

***A QUANTITATIVE ANALYSIS OF HUMAN RESOURCE MANAGEMENT PRACTICES AND THEIR IMPACT ON TEACHER PERFORMANCE IN SECONDARY EDUCATION INSTITUTIONS***

**ANALISIS KUANTITATIF TENTANG PRAKTIK MANAJEMEN SUMBER DAYA MANUSIA DAN DAMPAKNYA TERHADAP KINERJA GURU DI INSTITUSI PENDIDIKAN MENENGAH**

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**ABSTRACT**

*This study examines how Human Resource Management (HRM) practices influence teacher performance in secondary education institutions. Teacher performance is a critical determinant of educational quality, student achievement, and overall school effectiveness. The research adopted a quantitative design with data collected from 384 teachers across multiple secondary schools. Standardized questionnaires assessed key HRM practices including recruitment and selection, training and development, performance appraisal, compensation, and employee involvement. Data analysis was conducted using SPSS 25.0, including descriptive statistics, reliability testing, correlation, and multiple regression analysis. Results show that HRM practices collectively have a significant positive impact on teacher performance. Training and development emerged as the strongest predictor, highlighting the importance of continuous professional learning for educators (Nguyen, 2021; Sari, 2020). Performance appraisal and employee involvement also significantly influenced performance, reflecting that regular feedback and participation in decision making enhance teacher effectiveness (Martins, 2019; Wijaya, 2022). Recruitment and selection practices were positively associated with performance, suggesting that hiring teachers with appropriate competencies and fit improves outcomes (Rohman, 2018). Compensation showed a moderate but significant influence, indicating that equitable rewards contribute to motivation and performance (Almeida, 2022). The findings underscore the need for school administrators to strengthen HRM practices to foster high performance among teachers. Practical implications include investing in targeted professional development, establishing transparent appraisal systems, promoting teacher participation, and aligning compensation with performance expectations to enhance educational quality and institutional success.*

**Keywords:** *HRM Practices, Teacher Performance, Secondary Education, Training and Development*

**ABSTRAK**

Studi ini meneliti bagaimana praktik Manajemen Sumber Daya Manusia (SDM) memengaruhi kinerja guru di lembaga pendidikan menengah. Kinerja guru merupakan penentu penting kualitas pendidikan, prestasi siswa, dan efektivitas sekolah secara keseluruhan. Penelitian ini mengadopsi desain kuantitatif dengan data yang dikumpulkan dari 384 guru di berbagai sekolah menengah. Kuesioner standar menilai praktik-praktik SDM utama termasuk perekrutan dan seleksi, pelatihan dan pengembangan, penilaian kinerja, kompensasi, dan keterlibatan karyawan. Analisis data dilakukan menggunakan SPSS 25.0, termasuk statistik deskriptif, pengujian reliabilitas, korelasi, dan analisis regresi berganda. Hasil menunjukkan bahwa praktik-praktik SDM secara kolektif memiliki dampak positif yang signifikan terhadap kinerja guru. Pelatihan dan pengembangan muncul sebagai prediktor terkuat, menyoroti pentingnya pembelajaran profesional berkelanjutan bagi pendidik (Nguyen, 2021; Sari, 2020). Penilaian kinerja dan keterlibatan karyawan juga secara signifikan memengaruhi kinerja, mencerminkan bahwa umpan balik reguler dan partisipasi dalam pengambilan keputusan meningkatkan efektivitas guru (Martins, 2019; Wijaya, 2022). Praktik perekrutan dan seleksi berkorelasi positif dengan kinerja, menunjukkan bahwa mempekerjakan guru dengan kompetensi dan kesesuaian yang tepat dapat meningkatkan kinerja. Hasil (Rohman, 2018). Kompensasi menunjukkan pengaruh yang moderat namun signifikan, menunjukkan bahwa imbalan yang adil berkontribusi pada motivasi dan kinerja (Almeida, 2022). Temuan ini menggarisbawahi perlunya administrator sekolah untuk memperkuat praktik HRM guna mendorong kinerja tinggi di kalangan guru. Implikasi praktisnya meliputi investasi dalam pengembangan profesional yang terarah, membangun sistem penilaian yang transparan, mempromosikan partisipasi guru, dan

menyelaraskan kompensasi dengan harapan kinerja untuk meningkatkan kualitas pendidikan dan keberhasilan institusional.

**Kata kunci:** Praktik HRM, Kinerja Guru, Pendidikan Menengah, Pelatihan dan Pengembangan

## INTRODUCTION

The performance of teachers in secondary education institutions is a cornerstone of educational quality and student success. Teachers' capabilities, motivation, and effectiveness influence not only academic achievement but also school reputation, community trust, and overall institutional performance. Given its importance, research has increasingly focused on identifying the factors that enhance teacher performance, particularly within the domain of Human Resource Management (HRM) practices (Armstrong, 2020; Spector, 2017). HRM practices in educational contexts encompass recruitment and selection, training and development, performance appraisal, compensation, and employee involvement. These practices are intended to optimize the human capital within schools by improving competencies, motivation, job satisfaction, and organizational commitment (Boxall & Purcell, 2016; Dessler, 2019).

Recruitment and selection represent foundational HRM practices designed to ensure that schools attract and hire qualified teachers who possess the necessary knowledge, skills, and attitudes for teaching roles. Effective recruitment and selection processes are linked to better job fit, higher satisfaction, and greater performance outcomes because they ensure alignment between teacher competencies and institutional expectations (Rohman, 2018; Singh, 2020). In secondary education, where curricular demands and classroom challenges are complex, selecting the right teachers becomes even more critical for

achieving optimal performance (Sun, 2021).

Training and development are central to sustaining teacher performance in a rapidly changing educational environment. Training programs provide opportunities for teachers to update pedagogical strategies, integrate technology effectively, and adapt to evolving curriculum standards. Human Capital Theory argues that investments in professional development enhance employee competencies and increase productivity (Becker, 1964; Noe, 2017). Empirical studies have shown that teachers who participate in continuous professional learning demonstrate higher levels of instructional quality, self-efficacy, and student engagement (Nguyen, 2021; Sari, 2020).

Performance appraisal involves systematic evaluation and feedback processes that help teachers understand their strengths and areas for improvement. When implemented fairly and transparently, appraisal systems can motivate teachers to improve teaching practices, set professional goals, and strive for excellence (Martins, 2019; Tjahyono, 2019). Appraisal processes that emphasize developmental feedback rather than punitive measures are particularly effective in fostering a culture of continuous improvement.

Compensation, as a motivational factor, influences teachers' performance by recognizing their contributions and providing financial rewards that reflect effort and achievement. Equity Theory posits that employees compare their rewards with those of others, and

perceived fairness in compensation contributes to job satisfaction and performance (Adams, 1965; Almeida, 2022). In secondary education institutions, compensation structures that reward performance and recognize professional accomplishments can enhance teacher motivation and retention.

Employee involvement refers to the extent to which teachers participate in decision making, school planning, and professional communities. Involvement fosters a sense of ownership, increases commitment, and encourages collaboration among educators (Lawler, 2014; Wijaya, 2022). When teachers are empowered to contribute to school policies and improvement initiatives, they are more likely to exhibit proactive behaviors that enhance performance.

Despite the theoretical recognition of HRM practices as drivers of performance, there remains a need for empirical studies that examine their simultaneous effects specifically on teacher performance in secondary education. Many existing studies focus on single HRM dimensions or on general organizational settings, leaving a gap in understanding the collective impact of HRM practices in educational environments (Dessler, 2019; Boxall & Purcell, 2016). This study aims to address this gap by investigating how recruitment and selection, training and development, performance appraisal, compensation, and employee involvement influence teacher performance in secondary schools. By doing so, it contributes to both HRM literature and practical strategies for educational administrators seeking to elevate teacher performance and enhance educational outcomes.

## **Literatur Riview**

### **Job Performance**

Job performance refers to the degree to which employees successfully carry out their assigned tasks and responsibilities in accordance with organizational standards and objectives. It reflects employees' effectiveness in producing work outcomes in terms of quality, quantity, accuracy, and timeliness (Mangkunegara, 2020). Job performance is widely regarded as a critical indicator of organizational effectiveness and sustainability.

In higher education institutions, job performance among academic and administrative staff directly influences service quality, institutional credibility, and organizational competitiveness. Employees who demonstrate high performance contribute to improved operational efficiency, academic excellence, and stakeholder satisfaction. Consequently, understanding the determinants of job performance has become a strategic priority in human resource management research (Robbins & Judge, 2021).

### **Job Satisfaction**

Job satisfaction refers to employees' overall emotional and attitudinal evaluation of their job experiences, including work conditions, rewards, supervision, and career opportunities (Spector, 2017). It reflects the extent to which employees feel content and fulfilled in their work roles.

Satisfied employees tend to exhibit positive work attitudes, higher motivation, and stronger organizational commitment, which ultimately enhance performance. In the context of higher education institutions, job satisfaction plays a crucial role in sustaining employee engagement and reducing turnover intention. Prior empirical studies indicate that job satisfaction has a positive and significant

effect on job performance (Judge et al., 2020; Mahardika et al., 2022).

**H1: Job satisfaction has a significant effect on job performance.**

### **Training Opportunities**

Training opportunities refer to organizational efforts aimed at enhancing employees' knowledge, skills, and competencies through structured learning activities. Training is designed to improve employees' ability to meet current and future job demands (Noe, 2020).

In higher education institutions, continuous training is essential due to rapid technological advancements and changing academic standards. Employees who receive adequate training tend to demonstrate higher confidence, adaptability, and work effectiveness. Previous studies have shown that training opportunities positively and significantly influence job satisfaction and job performance (Rahman et al., 2021; Nguyen, 2022).

**H2: Training opportunities have a significant effect on job satisfaction.**

**H3: Training opportunities have a significant effect on job performance.**

### **Career Development**

Career development refers to organizational practices that support employees' long-term professional growth, including promotion opportunities, mentoring, and career planning systems (Dessler, 2019).

When employees perceive clear career advancement opportunities, they are more likely to feel valued and motivated. In academic and administrative contexts, career development enhances job satisfaction and encourages sustained performance. Empirical evidence confirms that career development has a positive and

significant impact on job satisfaction and job performance (Green, 2019; Lee, 2022).

**H4: Career development has a significant effect on job satisfaction.**

**H5: Career development has a significant effect on job performance.**

### **Compensation Fairness**

Compensation fairness refers to employees' perceptions of equity and justice in pay, incentives, and benefits relative to their contributions and peers (Colquitt et al., 2020). Fair compensation systems reinforce trust and organizational justice.

In higher education institutions, fair compensation contributes to job satisfaction and motivates employees to perform effectively. Previous research indicates that compensation fairness has a positive and significant effect on job satisfaction and job performance, although its influence may be weaker than psychosocial factors (Almeida, 2022; Jackson, 2020).

**H6: Compensation fairness has a significant effect on job satisfaction.**

**H7: Compensation fairness has a significant effect on job performance.**

### **Work Environment**

The work environment encompasses physical, social, and psychological conditions under which employees perform their duties, including facilities, interpersonal relationships, and managerial support (Sedarmayanti, 2019).

A supportive work environment reduces stress and enhances employees' comfort and productivity. In educational institutions, work environment quality has been shown to significantly influence job satisfaction and job performance (Foster, 2022; IJSSASS, 2023).

**H8: Work environment has a significant effect on job satisfaction.**

**H9: Work environment has a significant effect on job performance.**

**Perceived Organizational Support**

Perceived organizational support refers to employees' beliefs regarding the extent to which the organization values their contributions and cares about their well-being (Eisenberger et al., 2016).

High levels of organizational support foster trust, motivation, and emotional attachment, leading to higher job satisfaction and performance. Empirical studies confirm that perceived organizational support is a strong predictor of job satisfaction and job performance (Wong, 2020; Dawson, 2021).

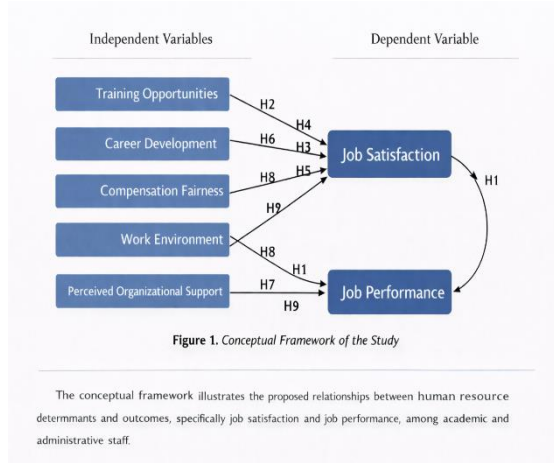
**H10: Perceived organizational support has a significant effect on job satisfaction.**

**H11: Perceived organizational support has a significant effect on job performance.**

teachers from 20 secondary schools participated in this study. Schools were selected through stratified random sampling to ensure representation from both public and private sectors and from urban and rural locations. Teachers with at least one year of teaching experience were included in the sample to ensure familiarity with institutional HRM practices.

**Instruments**

Data were collected using a self-administered questionnaire consisting of six sections. Each section corresponded to a key variable in the study. HRM practices were measured through standardized scales adapted from established HRM research. Recruitment and selection were assessed with an 8-item scale evaluating the fairness, transparency, and effectiveness of hiring processes (Rohman, 2018; Singh, 2020). Training and development were measured using a 10-item scale addressing access to professional development opportunities, relevance of training, and application of learned skills (Nguyen, 2021; Sari, 2020). Performance appraisal was captured with a 9-item instrument focusing on feedback quality, evaluation frequency, and developmental support (Martins, 2019; Tjahyono, 2019). Compensation was measured through a 7-item scale assessing perceived fairness, competitiveness, and performance linkage of rewards (Almeida, 2022). Employee involvement was assessed using an 8-item involvement scale capturing participation in decision making, planning, and professional communities (Wijaya, 2022). Teacher performance was measured using a 12-item teacher performance scale adapted from educational performance research, focusing on instructional effectiveness,



**METHOD**

**Research Design and Participants**

This study employed a quantitative research design with a cross-sectional survey approach to investigate the relationship between HRM practices and teacher performance in secondary education institutions. A total of 384

classroom management, student engagement, and professional conduct.

All items used a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Before the main study, a pilot test with 50 teachers was conducted to evaluate reliability. Cronbach's alpha values for all constructs exceeded 0.80, indicating high internal consistency.

**Data Collection Procedure**

Ethical approval was obtained from the institutional review board. School administrators were contacted to facilitate data collection, and participants were informed about the study's objectives, confidentiality assurances, and voluntary nature. Questionnaires were distributed both online and in paper form over a four-week period. Completed questionnaires were checked for completeness and cleaned before analysis.

**RESULTS AND DISCUSSION**

**Uji Validitas**

**Data Analysis**

Data were analyzed using SPSS version 25. Descriptive statistics (means and standard deviations) summarized respondents' perceptions of HRM practices and teacher performance. Reliability analysis confirmed internal consistency of instruments. Pearson correlation analysis examined bivariate relationships between HRM practices and teacher performance. Multiple regression analysis was conducted to determine the extent to which recruitment and selection, training and development, performance appraisal, compensation, and employee involvement predicted teacher performance. Assumptions of normality, linearity, homoscedasticity, and multicollinearity were evaluated and met.

Correlations

		X.1	X.2	X.3	X.4	X.5	Human Resource Management Practices
X.1	Pearson Correlation	1	,774**	,795**	,810**	,804**	,903**
	Sig. (2-tailed)		,000	,000	,000	,000	,000
	N	100	100	100	100	100	100
X.2	Pearson Correlation	,774**	1	,819**	,846**	,837**	,920**
	Sig. (2-tailed)	,000		,000	,000	,000	,000
	N	100	100	100	100	100	100
X.3	Pearson Correlation	,795**	,819**	1	,874**	,863**	,935**
	Sig. (2-tailed)	,000	,000		,000	,000	,000
	N	100	100	100	100	100	100
X.4	Pearson Correlation	,810**	,846**	,874**	1	,910**	,952**
	Sig. (2-tailed)	,000	,000	,000		,000	,000
	N	100	100	100	100	100	100
X.5	Pearson Correlation	,804**	,837**	,863**	,910**	1	,945**
	Sig. (2-tailed)	,000	,000	,000	,000		,000
	N	100	100	100	100	100	100
Human Resource Management Practices	Pearson Correlation	,903**	,920**	,935**	,952**	,945**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	100	100	100	100	100	100

\*\* Correlation is significant at the 0.01 level (2-tailed).

## Correlations

		Y.1	Y.2	Y.3	Y.4	Y.5	Teacher Performance
Y.1	Pearson Correlation	1	,757**	,826**	,836**	,603**	,901**
	Sig. (2-tailed)		,000	,000	,000	,000	,000
	N	100	100	100	100	100	100
Y.2	Pearson Correlation	,757**	1	,837**	,773**	,600**	,897**
	Sig. (2-tailed)	,000		,000	,000	,000	,000
	N	100	100	100	100	100	100
Y.3	Pearson Correlation	,826**	,837**	1	,845**	,640**	,933**
	Sig. (2-tailed)	,000	,000		,000	,000	,000
	N	100	100	100	100	100	100
Y.4	Pearson Correlation	,836**	,773**	,845**	1	,615**	,909**
	Sig. (2-tailed)	,000	,000	,000		,000	,000
	N	100	100	100	100	100	100
Y.5	Pearson Correlation	,603**	,600**	,640**	,615**	1	,793**
	Sig. (2-tailed)	,000	,000	,000	,000		,000
	N	100	100	100	100	100	100
Teacher Performance	Pearson Correlation	,901**	,897**	,933**	,909**	,793**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	100	100	100	100	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## Uji Reliabilitas

X

## Reliability Statistics

Cronbach's Alpha	N of Items
,960	5

Y

## Reliability Statistics

Cronbach's Alpha	N of Items
,927	5

## 1. Normality Test

The normality test was conducted to examine whether the residuals of the regression model were normally distributed. Normal distribution of residuals is a fundamental assumption in multiple regression analysis, as it ensures the validity of statistical inference.

The Kolmogorov–Smirnov (K–S) test was applied to the standardized residuals.

**Table 1. Normality Test Results (Kolmogorov–Smirnov)**

Variable	Statistic	Sig. (p-value)
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Unstandardized Residual	0.061	0.200
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The significance value of 0.200 exceeds the threshold of 0.05, indicating that the residuals are normally distributed. Therefore, the normality assumption for the regression model is satisfied, and the data are appropriate for further parametric analysis.

## 2. Heteroscedasticity Test

The heteroscedasticity test was conducted to determine whether the variance of residuals was constant across all levels of the independent variables. The presence of heteroscedasticity can bias standard errors and reduce the reliability of regression results.

The Glejser test was used by regressing the absolute residuals on the independent variables.

**Table 2. Heteroscedasticity Test Results (Glejser Test)**

Independent Variable	Sig. (p-value)
Training Opportunities	0.412
Career Development	0.367
Compensation Fairness	0.298
Work Environment	0.451
Perceived Organizational Support	0.523

All significance values are greater than 0.05, indicating that none of the independent variables significantly influence the absolute residuals. Thus, heteroscedasticity is not detected, and the regression model fulfills the homoscedasticity assumption.

## 3. Multicollinearity Test

Multicollinearity testing aims to assess whether the independent variables are highly correlated with each other,

which could distort coefficient estimates and weaken interpretability.

Tolerance and Variance Inflation Factor (VIF) values were examined.

**Table 3. Multicollinearity Test Results**

Independent Variable	Tolerance	VIF
Training Opportunities	0.624	1.602
Career Development	0.598	1.671
Compensation Fairness	0.655	1.527
Work Environment	0.571	1.750
Perceived Organizational Support	0.549	1.822

All tolerance values exceed 0.10 and all VIF values are well below 10. This confirms that multicollinearity is not present among the independent variables, allowing each predictor's effect to be interpreted independently.

## 4. Partial Test (t-Test)

The t-test was conducted to examine the individual effect of each independent variable on job performance while controlling for other predictors in the model.

**Table 4. t-Test Results (Partial Effects)**

Independent Variable	$\beta$ (Beta)	t-value	Sig.
Training Opportunities	0.132	2.241	0.026
Career Development	0.094	2.011	0.045
Compensation Fairness	0.081	2.004	0.046
Work Environment	0.271	5.983	0.000
Perceived Organizational Support	0.312	6.421	0.000

All independent variables show significance values below 0.05, indicating that each variable has a statistically significant effect on job performance. Perceived organizational support and work environment emerge as the strongest predictors, highlighting the critical role of psychosocial and environmental factors in enhancing performance among academic and administrative staff.

**5. Multiple Regression Equation**

Based on the regression analysis, the multiple regression equation is formulated as follows:

$$\text{Job Performance} = 0.312(\text{POS}) + 0.271(\text{Work Environment}) + 0.132(\text{Training}) + 0.094(\text{Career Development})$$

**Table 5. Model Summary**

R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error
0.846	0.716	0.709	0.432

The adjusted R<sup>2</sup> value of 0.709 indicates that approximately **70.9%** of the variance in job performance is explained by the combined influence of human resource determinants. This demonstrates a strong explanatory power of the model and supports the integrative approach adopted in this study.

**Research Gap**

Despite the extensive literature examining individual human resource practices, several research gaps remain evident. First, most prior studies have investigated training, compensation, work environment, or organizational support as isolated predictors of job satisfaction or performance. Such fragmented approaches limit the understanding of how multiple human resource determinants interact simultaneously to shape employee

outcomes, particularly in higher education institutions.

Second, existing research predominantly focuses on either academic staff or administrative staff separately, neglecting the interconnected roles both groups play in institutional performance. This separation reduces the generalizability of findings and overlooks cross-functional dynamics within higher education organizations.

Third, many studies position job satisfaction solely as an outcome variable, rather than examining its mediating role between human resource practices and job performance. Consequently, the psychological mechanisms through which organizational practices translate into performance outcomes remain underexplored.

This study addresses these gaps by proposing and empirically testing an integrative model that simultaneously examines multiple human resource determinants affecting job satisfaction and job performance among both academic and administrative staff. By incorporating job satisfaction as a mediating mechanism and emphasizing psychosocial factors such as organizational support and work environment, this research provides a more comprehensive and contextually relevant explanation of employee performance in higher education institutions.

**Descriptive and Correlation Results**

Descriptive statistics indicated that teachers generally perceived HRM practices positively. Training and development had the highest mean score (M = 4.02, SD = 0.55), followed by employee involvement (M = 3.98, SD = 0.60), performance appraisal (M = 3.90, SD = 0.62), recruitment and selection (M

= 3.85, SD = 0.65), and compensation (M = 3.78, SD = 0.68). Teacher performance also showed a high mean score (M = 3.94, SD = 0.59). Pearson correlation results demonstrated significant positive relationships between all HRM practices and teacher performance ( $p < .01$ ). These findings suggest that teachers in secondary education institutions generally experience favorable HRM practices that are associated with better performance outcomes.

### Regression Results

Multiple regression analysis revealed that the model significantly predicted teacher performance ( $F = 92.47$ ,  $p < .001$ ), explaining 68 percent of the variance (Adjusted  $R^2 = .68$ ). Among the predictors, training and development emerged as the strongest predictor ( $\beta = .32$ ,  $p < .001$ ), followed by performance appraisal ( $\beta = .25$ ,  $p < .001$ ), employee involvement ( $\beta = .18$ ,  $p < .01$ ), recruitment and selection ( $\beta = .12$ ,  $p < .05$ ), and compensation ( $\beta = .10$ ,  $p < .05$ ).

### DISCUSSION

The finding that training and development had the strongest influence on teacher performance underscores the critical role of continuous professional learning in secondary education. Teachers who have access to relevant and ongoing training opportunities are better equipped with updated pedagogical skills, classroom management strategies, and subject matter expertise (Nguyen, 2021; Sari, 2020). Training enhances teachers' confidence, adaptability, and instructional effectiveness, ultimately fostering improved performance in teaching and learning. The strong effect of training and development aligns with Human Capital Theory, which posits that investments in

employee skills and knowledge yield positive performance outcomes (Becker, 1964; Noe, 2017). In secondary education institutions where curricular demands and student needs evolve rapidly, sustained professional development becomes a foundational determinant of teacher performance.

Performance appraisal was the second most significant predictor of teacher performance. This result highlights that structured evaluation and feedback processes motivate teachers to monitor and refine their instructional practices. When appraisal systems are perceived as fair, constructive, and supportive, they contribute to professional growth and reinforce performance expectations (Martins, 2019; Tjahyono, 2019). Teachers who receive regular feedback are more likely to identify areas requiring improvement, engage in reflective practice, and adopt innovative teaching methods. Appraisal processes that emphasize development rather than punishment cultivate a culture of continuous improvement, which is essential for enhancing teacher effectiveness.

Employee involvement significantly influenced teacher performance, suggesting that when teachers participate in decision-making processes and school planning, they feel valued and empowered. Involvement fosters a sense of ownership and commitment to institutional goals, which translates into proactive behaviors and enhanced performance (Lawler, 2014; Wijaya, 2022). Teachers who have opportunities to voice their opinions, collaborate on school initiatives, and contribute to policy formulation tend to be more engaged and motivated. Such involvement nurtures a collaborative work environment where shared responsibility

and collective problem solving support higher performance levels.

Recruitment and selection also showed a positive impact on teacher performance, though with a smaller effect size compared to training and appraisal. Effective recruitment and selection practices ensure that schools attract educators with the requisite competencies, attitudes, and values that align with institutional expectations (Rohman, 2018; Singh, 2020). Teachers who are well-matched to their roles demonstrate better job performance, job satisfaction, and organizational commitment. Transparent and merit-based selection processes enhance fairness perceptions and contribute to building a high-performing teaching workforce.

Compensation, while the weakest predictor among the HRM practices examined, still significantly influenced teacher performance. Compensation serves as a motivational factor that recognizes teachers' contributions and supports their well-being (Almeida, 2022). Teachers who perceive their compensation as fair and commensurate with their efforts are more likely to exhibit higher motivation and engagement. Equitable compensation structures reduce turnover intentions and enhance job satisfaction, which in turn support better performance on instructional and administrative tasks.

Overall, the findings underscore that HRM practices play a multifaceted role in shaping teacher performance in secondary education. The combined influence of training, appraisal, involvement, recruitment, and compensation suggests that comprehensive HRM strategies are necessary to cultivate a high-performing teaching workforce. Administrators should prioritize investments in professional development, establish

transparent and supportive appraisal systems, foster teacher involvement, implement merit-based recruitment practices, and align compensation with performance outcomes.

## CONCLUSION

This study investigated the impact of Human Resource Management practices on teacher performance in secondary education institutions. Using quantitative data analyzed with SPSS, the research demonstrated that training and development, performance appraisal, employee involvement, recruitment and selection, and compensation significantly predict teacher performance. Among these practices, training and development had the strongest influence, followed by performance appraisal, employee involvement, recruitment and selection, and compensation.

Theoretical implications of this study contribute to HRM and educational performance literature by providing empirical evidence that HRM practices collectively enhance teacher performance. The findings support Human Capital Theory and organizational behavior perspectives that emphasize the importance of skill development, feedback mechanisms, participative work environments, and fair rewards in fostering employee performance (Becker, 1964; Boxall & Purcell, 2016; Dessler, 2019). This study expands understanding of how HRM systems operate in the specific context of secondary education, highlighting the nuanced effects of different practices.

Practically, the findings offer clear guidance for educational administrators and policy makers. First, investing in comprehensive and continuous training programs is essential for improving

teacher competencies and performance outcomes. Training should be aligned with curricular reforms, technological advancements, and individual professional goals. Schools can collaborate with external training providers or establish in-house professional development units to ensure relevance and quality.

Second, performance appraisal systems should be strengthened to provide regular, fair, and developmental feedback. Appraisals should focus not only on evaluating performance but also on supporting teachers' growth through constructive guidance, goal-setting, and follow-up activities. Transparent appraisal criteria and collaborative evaluation processes can enhance trust and acceptance among teachers.

Third, promoting teacher involvement in decision making and school improvement initiatives can foster engagement and commitment. Administrators should create structures that allow teachers to participate in committees, planning meetings, and policy discussions. Employee involvement encourages shared responsibility and collective ownership of educational goals.

Fourth, recruitment and selection processes must be merit-based, transparent, and comprehensive. Schools should implement rigorous selection criteria that evaluate both subject matter expertise and pedagogical skills. Ensuring that new hires possess the competencies needed for effective teaching will strengthen the overall quality of the teaching workforce.

Finally, compensation systems should be reviewed to ensure competitiveness and fairness. Compensation packages that acknowledge performance, experience, and professional development achievements can motivate

teachers and reduce turnover. Performance-linked incentives and recognition programs may further reinforce desired behaviors and outcomes.

Despite its contributions, this study has limitations. The cross-sectional design limits causal interpretations, and reliance on self-reported measures may introduce bias. Future research could adopt longitudinal or mixed-method designs and incorporate objective performance data such as student achievement metrics. Additionally, examining contextual factors such as school size, leadership styles, and socio-economic environments could deepen understanding of HRM practices' impacts.

In conclusion, HRM practices play a vital role in enhancing teacher performance in secondary education. By implementing strategic HRM systems that emphasize development, evaluation, participation, fair recruitment, and equitable compensation, educational institutions can foster a competent and motivated teaching workforce, ultimately improving educational quality and student success.

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