentives that are applied in private sectors to create an added value and manage better all available funds. On the other hand, Human Resources practices, as already mentioned, are very different in each sector, for instant. In school, Human Resources invest more in human capital to improve performance, retention, and innovation in different sectors; in another way, Human Resources are there to help companies in those sectors attract and develop qualified employees and build a positive workplace that will change outcomes. Human Resources practices within sectors are very important, people are known for their adaptive skills, and Human Resources are the best in benefiting and improve those skills to achieve company's goals as well as helping in reaching employees' individual goals; Human Resources should be more present, adaptive and modified according to the sector and its objectives. However, there's no presence of Human Resources; the principals apply these practices. To be noted that the efficiency in an organization directly depends on human resources performance.

Human Resources practices and role within the educational field

Human Resources practices responsibilities have always been: "employing, selection, orientation, training, developing, safeguarding, determining payment fees, making the working path easy for employees, constructive evaluation through appraisals, manage information, communicate and managing external factors" it is very similar in the educational organization but slightly different. In education organizations, they depend more on human factors since, in each classroom, we have future managers, leaders, teachers, doctors, psychologists, and who knows, maybe the president [36]. Teachers play an important role in our society, especially since teachers are responsible for shaping students' future jobs and enhancing students' performance. In education, you can't buy teachers' loyalty. You have to earn it. However, in school sectors, it has been known since forever why teachers join each one. For an instant, many teachers join private schools to make more money, to gain more experience on how to use new teaching materials, working on curriculums, lesson plans … and many other benefits, while other teachers join public sectors do it to have a safer job and gain more power than in the private sector, on the other hand, teachers join NGOs because these organizations message for potential employees is "If you're feeling dissatisfied, come and join us." Employees in NGOs have higher psychological satisfaction since they are performing good deeds.

Furthermore, schools are always the first to get affected by any external changes and are expected to adapt to those changes. People have always been known for their adaptive skills, making it easy for teachers to adapt immediately. Doing so helps schools have better values in the market, and those values are evaluated through their Human Resources [41]. The management department of educational organizations should use Human Resources practices for their efficiency and productivity to achieve organizational goals. Human Resources in schools' role is to select the correct number of qualified teachers, select the right people for each position, train and improve skills, evaluate performance. However, in educational organizations, Human Resources is less engaged and interactive in teachers' lives. Human Resources or Human Resources department doesn't exist; principal or chief executives apply these practices. Besides, to earn teachers' loyalty, enhance performance as well as engage them, Human Resources should meet their teachers physical, societal, and psychological needs, as well as Human Resources, should encourage teachers to work together through applying and offering specific engagement systems, for example: "Co-Teaching."

In today's world, having satisfied employees is no longer sufficient; if organizations want to be successful, focusing only on performance is not enough; a high level of engaging employees should be considered. Abraham Maslow's Hierarchy of Needs has shown its way in educational organizations. Maslow's Pyramid adapted to teachers' needs that helped Human Resources understand their staff's minimum job requirements and define and position correctly [7]. Abraham Maslow's Hierarchy of Needs Theory has been inflowing educational institutions globally. What made it easier is that this pyramid has a strong relationship to help fulfill and

manage human needs [8]. Each point plays a specific role in helping Human Resources. These five-tier models are adapted and motivated in schools according to teachers' needs. For instant, A.Maslow theory in schools should be as the following [9]:

Physical needs

Schools need to provide teachers with shelters for an instant, having well-equipped classrooms and indoor playgrounds on rainy days. Also, teachers require assistants or co-teachers to help with challenging students and the need for a fixed schedule, breaks, and sustainable paychecks [10]. Better work conditions should be provided for teachers and reasonable paychecks for teachers to afford their basics needs, as mentioned before [11].

Safety Needs

When working in schools or any other company, employees require a guaranty from their employers to ensure their physical and emotional safety, protect against danger or harm from work, and be treated equally. Employers should provide for their teachers' social security, which will indirectly provide emotional security for the teacher, which will show that the administration is competent and in tune with staff, children, and families [12] in his article concluded that social security and work insurance, in addition to fairness, impacted teachers' performance directly and positively [13].

Belonging needs

In this factor, employers can earn teachers' loyalty, as we mentioned before. It's inhuman behavior to look for love and a place to belong and call it a second home [37] in her article defined belonging needs as a group of feelings people try to overcome by meeting them; they must give and receive love, affection, and a sense of belonging [14]. This tier focuses more on the relationship school board and Human Resources, which can help build a work environment through general staff meetings, appreciation, positive feedback, interactive staff parties, office parties, and communication skills training [15].

Self-Esteem needs

A. Maslow's fourth tier includes responsibility, reputation, prestige, recognition [17]. Those factors once existed leads to self-confidence, self-motivation, and better performance as well as productivity. Maslow's esteem needs include the need for responsibility, reputation, prestige, recognition, and respect from others [18].

Self-actualizations need

Some teachers will repeat the preparation like (Lesson plans, IEPs, activities.) years after years without reflecting on themselves, teachers and employees have to practice self-projection and work better on their self-development; however, to reach this point, the already mentioned before points should be satisfied, [37] discussed in her article how A. Maslow defined that this tier is the desire of people to become more than what she/he currently is in the end, A. Maslow's will provide Human Resources a different insight and point of view that will help them to understand better, be more engaged in teachers daily work lives, and motivate them, that will ultimately increase overall teachers performance, productivity, and educators behavior, also, will help to build a workforce consisting of tutors who are constantly working and searching for ways to make school a better place and to make changes in students' lives [19].

Human Resources practices and teachers work engagement as well as job complexity

Employees are the essential key to a company's success; it is highly recommended that organizations recruit talented and well-engaged employees who intend to stay within the organization [20]. The idea of employee engagement and easing job complexity started to grab attention many years ago [22].

Engagement

Employee engagement is when teams are passionate and satisfied with their occupations, are committed to their workplace, and put effort into their work. Many authors defined employee engagement differently; for instance, [24] defined employee engagement based on several authors' definitions that employee engagement is personal involvement and satisfaction and enthusiasm for work a key factor in achieving an organization's goal. Also, they agree that employees' engagement is putting effort and holding a positive attitude towards the organization. Indeed, employees' engagement means when workers care about their company, they don't work only for a paycheck and are motivated internally and working on behalf of the company. The higher employees are, the higher outcomes will obtain. For example, engagement can lead to higher quality and productivity, customer satisfaction (in our case, parents' satisfaction), high level of profit, according to [25]: "Employees engagement benefits the organizations in several positive ways, which are performance, commitment, profit, productivity, and retention." What if these employees are teachers?

In today's world, the spotlight is being set on teachers as well as the pressure of multitude of expectations, from schools' administrations, parents, principals, coordinators, the community even students, since students draw a specific picture about their teachers, and scratching this picture will lead to less engaged students as well as will have a bad impact on them since teachers are the reason a child will either hate school or love it [26]. However, within, Human Resources practices will be challenging and much harder to implement, since they have a very limited role within schools and rarely engaged; according to the data I have collected that will be

represented in a section alone, many teachers argued and demanded that Human Resources be more interactive, according to the comments they left me: (1) Effective Human Resources Practices (2) Relationship between Human Resources and teachers, consider more motivation. (3) Respect teachers as well as appreciate them, and engage them more. (4) Human Resources should be more included, and also, they should respect and appreciate teachers and promote those who are good for schools' growth [27].

When discussing work engagement, it is often defined as a state of mind characterized by "vigor, deduction and absorption" to measure engagement level before anything. Together, these three factors adapted to educators' needs will help Human Resources understand and measure each level and engage teachers in their work environment. Vigor is the level of energy a teacher shows that motivate them to practice their duties, as a deduction is an effort a teacher is showing when working while engaged. And finally, absorption is the number of concentration teachers. They are putting when assigned to a specific duty. This three-factors help in experiencing the teachers while teaching [28]: Engagement is a work-related state of mind that is manifested through the three work engagement factors that are "Vigor, dedication, and absorption in their work activities. Vigor is associated with a high energy level… Dedication refers to enthusiasm… Absorption involves the employees' involvement … in performing their tasks [30]."

How are we excepting teachers to be engaged and motivated when calling to ask about something related to school? Do they only identify the therapist and administration department?

However, studies have proven that students are more satisfied in classrooms where they are more pedagogically and emotionally engaged in employing novel teaching methods [31]. Also, lack of engagement might be due to social context (administration, peers, relationships.). Teaching, as already discussed, is a very stressful profession with high expectations. Therefore, many researchers suggested the importance of the JD-R stressor model [36], [32]. According to the Job Demands and Resources Model (JD-R) developed by Arnold Bakker and Evangelia Demerouti in 2006, it is a characteristic model divided into job resources and job demands. JD-R model states that whenever job demands are high, and job positives are low, the stress level is very high, causing burnouts and turnover. This model's main objective is to reduce turnovers as well as stress while engaging teachers. (Job Resources) helps employees reach their objectives while accomplishing tasks [33]. Also, help reducing work demand stimulates self-development. On the other hand, Stultjens, D [36] stated in his article that according to the original definition, (Job demands) are the physical and emotional stressors of your job, including Time pressure, workload, poor interactive relationships [34]. Furthermore, this model helps in increasing teachers level of engagement, especially job resources; in his research [36] agreed to discuss the fact that job resources encouraged employees to meet their goals and Human Resources practices are the ones that help to experience them as well as maximize the positivity at work since these practices provide resources and opportunities such as motivation, skills, and impact definitely on their behavior and attitude [35].

Employees engagement will only increase when the organization can satisfy the employee's basic needs and provides them with values, resources, and demands, which takes us back to the previously discussed point in the second part of the theoretical framework, which is A.Maslow Hierarchy of Needs that will help how Human Resources should implement their practices to meet teachers demands and provide them the essential resources which lead us back to the JD-R model. Moreover, [39], [40],[42] discovered in their study that 50% of beginning teachers leave work after five years, which is stimulated by the lack of occupational commitment caused by lack of engagement; JD-R has shown to be effective to increase engagement. Their study concluded and provided a strong efficiency of the model impacting on teachers. Additionally, the JD-R model argued that using Human Resources practices positively influences teachers' engagement and performance while improving practice effectiveness. Also, [43] concluded that JD-R is very important and can be an effective strategy to reduce job-related engagement, health, and teachers' organizational commitment.

Job Complexity

Likewise, being a teacher requires multiple parents, skills, and teaching can be unpredictable. Parents, administration, coordinators, and principals, as we mentioned before, have different expectations depending on teachers to reach them creates job complexity at work, which will reduce their engagement and motivation. Still, job complexity has always been looking at as a factor to decrease engagement, not according to some researchers in their articles (Barker et al. Christian, Garza, and Slaughter) about engagement boosting feature could increase the use of Human Resources Practices [16]. Job complexity is the role of encouraging or mentally challenging employees. However, some researchers have found job complexity positively linked with positive outcomes, such as job performance, job satisfaction, and job involvement. Others have shown that high-complexity jobs may increase pressure and demands. For an instant, Job Complexity within schools and teachers can be highly motivated since educators have always shown competitively most of them are perfectionist, we do not accept being told that we can't execute or finish this task, for me the more challenges I had in my classroom and my school the harder I tried.

On the other hand, teachers who perceive a challenging and complex task will feel like making a unique contribution will increase their engagement. Challenging work enhances the feeling of wanting to develop and reach goals, which is associated with engagement. The more complexity the job has, the more teacher experiences, the more engaged. Furthermore, the complexity of Job will reveal to schools' administration as well as principals and coordinator qualified, motivated, seeking development teachers from non-qualified ones. Therefore, Job Complexity combined with the JD-R model has shown to be effective in many studies conducted by researchers and seekers; in our schools, we require a challenging environment for teachers to help them be more engaged.

Importance of teachers' motivation and role of Human Resources

Schools exist to educate children; in each classroom, we have future teachers, leaders, doctors, engineers, therapists … Yet, no school wouldn't be the same without their teachers. Teachers are one of the most valuable schools' most valuable elements, it's too bad when you call a school, or you're talking about achievements, teachers are rarely mentioned and thanked. Teachers within areas have always been unappreciated and always pressured; the questionnaire that I made to collect data back up my perspective that will be shared later on. Furthermore, teachers have always been known for their incredible multi-tasking skills. However, high expectations are always settled for teachers, for instant teachers are not only transferring knowledge to students, but their load is also much bigger than that, teachers are responsible for helping students to discover how their brains are shaped (Is it a triangle shape, maybe a circle or perhaps both?). Teachers are expected to help schools and students reach educational goals and present a professional suitable role model essential for the student to love coming to school. These complex tasks and prospects of responsibilities are directly related to teachers' motivation; no teacher becomes one if she/he is not motivated to teach. If a teacher is not motivated, they will not affect educating or teaching, directly impacting students' performance.

Furthermore, teachers have always been blamed and accused of being demotivated, and many leaders that I've interviewed showed dissatisfaction when it comes to their teachers' performance. However, the living conditions that we live within has always managed to demotivate teachers; for recent instant revolution, the unstable USD dollar rate as well as coronavirus, and many economic, sociological, environmental factors played a major role, while, on the other hands, teachers go to school with a huge load of paperwork to do, churlish parents, constant pieces of training, deadlines, unsatisfying payments, with no proper reward systems and appraisal forms. For instant, when reading the comments in the section I created for teachers to measure their level of motivation and engagement, more than 60% of the answers were to be more appreciated at work as well as Human Resources to be more engaged and present in their lives. Yet, the question to be asked is, what kind of motivation will stimulate teachers? Human Resources department, with coordination with principals and coordinators at schools, try to develop techniques to motivate their teachers to improve their performance.

Intrinsic (Financial motivator) and Extrinsic (non-financial Motivation)

One of the most important and difficult goals to achieve personal and generally is motivation. Motivation can make a person put a lot of maximum effort into achieving goals by working very hard to achieve other goals selected by the school. Motivation is defined as all internal and external driving forces that make the individual perform an activity. Another way can be described as Intrinsic for internal motivation and extrinsic as external. Intrinsic motivation is the inner motivation inside the person that will impact and determine their behavior. On the other hand, extrinsic motivation is when a person's performance is influenced by external factors such:

Money, post, positive assessments, and feedbacks. Teachers are mainly driven by intrinsic motivation. Many teachers talked to all mentioned that they don't do it for the money, money is dissatisfaction, do it for the message, and always feel motivated to do it. While other teachers mainly do it for the money extrinsic motivation, they still show dissatisfaction towards their payment, but they have to do it because they need to fulfill their needs.

The question to be answered is, what the best way to motivate employees since each employee is different from the other is? However, there's been two contradictor conclusions about the best motivation; many argued that money is the best motivation and couldn't be anything else. The authors spicily talked about two ways of motivation already mentioned. It's all depending on the employees and the employers to know how to bring their team's best. There's a relationship between teachers' intrinsic motivation and the teachers' performance since they teach because they want to spread knowledge and care about the path, not the money. However, motivation doesn't have to be with money, a raise, or a percentage; motivation can be through appraisals, reward systems, positive feedback, encouragement, and more appreciation behavior towards teachers. That's what makes teachers working within NGO sectors more satisfied and motivated even with their low checks. Surprisingly, within schools, reward systems and appraisal forms do exist, but they're not being taken seriously; many teachers express their demotivation through feeling unappreciated. Yet, many teachers, when asked if money is essential to motivate you? Answered yes, while others answered with a no. Motivation form is different from one person to another. The answer to what kind of motivator is best to increase productivity has no clear answer because, as we already discussed, what motivates person X won't do the same for person Y. Some might be motivated by money, while others are motivating when hearing positive feedback concerning their performance.

Human Resources role in reducing turnovers.

Teacher turnover has been recently increasing. Turnover is the rate of employees leaving their current workplace [44]. "Employee turnover reflects the ratio of employees who are leaving their workplace to the existing number of employees in the current company during the described period." Turnovers are major problems in education that affect administration and students and can be demotivating to other teachers. Turnovers can cause a bad reputation for the school. Many reasons can lead teachers to seek opportunities in different schools. As we already discussed, teachers within schools seemed motivated and unappreciated, not engaged, and the profession's salaries are unsatisfactory. Also, qualified teachers will seek a school that meets and satisfies their qualifications. However, Human Resources play a high role in controlling employees (teachers), leaving schools. Human Resources practices have a big impact on teachers' retention. They can impact and reduce turnovers through four essential points: (1) Engagement and motivation, (2) Training and development, (3) Compensation (4) Organization culture [44]. The company's different practices for its employees under the practices of Human Resources to reduce turnovers are:

- Training and development
- Compensation
- Organization culture

Engagement and Motivation

As we already discussed in the previous paragraphs, engagement and motivation play a big role when it comes to enhancing teachers' productivity as well as influence their performance; those two points are very important and, as we already mentioned, need to be more present.

Training and development

Through training and development, Human Resources can first preserve and work on the company (schools) goals and help employees (teachers) reach their goals and meet their exceptions by discovering and enhancing their important skills.

Compensation

Compensation is one of the essential Human Resources practices. It includes payments like Bonuses, profit, payment for overtime. Recognition awards that impact the financial part and the employees' psychological part affect the employees; this factor is more like a reward system that each school should consider implanting it. It creates competitive advantages between teachers and encourages employees and improves organizational effectiveness. According to [44], compensation should be associated with companies' goals, with a clear line of sight from the individual's actions to the rewards for achieving these goals.

Organization culture

Human Resources play a big role in organizational culture. The employee who is working for this organization has and embraces a particular culture, and any changes should consider employees. According to [44], there is a positive relationship between these factors and employee turnover. An effective Human Resources practices lead to an increase in employees' turnovers. All companies (Schools) must follow and practice an effective Human Resources application in their strategies.

Furthermore, the JD-R model also plays a big role in motivating teachers by detecting stressful situations and Human Resources to prevent it. Motivation, engagement should be included in the Human Resources job description since the presence of Human Resources while applying motivation and engagement through them has shown to be very affected, and Human Resources can influence teachers and make changes more than when giving them credits. A

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motivated workforce is a loyal workforce. Motivated employees have high levels of morale and commitment towards the organization and its goals and objectives. Motivation thus reduces employee turnover and reduces the need for constant induction of new employees. At the same time, having engaged teachers work indirectly on their loyalty and self-worth.

Research Methodology

This part describes the operational plan and strategy conducted. This methodology includes: "Research design, sampling design, data collection." This research will help us better understand Human Resources practices applications and job satisfaction using previous articles and through a group of teachers and principals, and coordinators. The research methodology will help us gain information and conclusions about Human Resources practices within schools.

Research design

Research design is classified into two categories: quantitative and qualitative research. These two categories always appeared to be the ones dominant in the research pattern or methodologies. Quantitative and qualitative research are two different methods used to answer questions.

- *Quantitative research:* also known as the traditional, positivist paradigm. It's formal and unbiased research. There are two types for this method: experiment or a survey. The research generalized, predict, explain, and come up with new understandings. These studies have been considered to be accurate, valid, and reliable. Also, quantitative researches are always objective [38].
- *Qualitative research:* This method explores the understood meaning by its setting by understanding the process of the meanings through interviews, case studies, or observations [45].

Both quantitative and qualitative research approaches hold important positions in the field of research. These two types of research approaches represent the two ends of the research scale. They differ in terms of their expectations, theoretical frameworks, and research methods. Both approaches have their strengths and weaknesses in their design and application. Which approach should be used when planning research depends on several factors such as the type of questions asked, the researcher's training or experiences, and the audience and the objective of their study. "Also, there are five research methods designs: "descriptive, exploratory, correlation, explanation and diagnostic research design." First of all, the descriptive design goal is to describe a phenomenon and its characteristics; this method focuses on the "How" rather than the "Why," therefore observation and survey are often used to collect data, according to [46]" descriptive design is the design to describe more than one variable without any casual hypothesis." The second type of research design is the exploratory design; this research is used mainly to investigate a problem; it helps to understand that problem better. However, it doesn't provide any conclusions. This type conducts his research in two ways: through a survey, interviews, or a

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focus group, the second one through literature research or online research. The third type is the correlation; this type is a non-experimental research design since it helps researchers establish a relationship between variables. However, there are no clear results about the analytic techniques of this research concerning the variable relationship. Also, this research requires two different groups, not one. The fourth type is explanation design or experimental design; in this type, the researcher observes the impact a variable caused independently on a dependent variable; this main type objective is to solve the problem. Towards the end of this point, the last type to be discussed is the diagnostic design. Researchers will be underlying a specific matter when conducting this type to learn more about the situation's problem. This design also goes through three parts to solve the issue, inception, diagnosis, and solution.

Furthermore, for this study, our research will be based on qualitative and exploratory research. Qualitative research was more suitable for this study since it helps develop a better understanding of the importance of Human Resources engagement and implement motivation on teachers' performance and productivity. Moreover, the research will be based on qualitative exploratory research, which helps define and explore the research statement and achieve the overall objectives.

Sample Design

The research sample design includes two types of samples: non-probability sampling and probability sampling "non-probability samples can yield results that are just as accurate as to probability samples, provided that the factors that determine a population member's presence or absence in the sample" Non-probability sample is a procedure sample that cannot offer a basis for any opinion of probability. This sampling method has five different samplings: "Quota, accidental, Judgmental, Expert and snowballs sampling."

Quota sampling

The researcher here is the ease of access to his sample population using quota samples; his tallying will be at his convenience guide by some evident characteristics, such as sex, race, and population of interest. The sample selection is by the researcher's convenient door; any person or individual was mistakenly seen with the same characteristics will be asked about the research subject for inclusion.

Accidental Sampling

It is a convenience in reading the sampling population, mostly used among marketers or newspaper researchers. It has the same advantages and disadvantages as quota sampling, and any obvious characteristics do not guide it.

Judgmental Sampling

The sampling design is based on the researcher's judgment of who will provide the best information to succeed for the objectives study. The research needs to focus on those people with the same opinion to have the required information and share it.

Expert sampling

The researcher here seeks the consent of an expert or known expert in the area of study and collects his information directly from the respondent's individual or group. It also involves sample assembling of people who can demonstrate using their experience or those specialized in the areas.

Snowball Sampling

This technique is useful for rare or hidden populations where members are difficult to identify and contact. As more people are introduced, more data are collected. Although very useful for hard to reach populations (e.g., illegal drug users), this method is subject to bias due to the lack of control over recruitment and the fact that those with more connections are more likely to be included. Probability sampling, Probability sampling is also known as 'random sampling. This sampling permits every single item from the universe to have an equal chance of presence in the sample. The probability sampling type will be based on the following; "Systematic random sampling, Stratified types of sampling, Cluster sampling, Multi-stage sampling, Area sampling." "probability sampling process is that the sample matches the target population's characteristics; that is, the sample is representative. Assessing whether a sample is representative of the population requires comparing the sample statistics to the target population's statistics."

Systematic sampling

Thus, in systematic sampling, only the first unit is selected randomly. The remaining units of the sample are to be selected by a fixed period, and it is not like a random sample in the real sense; systematic sampling has confident points of having improvement over the simple random sample, as ample, the systematic sample is feast more equally completed to the complete population. The method's execution is very easy, less in cost, and convenient to use in a larger population.

Stratified sampling

It is applied when the population from which sample to be drawn from the group does not have a homogeneous group of stratified sampling techniques; in general, it is used to obtain a representative of a good sample. Stratified sampling divides the universe into several sub-group populations that are individually homogeneous than the total population (the sub-populations

differences are called strata). Select items will be selected from each stratum to generate a sample. In this case, each stratum will be more homogeneous with the population; a more precise estimate will be generated from each stratum.

Cluster sampling

When the research's total area is too large, the researcher's better way is to divide the area into smaller parts of the same or equal and then select randomly from the smaller units. It is expected that the total population is to be divided into relatively smaller numbers that are still from the clusters of smaller units. Some of these cluster units will be selected randomly to be included in the general sampling.

Multi-stage sampling

It is additional progress of the belief that cluster sampling has. Normally in multi-stage sampling design is applicable in a big inquires of geographical area, for the entire country. Multistage sampling has to combine the various methods of probability sampling in the most effective and efficient approach.

Area sampling

It is a designed sampling that deals with the subdivision of environment clusters of units centered on terrestrial location. In this study, since the research is the qualitative type and exploratory, non-probability sampling is very suitable for this research and more precise than purposive sampling. Given the limitation of time, the research wasn't conducted in-depth. And the fact that the topic hasn't been studied over the past years which made reference limited. The results of the study may not be generalized. Still, it should provide a basis for further research and understanding of the effect of implementing motivational systems as well as Human Resources to be more included in teachers' lives.

Data Collection

Data collection is the process of collecting and measuring information depending on specific variables of our interest to help us answer our research questions, come up with the necessary hypotheses and analyses, and evaluate the outcomes. Data collection is one of the most important stages in the research [23]. "Data collection is a very demanding job that needs thorough planning, hard work, patience, perseverance, and more to complete the task. Data collection starts with determining what kind of data is required, followed by selecting a sample from a certain population. After that, you need to use a certain instrument to collect the data from the selected sample".

Furthermore, data collection is either:" Primary or Secondary data." Primary data is when information is collected by the researcher himself for his assignment, that information mainly hasn't been collected. Primary data are mainly related directly to the researcher's issue or problem, collected through surveys, questionnaires, etc. [23]. Primary data are data collected from first-hand experience and haven't been published. Primary data has shown to be more valid than secondary data".

Conversely, even though primary data have different ways to collect them through surveys, questionnaires are more realistic and reliable; each advantage has its disadvantages, which will appear as limitations for the study. For instance, when an interview is to be conducted, the reportage is limited, and more researchers are required for wider coverage. Also, data collection requires lots of time; correspondingly, when preparing a survey, questionnaires, or other types, questions should be easy and understandable for the people that will participate in the research, and the most important disadvantages a researcher might come across is a lack of seriousness in the answer.

Secondary data is collected by a party not related to the research study, collected for the same purpose but different timing. When a researcher uses these data, they become secondary for him. Secondary data is classified in terms of its source, either internal or external. Internal data is secondary information acquired within the organization where research is being carried out. External secondary data is obtained from outside sources. There are various advantages and disadvantages of using secondary data. Secondary data can be cheaper and faster than primary and provides a way to access the work of the best scholars worldwide. Also, secondary data gives a frame of mind to the researcher that in which direction he/she should go for the specific research. On the other hand, the third party that collected these data might lack accuracy and might appear unreliable. Also, it may not be suitable for the other one due to variable environmental factors, and most importantly, with time, data becomes obsolete and very old.

However, when collecting data, research should consider the three types of data collection: "Qualitative, Quantitative and Mixed data." Qualitative data collection methods are very important since they impact the evaluation by providing useful information to understand this process. These data can improve the survey-based evaluation by conducting hypotheses characterized by having open-ended, less structured protocols, having to interview the interviewee several times. Mainly these data are not generalized for a specific population. Instead, each case study produces evidence that can be used to seek different issues. As for quantitative data collection, rely on random samples and structured data collection that fir diverse experiences. This method produces easy data to be summarized, compared, and generalized. Typical quantitative data gathering strategies include experiments and clinical trials, observing and recording steps and processes, and close-ended surveys. In general, it's more of scientific data collection [23]. The last one we have is the Mixed data collection type; it consists

of several different methods in a study or points using a mixture of qualitative and quantitative methods.

These mixed-method approaches may include designing and developing interventions, evaluating, and convergence of data findings. However, this approach might cause some challenges explaining opposite qualitative and quantitative research questions, time-intensive data collection and analysis, and decisions regarding which research method to combine. Towards the end, data collection concerning this thesis will be done through primary data based on semi-structured interviews and online surveys and a focus group. The research will be based on semi-structured interviews, a zoom interview with school principals in private, public, sand coordinators, and HRs. This method allows asking open-ended questions to have depth information about how Human Resources manage teachers' lives and how teachers see Human Resources. The survey will be conducted as an online survey for teachers due to the pandemic problem we are having, as well as for the focus group will take place online through zoom with a group of 5 to 7 teachers. However, Semi-structured interviews will not allow the topic to be drifted into unfruitful areas with minimal skill required from the interviewer.

Limitations

Due to the global pandemic that has obligated us to pursue our studies online. This pandemic has caused a lot of limitations during data collection. The interviews happened via zoom and many coordinators. Human Resource employees ignored my request to interview them. Also, a survey made online made it hard to reach a certain number of teachers.

Moreover, the other limitation that came across the path is that these data only considered teachers' satisfaction of Human Resources practices and their belonging in general, drawing barriers for an open conversation and how they truly feel in their school. Also, interviews have been briefed and short. Also, due to this lockdown names of participants are to remain anonymous because all of the required approval from their school to mention their names and schools' name; only the sector they belong to will be mentioned. Social contact was hard to achieve during this phase.

Data analysis using descriptive statistics, charts, and graphs.

Data Description

This section will describe data that was collected through semi-structured interviews. Six interviews were done through zoom (refer to Appendix 1) with principals from three different schools, which most of them will remain anonymous due to school policies (Refer to Appendix 1). A survey of thirty-nine questions was also handed to teachers from different sectors via the internet (Refer to Appendix 2).

Zoom interviews: Those interviews were conducted with six anonymous people.

- Three principals: Anonymous one: is a principal in an NGO organization.
  - Anonymous two: is a principal in a private school.
  - Anonymous three: is a principal in a public school.
- Two coordinators: Anonymous four: Educational Coordinator in an NGO.
  - Anonymous five: English Coordinator in a private school.
- One coordinator assistant: Anonymous six
- (who used to be recruitment responsible in a multinational corporation)

Questions of these meetings are the same for coordinators as well as principals and assistants. Made it this way on purpose. Those questions will be shared through (Appendix 4).

Online Survey

An online survey has been completed by 84 teachers from different sectors (Public-Private and NGO). This survey has thirty-nine question, and column teachers expressed their feelings about their schools, freely and anonymously, that will be shared through (Appendix 3).

Data Analysis

Part one: Zoom Meetings.

We, Will, start by analyzing the meetings that were held through zoom with three principals. In the first meeting, with the Anonymous one, she's a principal and the organization's owner. She holds a Ph.D. in special education. This organization started as a small apartment and grew to become an organization well known. Each principal was asked the same ten questions that will be presented in (Appendix one). When asked about the first question, she replied: "I will never feel satisfied with my teachers' performance, they should be more training for them and self-development." We continued our meeting by jumping to the following question, to which she agreed. She feels satisfied with their performance in classes. Still, it's not the main important thing for her; she sees academic performance with special needs kids as a right for them but not as important as the teacher creates a relationship between her and the students, which will lead us to the third question. She hoped that all teachers could create a beautiful relationship between them and the students. For her, teachers should always have pieces of training and self-development workshops.

Furthermore, when asked about motivational strategy to stimulate teachers and if Human Resources are the ones that implement this strategy, she replied by explaining for me about their reward system that consist an appreciation letter after each semester for the teachers that not only are measured by the level of their paperwork instead they are chosen due to their self-development and how they respect and follow the schools philosophy and about the relationship they created with their students, also she added by the end of the year a small bonus will be

handed to a specific number of teachers that are chosen by their coordinators, but what is surprising is that Human Resources employee isn't involved in this part, when asked why she replied that coordinators are the one that won't allow the Human Resources employee to be part of this task, which appeared that Human Resources in this school have limited tasks which answered our next question that Human Resources employee isn't teachers' lives. We continued our meeting by asking her the next question, number six, how, and on what basis they measure motivation level. She doesn't have one way to measure it since each teacher's motivation appears differently.

Moreover, when asked question number 7 about Human Resources practices compared to outside Human Resources, she agreed that they are on the same side. Following question number seven, when asked what demotivates teachers, she focused mainly on external factors. Towards the end, when asked about the seriousness of appraisal rewards, she agreed that those rewards are being taken very seriously, which I found it a bit strange since it has been two years since the last time an appraisal was handed to the teachers when spotted the light about the fact that those appraisals aren't being activated, she replied that due to many external factors that have been happening it made it them forgot about it, they do have a reward system but isn't being applied due to the impact of external factors and life's pressure. The second meeting was held with anonymous two; she's a principal at a private school, holds a degree in pedagogy, and has been in this field for more than five years. When she started with the first question, she feels very satisfied with her teamwork and always motivate them. When asked about how she feels and sees her teachers' performance with students and in the classroom, she said each teacher manages her classroom differently. Each one of them has her strength and weaknesses. She loved the professional relationship teachers created with their students, continuing to question four, same to anonymous one Human Resources doesn't seem to be present in teachers' lives, Human Resources is known for laws and regulations which answer question number five and question number seven that Human Resources practices that aren't the same in other companies, also she added that they motivate their teacher by a constant appraisal which answers question number nine of how often appraisal is used, and giving feedback.

As for question six, the motivation level of these strategies is measured through teachers' happiness and how happy students they are, ongoing to question number eight in her opinion what demotivate teachers are not being appreciated, routine in work as well as external factors that they try their best to help them separate their personal life from their professional. Towards the end, we ended our zoom meeting with question number ten, and they believe this approach and their reward system is a financial bonus and being appraised and give teachers feedback. The third meeting this meeting was held with a principal in the private sector; she's been in this position for more than five years she used to be a teacher before. However, Human Resources related questions are eliminated because public sectors don't have any Human Resources; principal and chief executive do their work. Furthermore, for our first question, she somehow feels satisfied with their performance in the classroom and them. Still, she feels their performance with students tends to be a bit rigid; however, in her opinion, teachers in public

school seems to be demotivated because of the payments problem this sector has; she tries her best to motivate them through positive feedback and appraisals, which answers our questions of numbers four, eight, nine and number six but the first part. We continue with question number nine; no specific reward system is to be followed at their school. Still, she tries her best to create one by giving feedback, appreciates hard-working teachers in front of their colleagues, throwing a small gathering to maintain good social interaction with them. Policies and applications in public sectors are different than those in other sectors.

Coordinators meeting

Both coordinators answered similar questions that were asked to principals; the main reason is that coordinators directly contact teachers daily more than principals. Both meetings are similar, for those answers will be combined. First of all, both of them used to be teachers and have more than ten years of experience. For instance, anonymous four is an educational coordinator in an NGO with 12 years of experience, while anonymous five is an English coordinator and a teacher with ten years of experience. We started with the first question anonymous four replied: "As a coordinator, I do direct and indirect classroom observation several times during the year. No matter how knowledgeable, creative, and experienced a teacher is, her/his academic performance relies on the ability to reach a diverse group of students in the class and meet every student's unique needs. I am generally satisfied with the teachers' academic performance. Still, at the same time, I encourage them to reflect on their teaching practices and share experiences with me and others to explore ways to improve their lessons" while anonymous five replied: "Yes, I'm very satisfied with my teachers' performance, I like to encourage them and reflect my experience with them while staying updated to new teaching techniques which they do it without asking." Concerning questions two and three, anonymous four and five agreed that having many students in class with little free time during the day makes it so difficult for the teacher to be enthusiastic, energetic, and active all day long. Some teachers work in the afternoon, attend universities, have families & responsibilities, or even have personal problems... Thus, the performance of teachers in the class depends on other factors too. This year, teachers' performance in class has improved compared to previous years since we have adopted the coaching approach where two teachers share responsibilities.

In general, I am satisfied with most teachers' performance. As for question number three, for them, all teachers have a very beautiful relationship with students. It is mainly based on both love and authority at the same time. Working with special needs requires a big heart and an accepting spirit. This is, for me, is much more important than anything else. Ongoing with question four, teachers are put under many challenges, paperwork, and due dates. They try their best to stay positive and encourage them by observing their lessons and highlighting their private and public strengths in front of their colleagues. We try our best to listen to teachers and find a solution; we also try our best to join them in group sessions to empower them and encourage them. In this way, we are increasing and improving work qualities of work and reduce turnover.

However, these strategies aren't implemented by the Human Resources; they aren't involved in teachers lives as they should be; usually, they as coordinators are the ones that make and take the decisions; they do Human Resources practices while Human Resources are busier and focused on social affairs as well as laws and regulation matters, which answers question five. Continuing towards question number six, for them is through the attachment teachers feel and experience towards their workplace which by it shows how comfortable and satisfied with their job, however, it's not easy to measure motivation, the relationship that has been built with teachers helps me to motivate them according to what stimulates them. Furthermore, when asked if Human Resources practices are in line with proper practices in the Human Resources, anonymous one believes that Human Resources within NGOs have different job descriptions than those in companies, while anonymous five things that Human Resources are doing good. Enduring towards question eight, they both replied that what demotivate teachers: not being appreciated for good work, low salaries, having a negative relationship with administrators and coordinators, when they can't trust their coordinator and have no freedom in teaching or dealing with students, and most important when parents are picky and doesn't appreciate them.

When asked about question number nine, anonymous four responded that internal and external appraisals are done through them as coordinators to evaluate teacher's performance, which is done at the end of the academic year where each teacher is required to prepare a portfolio to be shared and discussed with the school principals where they talk about positivity and the things that they should work on it, appraisals aim at providing the teachers with the quantitative and qualitative evaluation that help them reflect on their performance and set objectives for the upcoming academic year. Taking the appraisals seriously or not depends on the teacher. Some of them work on their personal growth and professional development and thus take feedback in a very positive, enriching way. On the other hand, some teachers don't care or might react negatively; anonymous five agreed that appraisal is done through positive feedback and appraisal in group meetings. Towards the end, when asked about number ten, they replied that teachers shouldn't wait to be rewarded for their opinions. Teachers are persons that make a difference in the lives of many students. The work itself is rewarding as they are making a difference in the lives of many students. Coordinators should often praise the teacher's work during staff meetings. Appreciation letters are occasionally offered and should be to teachers.

Coordinators assistant

I choose the coordinator assistant to ask her these questions because she has experience in the business. She used to be a Human Resources employee responsible for recruitment in Micheal Page company before changing her major into education. We started by talking about the Human Resources application that is practicing wrong from her own experience; most coordinators in schools are doing Human Resources jobs, recruiting, training… recruitment process is wrong in most schools, Human Resources practices are wrong and not being implemented. Next, we discussed teachers' demotivation, for her many external factors contributed to demotivating teachers, especially the teachers that aren't self-motivated; also, she added and focused on

communication between staff and Human Resources; there isn't any background of communication between teachers and Human Resources which should be present because in any company you have the right to go up to the Human Resources and complain about something that's bothering you or a misunderstanding that happened between employee and his boss. At the same time, in some school, you need to take permission from your coordinator or principal to go and discuss issues with the Human Resources, which is against any Human Resources practices which will create a feeling of demotivation because it appears as they are waiting for teachers to do something wrong, there's no kind of communication between Human Resources and teachers since coordinators and principals are doing Human Resources job. She continued by adding to the conversation the lack of appraisals, for her teachers aren't being praised and appreciated. Also, these appraisals should be reviewed by Human Resources, which is not. She added that schools should also create a financial reward system that will help raise motivation; she disagrees with how they handle these processes. During our meeting, anonymous six mainly focused on communication, for her communication is what is missing, especially communication between Human Resources and teachers. Human Resources should be present in teachers' lives, get close to them, and practice their job descriptions more.

For the last meeting, Human Resources working in schools are hard to reach. Due to the global pandemic communication, emails and phone numbers were held through emails and phone numbers, which most of them didn't answer, but, when reached, they weren't cooperative and didn't want to do this interview. For that reason, no Human Resources was present for my meeting, yet, I had a small conversation with a Human Resources Manager in the Human Resources Association. He agreed with me when I told him Human Resources at school aren't being practiced. We lack their presence and the fact that there are no Human Resource employees in the public sector.

Part two: Online Survey

This online survey was made for teachers to answer. It has thirty-nine questions plus a column for them to express their feelings towards their workplace. Each question had five options: "Strongly agree, agree, neutral, disagree, strongly disagree" and "Highly motivated, 1, 2, 3, 4, highly demotivated". This survey was sent via email and WhatsApp to teachers and has been uploaded on teachers' groups. When asked if school payment increments (Appendix 6) are satisfactory, 34.5% disagree and feel like these payments don't meet their expectations.

On the other hand, 17.9% feels satisfied with their payments. When asked another question, id rewards are being distributed equally in their school, surprisingly 36.9% disagreed, and 14.3% strongly disagree. Some asked me what do I mean by a reward system!!

Moreover, when asked if Human Resources is seen as an important part of the school, 16,7% strongly disagreed. In comparison, 26.2% disagreed, and 26.2% felt neutral for them, while, on the other hand, when asked if they can tell Human Resources about everything, 27.4% disagreed while 20.2% strongly disagreed. Furthermore, when asked about Human Resources

practices and added value, the rating was distributed between strongly disagree, disagree, and neutral with no percentage to agree and strongly agree; for an instant, when asked about Human Resources added value, 36,9% answered neutrally. In comparison, 19% disagreed, and 14.4% strongly disagreed; on the other hand, when asked about the usefulness of Human Resources practices, 42% answered neutrally.

Continuously, when questioned if the Human Resources department created a reward system in their schools, 31% felt neutral, while 26.2% strongly disagreed, and 23,8% disagreed. Ongoing to the next question, when asked if they picked up teacher of the year, 26.2% found it highly demotivated, which in their own words:" never happened." However, when asked if they would change their job and not become teachers, 76,2% won't change it for the world. Next, when asked about colleagues' motivation, 59.5% answered some of their colleagues are motivated, while 25% aren't motivated, and 15.5% are motivated. When asked if money can help them be more motivated, 82.1% answered yes, while 17.9% answered with no (Here we have two internal and external motivation to work on it). In the end, a small box was left for teachers to express their feelings towards their schools; 84 of the teachers left comments that will be shared in (Appendix 3). Our studies showed that:

- Teachers feel unappreciated in their environment.
- Teachers aren't satisfied with the payment they receive.
- Teachers don't take Human Resources seriously.
- Teachers don't take into consideration Human Resources practices.
- Human Resources aren't present and engaged in teachers' lives in schools.
- Teachers need a lot of motivation, as well as engagement.

Findings

This study's finding indicated the benefits of implementing motivational systems rewards and engaging teachers more and Human Resources to engage more in teachers' lives daily. However, the main challenge is associated with the job description of Human Resources. As we already mentioned in our analysis, coordinators and principals apply these practices; the challenge here will be the Human Resources application of these practices. In contrast, coordinators and principals focus on their job description. These findings reflected and answered the research objective of this study, showing the effect of motivation and engagement and Human Resources' presence that can influence teachers' performance and productivity. Moreover, these findings reveal and answer the research questions and objectives for the whole project. That proves the importance of Human Resources in schools and motivation and engagement on teachers' performance.

Conclusion

This study explores the impact of Human Resources engagement and motivation on teachers' performance in a qualitative exploratory approach. In which data collected through primary data based on semi-structured interviews and surveys. Nonprobability design based on convenience sampling takes place by interviewing six employees from different school sectors by zoom. The study concludes that Human Resources presence in teachers' lives and the implementation of motivation and having teachers more engaged reduced turnovers and will enhance the sense of belonging. Moreover, the study concludes that there is a strong positive relationship between Human Resources presence and teachers' satisfaction. The result obtained from the interviews (Appendix 6) shows that teachers are demanding to be more appreciative and for Human Resources to be more active and present in their lives. This includes Human Resources clear job descriptions and practices. However, despite the benefits of these interventions, it is associated with some challenges. The study shows no clear Human Resources application model in the education field to be followed by Human Resources employees. When teachers come to school, they shouldn't leave their hearts at home.

Recommendations

The fast-changing world that we live in is changing skills, putting high expectations and focuses on the importance of productivity for that it's recommended that:

- Schools give more importance to Human Resources, which will help in achieving schools' goals.
- Human Resources should implement more reward systems in their schools and adapt an appraisal form.
- Increase the sense of belonging and reduce turnovers by increasing motivation and engagement.
- Re-structuring the recruitment processes in schools to hire qualified teachers.

Future studies

For further studies, have two different methods, interviews, and observation should be applied in the study. Adapt different points of view from different perspectives that may result in changeling outcomes. This study only covered three schools. It is recommended to repeat this study in different schools.

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