

THE EFFECT OF HUMAN RESOURCE MANAGEMENT ON THE QUALITY OF TEACHING IN SCHOOLS

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Abstract

This research examines the influence of human resource management (HRM) on the quality of teaching in schools. The main focus of the research is how the implementation of effective HRM can improve teachers' skills, knowledge and motivation to deliver quality teaching. Through selective recruitment processes, continuous training and structured performance evaluations, schools can ensure teachers have the competencies needed to optimise student learning outcomes. In addition, an appropriate reward and incentive system can encourage teachers to achieve their best performance. The research also highlights the importance of creating a positive and collaborative work environment where teachers can support each other and innovate in their teaching practices. The findings from this study suggest that strategic and holistic HRM is able to bring about significant improvements in the quality of teaching and, overall, improve the quality of education in schools.

Keywords: Human Resource Management, Teaching Quality, School.

Introduction

Human resources (HR) play a crucial role in the success of an organisation, including the education sector. Teachers, lecturers and other education personnel are agents of change who can make a significant impact through effective teaching, relevant curriculum development and the application of innovative learning methods (Koretskaya, 2024). In addition, professional and dedicated human resources can create a conducive learning environment, inspire and encourage students to reach their full potential, thereby creating graduates who are ready to compete on a global level and contribute positively to nation building (Tursunbayeva, 2024).

The quality of teaching in schools is greatly influenced by how human resources, especially teachers, are managed. Effective human resource management can improve teacher performance, which in turn will have a positive impact on teaching quality and student learning outcomes (Juliani & Aslan, 2024); (Mariska & Aslan, 2024).

Teaching quality is a key element in the learning process that determines how effectively students can understand and apply the knowledge they acquire. Qualified teachers not only master the material, but are also able to inspire, motivate, and provide

ways of learning that suit students' needs (Fiteriadi et al., 2024); (Antika et al., 2024); (Fitriani et al., 2024). Therefore, schools need to ensure that they have competent and dedicated teachers.

Human resource management covers various aspects such as recruitment, training, career development, performance appraisal, and incentivising. Human resource management in schools plays an important role in ensuring that all teaching and non-teaching staff work optimally and synergistically in achieving educational goals. HRM includes recruitment, selection, training, development, performance appraisal, and rewards and sanctions (Weideman & Hofmeyr, 2020). With proper recruitment and selection, schools can ensure that individuals who join have the appropriate competencies and qualifications. Continuous training and development helps educators and staff to continuously improve their abilities in accordance with the latest developments in education. Objective and transparent performance appraisals enable schools to identify strengths and weaknesses and design relevant improvement programmes (Doll, 2021).

In addition, HRM in schools also plays a role in building a positive and productive work culture. By creating a comfortable working environment, promoting transparency, co-operation and effective communication, HRM can increase the motivation and job satisfaction of educators and staff. This, in turn, has a positive impact on the quality of teaching and services provided to students. Rewarding individual and team achievements also boosts morale and a sense of community, while handling problems fairly and professionally prevents conflicts from arising that can disrupt the teaching and learning process. Thus, good HRM helps schools build a solid team that is committed to the vision and mission of education (Arvanitakis, 2021).

Despite its importance, HRM in schools often faces challenges such as budget constraints, lack of leadership support and resistance to change. Teachers who do not receive adequate training or who are not clearly evaluated often experience stagnation in their performance which can negatively affect the quality of teaching (Alsalman et al., 2023).

High-quality teaching requires motivated and competent teachers. Therefore, the implementation of effective HRM within schools is necessary. Schools that manage their people well tend to have a more dynamic and productive learning environment where students can achieve better academic results.

Research Methods

The study in this research uses the literature method. The literature research method is an approach that involves collecting, evaluating, and synthesising information obtained from various written sources such as books, journals, articles, official reports, and other scientific publications to answer research questions or understand a particular topic in depth. This method is important for summarising

existing findings, identifying gaps in existing knowledge, and building theoretical foundations for further research (Alaslan, 2022); (Suyitno, 2021). In its application, the researcher must conduct a comprehensive literature search using relevant keywords, then select the most credible and related sources. After that, the researcher analyses and integrates the findings from various sources to produce a convincing and structured review. This method not only helps enrich the theoretical framework, but also avoids duplication of research and sharpens the focus on unanswered problems (Adlini et al., 2022).

Results and Discussion

The Effect of Teacher Recruitment and Selection on Teaching Quality

Teacher recruitment and selection are two crucial stages in human resource management in education that have a direct impact on the quality of teaching. The recruitment process aims to attract competent teacher candidates through various channels such as recruitment announcements in mass media, online portfolios or university networks (Makapela & Mtshelwane, 2021). This stage is important because by attracting a large number of qualified candidates, schools have more options to find individuals who best fit the desired profile. When done well, recruitment can reach teacher candidates who not only have high academic competence but also have soft skills such as communication ability, managerial skills, and good work ethics (Cooke et al., 2020).

Teacher selection, on the other hand, involves an in-depth screening and assessment process of candidates who have applied. The selection process usually involves a series of written tests, interviews, teaching practicum assessments, and reference checks. With rigorous and competency-based selection, schools can ensure that the teachers they hire are individuals who are not only academically sound but also dedicated to the teaching profession. Effective selection helps schools dig deeper into the character and adaptability of prospective teachers, which is an important aspect in maintaining a dynamic and conducive learning environment (Seqhobane & Kokt, 2021).

There is a strong link between effective teacher recruitment and selection and teaching quality. Well-recruited and selected teachers are usually able to design and implement learning methods that suit students' needs. They are more likely to have the ability to deliver subject matter in an interesting and easy-to-understand manner, thus increasing students' interest and participation in the teaching and learning process. High teaching quality, in turn, has a positive impact on students' academic achievement as well as their character and skill development (Pruijssers et al., 2020).

In addition, teachers who are selected through a good selection process also tend to have the ability to manage the classroom effectively. They can create a conducive learning atmosphere, overcome challenges that may arise, and provide individualised attention to students who require additional assistance. These factors

contribute to creating a positive learning environment, motivating students to study harder and instilling a positive attitude towards education. Thus, the high quality of teachers is not only determined by their knowledge, but also by their ability to manage classroom dynamics and interactions with students (Boxall & Purcell, 2022).

Overall, effective teacher recruitment and selection has a significant influence on the quality of teaching in schools. By ensuring that only the best teachers are hired, schools can improve educational standards and provide better learning experiences for students. The long-term impact of this process is an increase in the quality of graduates who are better prepared to face the challenges of further education and real life. Therefore, investing in a planned and sustainable recruitment and selection process should be a top priority for every educational institution.

Teacher training and development in influencing teaching quality

Teacher training and development plays an important role in improving the quality of teaching in schools. With the ever-evolving demands of the curriculum and the diverse needs of students, teachers must constantly update their skills and knowledge in order to provide effective and relevant teaching. Quality training enables teachers to understand the latest teaching methods, integration of technology in learning and effective classroom managerial strategies. As a result, trained teachers can create a dynamic and engaging learning environment for students (Luna, 2020).

Improving the quality of teaching through training not only impacts the methods and materials delivered, but also affects the way teachers interact with students. Training that focuses on developing social and emotional skills makes teachers more sensitive to students' individual needs and able to build better relationships with them. A positive relationship between teachers and students is key in motivating students to actively engage in the learning process, which in turn will improve their academic outcomes (Christoforidis & Anastasiadou, 2024).

On the other hand, teacher development can also be done through professional collaboration and sharing best practices with peers. This could be in the form of discussion groups, workshops or seminars that allow teachers to share experiences and solutions to challenges faced in teaching. This kind of collaboration not only enriches teachers' horizons but also builds a learning community that supports and inspires each other. Teachers who engage in continuous professional development tend to be more motivated and feel valued in their work, which has direct implications for teaching quality (Ahmed & Siddiqui, 2020).

In addition, support from the school and government is also crucial to ensure the success of teacher training and development programmes. Schools should provide adequate time and resources for teachers to participate in training, while the government can support through regulations, funding and policies that enable access to such training. A system that supports teacher development not only improves the

quality of individuals, but also boosts the reputation of schools and the education system as a whole (Arasa, 2021).

Overall, teacher training and development is a critical investment in improving the quality of teaching. High-quality education is not only judged by students' academic results, but also by how teachers are able to inspire and guide students through the learning process. By equipping teachers with the necessary knowledge and skills, they can have a significant positive impact on student achievement and the future of education.

The Impact of Teacher Performance Management and Evaluation on Teaching Quality

Teacher performance management and evaluation have a significant impact on the quality of teaching in schools. Through an effective performance management system, teachers' abilities and achievements can be monitored, identified and improved on an ongoing basis. Proper evaluation also enables the identification of teaching needs and shortcomings, so that specific development plans can be developed to suit teachers' needs. As a result, teachers will be better prepared for the challenges of teaching and able to improve student learning outcomes (Diefenhardt et al., 2024).

One of the positive impacts of teacher performance management and evaluation is increased professionalism among teachers. Transparent and objective evaluation processes provide constructive feedback on teacher performance. This feedback helps teachers to realise their shortcomings and find ways to improve them. With clear benchmarks in place, teachers are motivated to achieve higher standards and adopt best teaching practices, ultimately improving the quality of classroom teaching (Gigauri, 2020).

Continuous teacher evaluation also enables the identification of leadership potential among teachers. Teachers who demonstrate superior performance may be given additional responsibilities, such as mentor to new colleagues or member of the curriculum development team. This not only helps the individual develop professionally but also enriches the educational community in the school. With a more even distribution of responsibilities, the workload is more manageable, which promotes a positive and harmonious working atmosphere among teaching staff (Ignatius et al., 2022).

In addition to the individual benefits, structured performance management and evaluation can also assist schools in long-term strategic planning. Data obtained from teacher evaluations provide valuable insights into areas that require more attention, such as additional training, better educational resources or changes in teaching methods. Analysing this data allows schools to make evidence-based decisions, which will improve effectiveness and efficiency within the school as a whole (Zakiah & Aslan, 2024); (Hayani et al., 2024); (Arnadi et al., 2021).

Overall, performance management and teacher evaluation positively affect teaching quality in several ways. They ensure teachers are more skilled and competent, build a professional environment that encourages co-operation and development, and enable better planning and decision-making at the institutional level. With a sustained focus on performance development and improvement, the long-term impact will be seen in improved student learning outcomes and better education quality in general.

Conclusion

Human resource (HR) management has a great influence on the quality of teaching in schools. With the implementation of effective HR management, schools can ensure that teachers have the necessary skills, knowledge and motivation to deliver quality teaching. Selective recruitment processes, continuous training and structured performance evaluations all contribute to improving teachers' professional capabilities. In addition, appropriate rewards and incentives can also increase teachers' motivation to achieve better performance. When teachers feel supported and motivated, they are more likely to give their best in their teaching, which ultimately improves student learning outcomes.

In addition, good HR management also creates a positive and collaborative work environment where teachers can support and learn from each other. With a fair and transparent performance appraisal system in place, teachers have the opportunity to develop and get constructive feedback. This not only improves individual performance, but also encourages innovation and improved teaching practices. Overall, strategic and holistic HR management can bring about significant improvements in the quality of teaching, which in turn improves the overall quality of education in the school.

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