



Implementation of Human Resource Management in Enhancing Teacher Performance at Phatnawitya School, Yala, Thailand

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Abstract

This study aims to examine the implementation of Human Resource Management (HRM) in enhancing teacher performance at Phatnawitya School, Yala, Thailand, as well as to identify the obstacles faced in this process. A qualitative research approach was employed to gain an in-depth understanding of HRM implementation in the school setting. The findings reveal that HRM practices at Phatnawitya School have been effectively carried out, as evidenced by structured human resource planning, recruitment of qualified professionals, a systematic selection process, and job placements that align with school needs and teacher competencies. Additionally, the implementation of planned training programs and comprehensive performance evaluations contributes to overall improvement in teacher performance. Despite these strengths, several challenges persist, particularly regarding punctuality in morning attendance. Delays in teacher attendance negatively impact instructional time, reducing opportunities for both in-class and extracurricular learning. This issue presents a significant barrier to maximizing students' knowledge acquisition. Addressing these obstacles through enhanced HRM strategies is essential to ensuring optimal teacher performance and educational outcomes at Phatnawitya School.

Introduction

Human resource management (HRM) includes various actions such as recruitment, selection, development, utilization, maintenance, and evaluation of the workforce carried out by the organization. Human resources are a very important aspect for the survival and development of the organization (Pratiwi et al., 2022). All of this is done to achieve goals for both individuals and organizations. In, this process is applied in schools because schools have certain goals, which are reflected in their vision, mission, and educational objectives (Purnama & Atiza, 2025; Ferrer-Estévez & Chalmeta, 2021; Chang et al., 2023).

Management is a process that uses methods of science & art to implement the process of planning, organizing, directing & controlling. Management comes from Latin, namely from the origin of the word *Manus* which means hand and *Agree* (do). The term management is referred to in the large English dictionary management means directors, leaders. Management is translated into Indonesian into management (management). Human resource management is the process of organizing and coordinating human resources with the aim of achieving profitable goals or generating high profits (Sabrina & Sulasmi, 2021; Ochieng, 2023; Agustian et al., 2023).

The management of the human aspect of an organization is known as human resource management (HRM). Human resources have always been the main driver for all business activities, and this is related to the role of humans in generating ideas, managing business

operations, organizing finances, and carrying out promotional functions, human resource management includes the process of planning, organizing, directing, and supervising the human resources in the company that work together to achieve company goals (Siagian, 2023).

Personnel, staffing, human resources, and labor are some of the terms used by experts to describe human resources, human resources can be defined as the power that comes from individuals that can be utilized by organizations. Human resource management is a process that includes all aspects of management, such as planning, organizing, implementing, and controlling. HR management is very important to increase organizational strength, both at the individual, team, and overall organizational levels (Pahira & Rinaldy, 2023; Anwar & Abdullah, 2021).

Human resources (HR) can be defined in various ways, including employees, teachers, ministers, directors, principals, and others (Pratiwi, 2020). Human resources do many things, one of which is to help carry out the mission of the organization with vision, mission, goals, and objectives. The quality of human resources is very important to improve the welfare of a country. Planning learning, implementing learning, and evaluating learning are some indicators of teacher performance (Sakti, 2022; Wahyu et al., 2021).

Human resources are people who play an important role, have abilities, and influence the way an organization achieves goals efficiently and effectively. Education personnel and educators are an active part of the organization, while other parts are passive and can be changed with human creativity (Rismawati et al., 2023; Ikhsannudin & Pakpahan, 2021).

Human resources (HR) are very important to achieve optimal goals by supporting each other and working together, the management and development of human resources must be directed to produce productive human performance. Increasing the prosperity of a country is highly dependent on the quality of human resources. According to HR management, humans are very important to achieve Company goals (Devi & Wiyasa, 2021).

Performance can be understood as the result of a person's work that is reflected in the appearance, actions, and achievements shown (Nuzli et al., 2022). Teacher performance includes the ability of a teacher to carry out his duties as an educator who must set a good example for each of his students. Humans need management because with management, the direction of their life becomes clearer, so they know the first step to take. The relationship between management and humans is very close, where management becomes an art in life and provides direction in movement (Khoiriyah, 2022).

The development of an increasingly advanced era requires each individual to continue to improve performance in order to encourage the development of human resources. HR has a very important role as the main key and supporting factor in the organization. To improve this quality, various aspects are needed that must be applied to improve performance efficiency, especially for teachers. Teacher performance is a teacher's effort to develop learning activities to achieve better goals (Khoiriyah, 2022). Teacher performance needs to be considered and evaluated properly because teachers have professional duties that can only be carried out with special competencies obtained through education (Haryani et al., 2022).

Teacher performance in learning activities is the ability or skill of teachers in creating an educative communication atmosphere between teachers and students, which includes cognitive, affective, and psychomotor aspects. This is done through planning, implementation, evaluation, and follow-up to achieve teaching goals. The performance of teachers or human resources in an organization is influenced by various factors, both from within and outside the organization, which play a role in improving their performance (Hasan, 2022). Schools need

effective and efficient teacher performance to produce good results. The importance of human resources in the organization demands every organization to obtain quality and productive performance. Teachers' performance in learning activities is highly dependent on their ability to create an atmosphere of educative communication between teachers and students. PhatnaWitya School, founded in 1961 and located at 5 Phong Muang Road Sateng, Muang Yala District, Thailand, strives to ensure the quality of teacher performance remains high to support educational goals (Taufik & Mavianti, 2024).

Methods

This study uses a qualitative approach with the aim of describing or understanding the reality of the events under study, making it easier to obtain objective data (Adhimah, 2020). Qualitative research is a process used to examine and understand the meaning given by individuals or groups in an effort to describe social problems that occur (Kusuma & Nasrulloh, 2022; Sugiyono, 2021).

The qualitative approach is based on the philosophy of post-positivism, used to examine natural objects, where the researcher acts as the main instrument and in sampling. Qualitative methods emphasize the observation of phenomena and explore the meaning behind these phenomena. The subject of research with this approach includes all aspects of human life, both humans themselves and everything that is influenced by them.

Research Location

The research location refers to the place or object where the researcher will carry out the research to collect the necessary data and obtain a solution to the problem under study. This research was conducted at PhatnaWitya School, which is located at Phong Muang Road 5 Sateng, Muang Yala District, Thailand.

Data Source

The research data is sourced from teachers in Phatnawitya school. the research results used in this study are primary and secondary data. From interviews that have been conducted during the real work study at Phatnawitya school, Yala, Thailand, we can find out that the Director cannot monitor teacher performance regularly because the director must take care of other matters as well which results in not being able to monitor teacher performance every day or regularly. This is the problem in schools that causes teacher performance to be not maximized. Academic Literature: Using journals, theses and articles that discuss human resource management and teacher performance in schools. Literature Review: Gather information from various sources that have been obtained on the topic being researched.

Data Collection Technique

Observation is a human activity that takes place continuously and produces natural facts. As a research data collection method, observation involves observing the object under study. This activity includes looking, observing, and reviewing the object carefully to obtain the necessary information. The interview was an oral question and answer activity between two or more people to find out opinions and motivations towards an object. Documentation is the result of interviews and observations that need to be accompanied by documentary evidence so that later this research can be trusted by readers.

Data Analysis Technique

Data analysis techniques in this study used qualitative descriptive analysis techniques. Qualitative data is data that describes the quality or aspects of a thing. The data collected in the

interview results can be summarized and become a reference in increasing knowledge and application.

Data Validity Technique

Data validity is very necessary and considered in qualitative research, because a study must have results or values. Qualitative research uses several factors, namely: Data triangulation is a method that combines information from different sources, methods, or theories to increase the validity of the research. With triangulation method, researchers can compare information obtained from different methods. Each method has advantages and disadvantages, so by combining various methods, the data obtained will be completer and more accurate. In data source triangulation, researchers examine data that has been collected from various sources to ensure consistency and accuracy of information. Researcher triangulation involves multiple researchers in the data collection process to reduce bias that may occur due to individual views. With theoretical triangulation, researchers use various theories to analyze research results, which can strengthen the validity and validity of research findings.

Result and Discussion

Teacher Recruitment and Selection

Participants agree that the teaching staff recruitment along with teacher selection at Phatnawitya School happens through a process that combines thoughtful construction and methodical procedures. Results from the interviews showed both positive aspects along with negative aspects in the school's method.

“The school is quite selective. New teachers are not only evaluated based on academic degrees but also their attitude and adaptability.”

Recruitment criteria utilized by the school establish more than official qualifications because they also take personality traits and soft skills into account. The recruiters understand that adaptable teachers represent essential emotional intelligence since the school serves students from diverse cultural and religious backgrounds in Thailand. The school welcomes best practices in HR management because they promote person-organization alignment through holistic assessment systems.

“Sometimes, we recruit good graduates, but they lack basic teaching strategies. It would help to assess classroom readiness during selection.”

There exists an essential discrepancy between educational degrees and teaching talents. The institution supports graduates but does not evaluate their readiness to instruct classrooms thus leading to skill issues between hiring needs and candidate credentials. The statement highlights the need for teaching demonstrations and besides pedagogical test applications because these elements form part of standard recommendations in human resource management recruitment practices.

“Some teachers were hired through personal networks. It’s not always bad, but it can overlook more competent candidates.”

Informal hiring practices might damage the principle of recruiting candidates according to merit. Network-based recruitment methods reduce the hiring time but they introduce problems that affect both the hiring process and employee performance. When viewed through the critical HRM framework these practices cause professionals to lose faith in their workplace alongside other staff members primarily in institutions focused on professionalism and equal opportunity practices.

“We don’t really check teaching philosophy during interviews. I think we should ask how teachers handle students with different needs.”

The estimation of educational values coupled with inclusive teaching methods remains incomplete per this statement. When schools fail to investigate teaching philosophy and differentiated instruction skills during candidate interviews they create educational purpose differences between their organization's objectives and their prospective staff members. Proactive assessment of such elements would lead to unified pedagogical practices throughout the whole school.

“Most of us were never given a proper orientation. We were just placed in classes and expected to figure things out.”

The data shows that schools lack proper support programs for selected teachers. Although the candidate assessment is relatively thorough the school's lack of new teacher orientation hinders proper school integration. A well-structured knowledge transfer process would help teachers better perform and maintain team cohesion particularly during their initial employment period.

Analysis shows that Phatnawitya School follows a modest system of recruitment yet its procedures remain scattered without fundamental HRM elements. The present system includes soft skills and academic credentials in evaluation but lacks proper methods to measure real teaching competence alongside educational values and new teacher assistance.

The school's irregular practice of informal employee acquisition along with its standard-less assessment of teaching competencies creates doubts regarding the process's fairness and quality. New strategies should be implemented into the hiring system by conducting competency assessments while testing philosophical compatibility and delivering structured entry programs. These improvements would both normalize HRM practices and boost teacher retention and performance through engagements of pedagogically competent staff who share Phatnawitya School's educational objectives.

Training and Professional Development

The educational development programs at Phatnawitya School receive positive feedback from teachers even though they encounter obstacles in their performance effectiveness. The school enables teachers to participate in workshops which students mentioned requires consistent improvement in thoroughness and relevance to real instructional demands.

“We attend seminars every semester, and they help us keep up with new methods. But sometimes, the content feels repetitive.”

The cited statement shows that repetitive training sessions occur frequently but fail to create genuine professional advancement among staff members. The results indicate an absence of meaningful training connections to classroom reality which requires a training system founded upon specific needs. The lack of effective learning evaluation and poor feedback systems reveals weaknesses in training quality improvement according to HRM standards.

“I want to attend training sessions, but our schedule is packed. I end up skipping them to manage my classes.”

Time constraints and inflexible scheduling pose barriers to teacher development. The current workload distribution system at the institutional level demonstrates an issue because training activities receive secondary treatment instead of their necessary foundational status for teacher responsibilities. A well-functioning HR management system would align professional training

with normal work hours while making available flexible workload approaches to enhance participation.

“Most of the training happens off-site. That makes it harder for teachers with family obligations to attend.”

Making training easily accessible remains the primary matter of focus. Teachers who need to care for their families or have restricted travel capabilities do not gain benefits from training conducted outside school facilities. The fair distribution of professional development opportunities becomes compromised because of the identified issue. In order to boost participation rates while maintaining inclusivity the Human Resources department should implement either hybrid or in-house training methods for schools.

“There was one training on differentiated instruction that really helped. I wish we had more like that—practical and specific.”

The quote emphasizes why specific training that targets real-world practice has great value. High-quality teaching results mostly from targeted training programs which directly apply to classroom environments. The Human Resource Management theory supports continuous targeted training connected to organizational aims and personal educator needs but this practice remains inconsistent at our institution.

“I’ve been teaching for 8 years, and not once has anyone followed up to see if I’ve used what I learned in training.”

There exists an insufficient system for checking on teachers after their training. Following up on professional development assessments enables researchers to both evaluate its success and verify if training skills transfer into instructional methods. The deficient training cycle that normally consists of planning, delivery, follow-up, and performance-linked feedback shows this weakness in practice.

The school maintains its dedication to professional development through scheduled sessions yet faces problems related to applicable activities and accessibility together with sustainability challenges. Educational training sessions fail to match teacher requirements while their scheduling is inadequate and there are no established assessment and follow-up methods for teachers. The teaching staff requested lessons in specific educational content which accommodates workplace demands of teachers. Systematic training design under HRM best practices needs to follow needs assessment during development while providing both basic initial and continuous follow-up elements with built-in evaluation principles.

The implementation of a strategic professional development model with teacher-related guidance should be adopted by the school to add strength to this area through in-school training sessions coupled with online resources alongside post-training mentoring programs. The implementation of such a system would result in both better participant numbers and enhanced teaching quality and sustained teacher enthusiasm.

Performance Monitoring and Evaluation

The performance assessment procedure at Phatnawitya School operates in an irregular fashion with unsystematic implementation methods. The school administration supports teachers but lacks standardized systems to correctly evaluate their performance. The research participants emphasized their dissatisfaction about receiving minimal feedback alongside insufficient developmental evaluations.

“Our principal is supportive, but she’s often busy with external duties. So, performance evaluations feel irregular and rushed.”

This statement points to a key HRM gap—leadership availability and prioritization. Leadership-provided emotional support is highly appreciated but does not replace formal structured performance assessment and development activities. Systematic performance monitoring in HRM must occur at relevant times and serve Professional improvement without restricting to mere administrative controls.

“I think I’ve only been formally evaluated once in the last three years—and that was just checking documents.”

Assessment methods are not operating on a regular basis and have limited meaning. Formal evaluation procedures which limit their scope to paperwork documentation overlook the inherent changes inherent in teaching methods. Teaching effectiveness assessment in a capable HRM system requires combining observations of classrooms with peer input and student achievement data to understand teaching fully.

“We usually get feedback only when something goes wrong. It’s more of a correction than a conversation.”

The organization adopts a reactive strategy as opposed to actively managing performance processes. The school provides limited forward-focused feedback while devoting most of its attention to disciplinary proceedings. Such actions work against motivational growth while breaking the HRM standard for developmental feedback through continuous dialogues.

“I’d actually appreciate being observed in class sometimes. It would show that what I do matters.”

The statement demonstrates what the administrator seeks from experienced validation within their professional domain. Performance monitoring serves teachers as a platform to demonstrate accomplishments because they see this system as a path toward beneficial evaluations. A professionally designed evaluation process can increase workplace morale according to this statement as long as it maintains a supporting tone instead of punishment-oriented approach..

“There’s no clear rubric or standard. I’m not even sure what the school is looking for in a ‘good teacher.’”

When performance benchmarks remain undefined the process becomes both ambiguous and inconsistent. Teaching excellence requires clear expectations because without them teachers cannot develop their practices nor bring them into alignment. HRM practices suggest implementing clear competency-based systems in evaluation that demonstrate expectations and enable tracking performance developments during designated periods.

The implementation of performance monitoring at Phatnawitya School remains sporadic because its development shows both underdevelopment and lack of organizational structure. Educators at Phatnawitya School encounter negligible observation of classrooms combined with unambiguous evaluation measures and either late or unhelpful feedback. The current conditions diminish the potential benefits performance evaluations could provide regarding development and responsibility implementation. The collected data supports the necessity to develop a strategic and growth-oriented method for performance management. A comprehensive system entails using rubrics that map to teaching competencies as well as scheduled classroom observations combined with meetings about setting goals which result in

feedback sessions. The training of teacher evaluation as a support system instead of oppressive control leads to enhanced confidence alongside increased motivation and better performance from teachers.

Using such a system would promote better teaching while enhancing the school's HRM structure through a connection of assessment to institutional purposes and continuous improvement practice.

Motivation and Support

The motivational levels of teachers at Phatnawitya School combine their natural teaching enthusiasm with environmental work aspects. Teachers report two different experiences regarding work at Phatnawitya School when they either feel pleased by connecting with students and understanding the school mission or experience dissatisfaction with existing workload and recognition along with insufficient support. Student experiences at Phatnawitya School showcase the coexistence between inner motivational forces and organizational factors that influence either enable or restrict such motivations.

“Teaching is fulfilling, but the workload sometimes feels overwhelming. We handle administration, extracurriculars, and academics.”

The commitment to teach remains present despite mounting work responsibilities which put pressure on educators. Without appropriate assignment distribution and administrative backing HR professionals experience burnout as described by HRM literature. External non-teaching responsibilities assigned to teachers weaken their ability to teach better and retain their passion for classroom work.

“I stay because I love the students. They respect us, and the community is warm. That keeps me going.”

The author displays substantial intrinsic motivation because of their connection with students and their appreciation for the community. The framework models of Human Resource Management recognize how crucial it is for workers to stay due to their own desire instead of merely fulfilling job obligations. Intrinsic motivation operates individually but structural stressors remain operational when intrinsic motivation is unsupported.

“There’s very little recognition unless you win a competition or something big happens.”

The scenario demonstrates that teachers fail to receive proper acknowledgment for their daily sustained work. Regular informal recognition practices such as verbal praise, feedback and peer appreciation receive strong backing from HRM theory for improving morale and job satisfaction. These existing recognition methods depend primarily on events and performance achievements instead of continuous holistic recognition.

“We never get asked how we feel or what support we need. It’s like, just do your job.”

The situation points to insufficient emotional and organizational backing. Employee voice together with well-being function as core values in HRM systems which operate at high levels of effectiveness. A lack of systems designed to receive teacher opinions about their needs and workplace wellbeing creates an opportunity to maintain their involvement and reduce turnover rates.

“I’ve thought of leaving before, but I don’t know where I’d go. It’s hard to imagine something better, but I’m tired.”

This statement demonstrates the combination of emotional exhaustion with detachment from work. These statements suggest an underlying future risk of teachers leaving their positions along with potential deterioration of their job performance. The organization should develop proactive strategies that include mentorship and counselor accessibility combined with work schedule appraisals to prevent escalating levels of burnout.

The collected data about employee motivation together with support resources shows conflicting results. The majority of teachers stay in their positions because they value their intrinsic work-related connections that extend to students and their schools and the sense of accomplishment they gain. The positive aspects of work are threatened by excessive tasks combined with inadequate acknowledgment systems and lacking workplace support systems.

According to HRM best practices organizations should maintain the internal motivation of their workforce through simultaneous efforts that address external factors which damage employee morale. Phatnawitya School needs to manage workload requirements together with the recognition of teachers' daily efforts while creating systems for feedback exchange and assistance provision. Staff members can regain their energy and retain their roles in the long term when leadership implements regular small recognition practices including employee check-ins and work distribution adjustments and appreciation displays.

Patterns Across Themes and Data Sources

The matrix shows that each theme receives support from three qualitative sources known as Interviews (I) Observations (O) and Documents (D).

Table 1. Thematic Matrix of Findings Across Data Sources

Theme	Interviews (I)	Observations (O)	Documents (D)
Recruitment & Selection	Soft skills prioritized, informal hiring practices, no orientation	No observed onboarding process for new hires	Absence of recruitment rubrics or onboarding policy
Training & Professional Development	Training viewed as repetitive and inaccessible	Teachers often unavailable during after-school training	Workshop flyers, but no training evaluation forms
Performance Monitoring & Evaluation	Evaluations rare, lack of rubrics, desire for observation	No formal classroom observation sessions recorded	No documentation of evaluation schedules or reports
Motivation & Support	Love for students, burnout, no feedback or support mechanisms	Teachers multitask administrative tasks during breaks	No staff well-being policy or incentive structures

A table presents evidence from various methods which supports all four core themes from recruitment and selection to performance evaluation and motivation and support thus enhancing research credibility through triangulation. The information obtained through interviews shows that problems involving structure, equity and follow-ups in HRM practices match the observations which demonstrate unstructured onboarding procedures along with inconsistent training attendance and minimal performance tracking activities. The document analysis shows that formal policies together with rubrics and feedback mechanisms are not available within each thematic area. The absence of structured HRM execution at Phatnawitya School produces fragmented decoration with informal procedures that leaves teacher needs unmet while creating shortage of support systems leading to risks regarding teacher morale sustainability and retention.

Reconstructing Human Resource Management in School Settings

This study demonstrates that problems with HRM implementation go beyond performance issues because schools maintain a fundamental structural problem in their approach to teaching staff management. Phatnawitya School follows HR practices for recruitment but lacks concrete functions while its training does not provide relevant content and performance evaluations serve as symbols instead of utility assessments and there are no unified support structures. According to Sachs (2003) educational facilities underwent a managerialist transformation into a system where quality assessment replaced authentic staff support and professional personal development and well-being.

Examples start from recruitment and selection exercises within the school system. From its initial view the school demonstrates holistic priorities between academic evaluations and personnel flexibility. The school's current recruitment practice demonstrates reactive rather than purposeful hiring methods since it lacks organized screening for teaching education and philosophical match evaluations. The approach to staffing matches the views of Fernandes & Singh (2022) who displayed concern about educational recruitment practices which need to match institutional requirements as well as educational development objectives. The teacher screening process at mission-focused schools must combine culturally related assessment with proven qualifications according to Sullivan (2024). The current recruitment process at Phatnawitya School depends on informal social networks to choose employees who do not align with the school's educational mission. Short-term practical methods of teacher selection create obstacles for organizational development and reduce education's power to create change.

While professional development efforts at the school maintain clear objectives their effectiveness fades in transmission. The training system exposes teachers to repetitive content that does not match their day-to-day issues since it lacks appropriate time management support and continued assistance after sessions. The findings of Sukacké et al. (2022) corroborate their warning about training methods which approach improvement through mechanical content delivery instead of encouraging professional investigation. According to Smith & Gillespie (2023) authentic professional development demands a combination of activities that integrate assessment data into real teaching jobs while extending across several periods of time. Professional development at Phatnawitya follows no predetermined curriculum for individual teacher needs and does not build on continuous reflective practices of ongoing staff members. Amzat (2022) opposes the mainstream teacher development approach as an instrumental task by championing programs that build teacher empowerment while fostering analysis and team-based learning activities. Staff training at this school sends teachers to external locations but fails to provide sustained support which reduces development to singular instances instead of ongoing processes that foster quality teaching.

Performance evaluation stands as a serious concern due to its current condition. Performance monitoring systems in theory provide teachers with specific feedback while standard maintenance and targeted support features. Teachers at Phatnawitya indicate evaluations happen infrequently while the feedback lacks details that directly relate to their teaching content. Evaluation results demonstrate a breakdown because inspectors mainly conduct paperwork checks instead of meaningful observational feedback and feedback sessions. The evaluation process becomes discouraging when its lack of professional development aspects characterizes the program according to Hubers et al. (2022). The lack of formal assessment criteria intersects with a generalized failure to identify the key characteristics of effective teaching at this school context thus preventing teachers from identifying their professional progress. Matsumoto-Royo & Ramírez-Montoya (2021) stresses the importance of observation

and collaborative reflection as foundational components of evaluation. The school's lack of educational leadership exposes both structural weaknesses and basic doubts about teacher development worthiness within the institution.

Teacher motivation together with teaching support demonstrate the clearest signs of decline in educational practices. Educational professionals show unwavering commitment which stems predominantly from their deep affection for the students within their religious and cultural community. But they do so at a cost. Many report exhaustion, lack of recognition, and a sense of invisibility within the school's organizational systems. According to Ibrahim & Alhabbash (2022) two-factor theory teachers get motivated by meaning but feel continuously demoralized by insufficient working conditions and lack of appreciation. The issue exists beyond psychological terms because it reflects an ethical problem. The matter of teacher wellbeing stands as both professional and moral rather than individual according to De Clercq et al. (2022). Schools need to maintain their educators' technical competence along with sustaining their emotional and relationship-oriented capabilities. At Phatnawitya the absence of recognition processes combined with limited mechanisms for staff voice engagement and insufficient workload distribution matches Ingersoll & Smith (2003) concept of "organizational silence" which demonstrates how staff do not contribute to building the institutional environment. Schools neglect and overlook their teachers to the extent they provide insufficient support.

The lack of support stem from implementing imported instead of culturally interpreted Human Resource Management models. Many educational institutions especially from non-Western regions follow externally derived Human Resource Management models but rarely modify them to match their cultural principles or teaching methods or student-teacher relationships according to Rajaram (2023). Educational systems exist in a state of disconnected professionalism per Cramer et al. (2023) definition because they lack understanding of how teachers really work. The implementation of imported HRM forms at Phatnawitya School resulted in disjointed practices because these forms failed to integrate substantively with school culture which prioritized institutional compliance over professional vitality.

Technique-based failures merely reflect a fundamental problem of creative thinking in human resource development systems. This perspective shows an approach to human resource management that sees it as an administrative system rather than a learning practice and functions through transactions instead of transformation. Min et al. (2022) advocate for recognizing teachers as change agents through the development of their capital fundamentals including expertise and social connections alongside emotional resources. Zolfaghari & Madjdi (2022) demonstrate that effective feedback systems create multicultural environments which advance trust-based collaboration for school development. This research demonstrates that the HRM procedures across Phatnawitya contradict staff development goals the institution hopes to achieve. Sachs (2003) warns about such HRM practices developing into a managerialist drift which extracts the moral foundation from the educational system.

The advancement of schools depends on recognizing Human Resource Management as a narrative which depicts organizational perspectives regarding people staff and capability development for organizational expansion. The educational recruitment practice must evolve into a values-focused competency-oriented system (Zulkifli & Alwi, 2024) as well professional development must operate through sustained inquiry (Kennedy, 2014) and evaluation needs to be a reflective collaborative process (Danielson, 2007) and motivation should function as an institutional alliance (Day & Gu, 2010). The transformation process proves challenging

because it needs boldness together with focused imagination and detailed situational comprehension. Such transformation becomes necessary as well as achievable.

This research develops a subtle argument to introduce humanized human resource management practices in education where administrators move past basic system organizing functions toward true supporter roles. The absence of institutional support and appreciation for teachers will force them to maintain resilience during their work while remaining neglected for their deserved respect.

Conclusion

Human Resource Management (HRM) is a series of processes that include planning, organizing, implementing, and controlling to achieve effective and efficient goals. The implementation of human resource management at Phatnawitya School is carried out by recruiting and selecting teachers according to the criteria and needs of the school. In , strategies to improve teacher performance in this school include conducting seminars, training, recognizing the work and achievements of teachers, and giving appreciation to teachers. Based on the facts found in the field, it can be concluded that HR management at Phatnawitya School has been running well, especially in the recruitment and selection process. Nevertheless, the school still needs to conduct regular evaluation and training to further improve the performance and quality of the school in the future. This research shows that HRM is critical to improving performance in schools and has significant relevance in the context of effective human resource management. Therefore, good HRM can have a positive impact in achieving educational goals more optimally.

Success in HRM in schools depends on consistency in the implementation of various strategies. A proper recruitment process will only be effective if it is followed by continuous development through training and regular evaluations that lead to improved teaching quality and teacher performance. In, support from school leaders in motivating and rewarding outstanding teachers is an equally important factor in maintaining the enthusiasm and commitment of educators. Therefore, it is important for school management to not only focus on recruitment but also on continuous coaching and development of human resources.

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