Review

# A review of human resource management practices and their impact on school performance (2012–2022)

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**Abstract:** The purpose of this study was to investigate the published literature on human resource management and school performance from January 2012 to December 2022. Numerous literature evaluations have been conducted on human resource management and organizational performance, but school or teacher performance has received less attention than organizational performance. The PICOC (population, intervention, comparison, outcome, and context) technique is integrated into each stage of the PSALSAR framework to assure the study's objective and comparability. This in-depth research is conducted in three stages: identifying pertinent keywords, screening pertinent papers, and selecting pertinent publications for review utilizing the PRISMA (Preferred Reporting Items for Systematic Reviews and Mata Analysis) technique. This made a final database with 44 publications that met the study's requirements for inclusion. This study reveals that HRM practices and school performance are correlated. The results of the research identify the eight most essential HRM practices for improving school performance, which included planning, organizing, recruitment and selection, training and development, performance management, employee relations and involvement, reward and compensation, health, safety, and work-life balance. Leadership style, motivation, satisfaction, productivity and task performance, competency, culture and climate, empowerment, and commitment were among the performance-influencing elements.

**Keywords:** human resource management practices; school performance; recruitment and selection; training and development; reward and compensation; health and safety

## 1. Introduction

Human resource management (HRM) came into existence in the 1980s (O'Riordan, 2017). According to O'Riordan (2017), rebranding personnel management gained popularity rapidly, but few organizations understood the idea behind it. HRM is associated with all elements of the employment and management of people within an organization. HRM is a process by which management cultivates the organization's workforce and strives to achieve the necessary human performance (O'Riordan, 2017). Similarly, human resource management (HRM) is the activity of implementing the appropriate processes within the organization to achieve its goals of maximizing human skills throughout the process (Omebe, 2014). Griffin (1997) outlined HR management as the collection of organizational actions needed to attract, develop, and retain a competent workforce.

For organizational management to be successful, the organization must have effective and efficient HRM practices and procedures. HRM practices have three main roles: to establish vital organizational capabilities, to allow staff, customers, and the community to be satisfied, and to make employees happy and satisfied (Satyendra, 2020). HRM practices have a lasting and substantial effect on staff productivity. There

is no optimum HRM practice that applies to all organizations. Effective HRM procedures are always centered on eliciting the highest performance from staff (Satyendra, 2020).

Satyendra (2020) defined human resource management practises as a phenomenon and a set of resources that include ability, motivation, and opportunity. The contingency category is affected by organizational conditions. The resource category views HRM practices as providing value by strategically developing the specific human resources of the organization. The cornerstone of the ability-motivation-opportunity (AMO) category is to better address the primary concerns of employees. Among the objectives of the AMO subcategories are the enhancement of their employability, morale, and working conditions. Ability, motivation, and opportunity all impact an employee's productivity (Runhaar, 2017).

School performance, academic performance, or educational performance are distinct terminologies with the same meaning. School performance is the consequence of student learning fostered by the classroom instruction of teachers and developed by the students (Lamas, 2015). Academic achievement, or performance, can be measured by a student's cumulative grade point average (CGPA). It demonstrates the extent to which schools, students, and teachers have attained specified expectations over time (Tadese et al., 2022). Learning is the educational objective of education or school performance. Skills and experiences are determined by physiological and environmental variables, which influence performance (Lamas, 2015). Academic performance is influenced by factors such as skills, motivation, personality, interests, level of intelligence, self-esteem, study habits, and the teacher-student relationship, according to Lamas (2015). A school's performance is determined by the number of students who meet the required state-mandated proficiency standards. The progress of each student is impacted by school resources, such as school funds, students' learning climate, experienced and qualified teachers, and school infrastructure (Ames, 2020).

Ngotho (2018) investigated the correlation between HRM strategies and performance in Kenyan public schools. The study concluded that in-service professional development helped teachers utilize their skills and talents to improve student accomplishment and that the management styles of school administrators affected school success. Encourage instructors to work hard by assessing and improving their performance. Teachers offer extra rewards because rewards boost enthusiasm. Additionally, school principals needed strategies for including stakeholders (such as teachers, parents, and students) when making important policy decisions. Methods for assessing and formulating teachers' training needs are under review. Salary increase requests agreed upon by the Teachers' Service Commission should also be processed quickly.

Tensay and Singh (2020) investigated HRM and performance in Ethiopian public organizations using quantitative analysis. That study identified six high-commitment HRM practices, including training and development, recruitment and selection, compensation and reward, performance analysis, work engagement, and autonomy. Their findings also revealed that the appropriate application of HR practices inside an organization boosts employee engagement, which, in turn, boosts organizational performance.

Rafiei and Davari (2015) evaluated the impact of HR management on boosting the teaching abilities of Pakistani academic staff at Payam Noor University. In this case study, Rafiei and Davari (2015) highlight one aspect of human resources, namely continuous training and development. When the organization implements a professional development and training program, it increases the productivity of both its staff and the organization as a whole. Kabuuka (2022) discovered that development and training have an effect on teachers' quality and outcomes in cross-sectional research on HRM practice and teachers' performance in primary schools in Uganda. This study employed Herzberg's theory of motivation with two factors.

Mutuku (2022) investigates the relationship between school performance and HRM practices in Kenya's Machakos County secondary schools. This quantitative analysis discovered that the examined training and development staff recruitment and selection strategies had a favorable and statistically significant impact on academic achievement. This investigation employed the universalistic theory, the human capital theory, and the resource-based theory. In a study evaluating the influence of HR practise on academic outcomes in Bungoma, Kenya, Nduruchi et al. (2016) concluded that teacher professional development and training improve school academic achievement. This study focused on teacher development, promotion, student motivation, and performance appraisal. This quantitative descriptive research design targeted all secondary school teachers and principals in the sub-county of Bungoma North.

For her quantitative study, Gyimah (2020) surveyed 500 educators from a variety of public senior high schools in Ghana's Kumasi Metropolis to evaluate the extent to which different leadership styles are associated with teacher job satisfaction and academic achievement. The study revealed that transactional, transformational, and instructional leadership styles are the most commonly used by public senior high school principals within that range. Similarly, in the above study, the aforementioned leadership styles had direct, positive, and statistically significant benefits for teachers' work satisfaction and school performance.

HRM's potential advantages for students and educators According to research by Runhaar (2017), both teacher and school performance increase when HRM is viewed as unique, consistent, and consensus-based. Similarly, Runhaar (2017) noted that personnel and training, as well as performance evaluation and compensation, are frequently cited in the literature. AMO (ability, motivation, and opportunity) theory was utilized in the study.

The mixed approach of Siraj et al. (2022) to linking leadership and employee performance concluded that effective leadership seems to have a strong positive impact on job performance. Siraj et al. (2022) highlighted the practices of a distributed leadership style in that study.

## 1.1. Research gap

Existing literature evaluated in past studies on this topic revealed a lack of definitive evidence on the relationship between human resource management practice and school performance in various nations. In addition, most studies focused on recruiting, hiring, and training and development. Other tasks, including compensation,

performance management, leadership style, and planning, are less significant than recruitment and training. This review paper's research methodology section, which is mostly devoted to quantitative analysis, contains only some mixed-method studies. Since there was a lack of qualitative information on HRM practices and school performance, this report identifies almost no qualitative research. Consequently, there is a pressing need to investigate more HR practices in relation to school success. Similarly, a qualitative, in-depth, and knowledgeable investigation must be conducted to collect data from real-world scenarios. In addition, more HR practice models and theories pertaining to school performance demand intense analysis. In addition, the types of school performance, its purposes, the factors influencing school performance in relation to HR practices, and its roles are understudied and require further investigation. Taking into consideration the several factors that are outlined in the problem statement, the purpose of this study is to acquire more information regarding the mentioned matter.

This study addresses the gaps in the literature regarding the relationship between HR practices and school performance with its comprehensive scope. This study intends to explore the mediating influence between HR practices and school performance, considering the literature on the relationship between HR and school performance. The following research-based questions were formulated to get a thorough comprehension of the connection between academic performance and HRM practices.

- What HR practices are currently used to enhance the school's performance?
- Which nations or regions have produced the most and least research on HR and school performance?
- Which methodologies and theoretical frameworks are commonly used to assess HR and school performance?
- How have HR practices and school performance evolved, and where are the existing gaps?
- What are the primary challenges hindering the relationship between HR practices and school performance?
- What are the key findings to date, and what are the future directions for research on HR and school performance?
- What are the critical lessons learned and strategic recommendations for enhancing HR and school performance?

## 1.2. Materials and methods

Discovering new relevant literature is necessary for the investigation of any topic. In addition to advancing existing knowledge, it assists researchers in identifying and evaluating knowledge and information gaps relevant to specific issues. This systematic literature review facilitates the formation of a clear conclusion while reducing prejudice (Lame, 2019). This study adheres to the PSALSAR methodology. The PSALSAR framework included protocol, search, appraisal, synthesis, analysis, and reporting (Mengist et al., 2020). This research applied a nine-step procedure for a systematic review (Bearman et al., 2012) to accomplish its goals, including the following steps: identifying research questions; setting inclusion and exclusion

criteria; searching; screening; extracting; quality assessing; summarizing and evaluating search and screening; and drawing conclusions and making recommendations.

## 1.3. Search strategies

As illustrated in **Table 1**, a total of 148 publications relevant to the most dependable connection between human resources and school performance were discovered in various databases. The papers' authenticity and reliability were then examined. Then, 44 publications were analyzed to examine the correlation between human resources and school performance. The ultimate objective of this systematic review is to determine what research has been conducted and what literature has been published on the relationship between HR and school performance. This review's scope encompasses the search for journals and published research articles. In the literature reviews, "Scopus", "Web of Science", and "Google Scholar" were among the well-known search engines and publications that were examined. The literature was finalized on 5 January 2023, and the publications are from three data sources with peer review. Scopus, which is administered by a famous academic publisher, has proven to be the most massive database of abstracts and citations for scholarly works such as books, articles, conference proceedings, and peer-reviewed literature. Web of Science asserts to be the world's largest publisher-neutral citation database, which allows searching of publication titles, abstracts, etc. (Wanyama et al., 2022). To find completely free versions of publications, Google Scholar, the most widely used scholarly search engine, plays a crucial role (Jamali and Nabavi, 2015). Google Scholar's advanced search options, on the other hand, are valuable for discovering citations that are excluded from ordinary database searches.

**Table 1.** Search database and search strings.

| Data base | Searching stream and terms | No. of articles | Date acquisition |
|---|---|---|---|
| Scopus | Relationship of HR and school performance | 12 | 20/12/2022 |
| | HR practice | 7 | 21/12/2022 |
| | School/education performance | 5 | 23/12/2022 |
| | HR and organizational performance | 3 | 23/12/2022 |
| | Performance | 6 | 02/01/2023 |
| | HR management | 8 | 02/01/2023 |
| Web of Science | Relationship of HR and school performance | 10 | 20/12/2022 |
| | HR practice | 7 | 21/12/2022 |
| | School/education performance | 9 | 23/12/2022 |
| | HR and organizational performance | 7 | 23/12/2022 |
| | Performance | 6 | 02/01/2023 |
| | HR management | 9 | 02/01/2023 |
| Google Scholar | Relationship of HR and school performance | 20 | 20/12/2022 |
| | HR practice | 12 | 21/12/2022 |
| | School/education performance | 10 | 23/12/2022 |
| | HR and organizational performance | 7 | 23/12/2022 |
| | Performance | 4 | 02/01/2023 |
| | HR management | 6 | 02/01/2023 |
| Total | | 148 | |

The search stage involves developing and implementing a search strategy. The search strategy phase requires a careful selection of databases to ensure that the collected material is of good quality and represents most of documents available in the topic of study (Shirokova et al., 2021). During the search delivery phase, the search

phrase will be utilized to get accessibility to the chosen databases to retrieve several associated items of literature (Mengist et al., 2020). The number of results obtained by entering the search term into the appropriate databases is displayed in **Table 1** located above. However, the quantity of publications selected in the analysis was influenced by the search parameters and the desired outcome (Martinez-Harms et al., 2015). Furthermore, the types and quality of databases used to locate the pertinent publication may impact the sample size employed for research (Mengist et al., 2020). As an extra complication, the amount and variety of databases utilized to search for relevant publications may impact the sample size for analysis (Howe et al., 2014). Before committing to a specific search engine and set of criteria, it is therefore essential to do a trial search. For instance, this experimental search across three databases yielded substantial results, indicating the existence of multiple relevant publications. This was due to the lengthy duration, the usage of more generic search phrases, and the independence of each database's results (Mengist et al., 2020).

Therefore, only articles published between 2012 and 2022 were included in the search. The reason for this is that HR has seen significant transformations in the past decade, and modern HR trends and new technologies have also grown tremendously. Therefore, to meet the goals of the review process, it was necessary to apply rigorous inclusion and exclusion criteria to the results (Mengist et al., 2020).

## 1.4. Appraisal

The appraisal process involves assessing the chosen articles, considering the study's aims. The studies were chosen after a thorough assessment of the relevant literature to find papers to be included in the review. The first is to establish inclusion and exclusion criteria, and the second is to evaluate study quality.

The inclusion criteria for this study are as follows (**Table 2**). (1) Since they are the primary source of empirical data, only journal articles are considered in the literature review. Therefore, this analysis did not include books, book chapters, conference papers, or theses. (2) To be eligible, English-language articles must have been published between 2012 and 2022. For the aim of the investigation, articles must concentrate on the relationship between Human Resources Management and school performance, as well as other relevant issues. In addition, publications focusing on HR practice and school performance were chosen to boost the likelihood of locating relevant content.

**Table 2.** Inclusion, and exclusion criteria.

| Criteria | Inclusion or exclusion |
|---|---|
| When all of the predetermined keywords appear in the paper's title, keywords, or abstract. | Inclusion |
| The peer-reviewed scientific original publication journal | Scientific peer-reviewed journal articles that are not primary or original research |
| The language of the paper must be English. | The paper written in a language other than English |
| Evidence-based studies on synergistic or tradeoff correlations | Inclusion |
| A publication providing evidence from synergistically or tradeoff studies | Inclusion |
| When publications address a minimum of one IST indication | Exclusion |
| Duplicated papers found in the search documents | Exclusion |
| Inaccessible publications, review articles, and meta-data | Exclusion |
| Non-original or secondary research articles | Exclusion |
| Articles published prior to 2012 | Exclusion |

**Table 1** presents the PRISMA method as well as the general screening procedure and flow of picking relevant material. During the initial stage, 148 records were discovered (Scopus had 46 records, Web of Science had 48 records, and using the advanced search technique, Google Scholar had 59 records). Grey literature, lengthy abstracts, speeches, keynotes, non-English language papers, book chapters, and unavailable publications were all eliminated, leaving only 148 items for title reading. At that point, just 108 of the original papers met the requirements for viewing the abstracts. Only 88 of the original articles were read in full after the abstracts were skimmed. 68 of these articles examined the connection between HR and school performance; these were downloaded for additional review. Duplicate papers and publications lacking fresh information about educational, organizational, and human resources techniques were manually eliminated throughout the main body of reading. Only 44 publications met all the inclusion criteria for this SLR study (**Figure 1**).
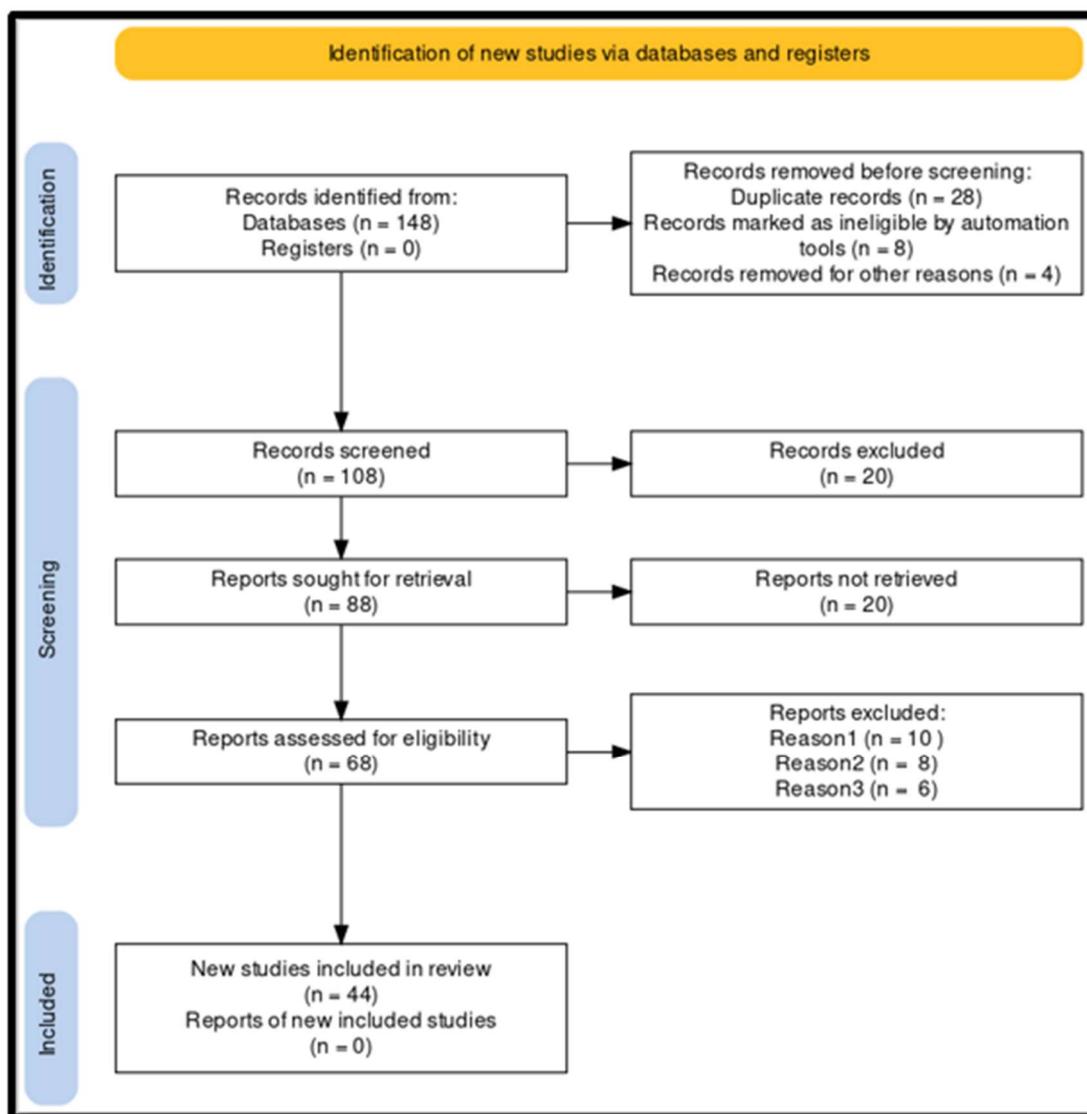


**Figure 1.** Flow diagram of systematic literature review.

After gathering all the necessary information, it was entered into a figure that had been created expressly for this review. The figure comprised columns for the year, the

first author, the title, the type of research, the country or region, the objective, the theory, and the result. This study is composed of a total of two concepts, with eight sub-themes for each. It was determined to devote special focus to addressing the research and quality assessment questions. The number of papers considered in the analysis will depend on the extent of the search and the study's objectives (Martinez-Harms et al., 2015). In similar terms, the quantity and diversity of databases used to search for articles determine the sample size. In addition, the majority of the relevant research articles were not freely available online, limiting the scope of the assessments that could be conducted.

## 1.5. Synthesis

This study sought solutions to the main subject by addressing the key research question and analyzing classified data. The stage of synthesis included both the extraction and classification of pertinent data from selected publications. When classifying and displaying each group of indicators, each group's purpose is considered. As a direct result, the exhaustive literature evaluation and synthesis included a total of 44 publications. To provide a full grasp of the conceptual parallels and contrasts, qualitative inductive content evaluation was applied to the articles'

contents in this systematic review. This strategy uses code sets to reduce the overload of information into manageable data so that the investigator can respond to study questions utilizing concepts, categorization, or themes that are coded and then utilized to provide content analysis based on similar characteristics (Kyngäs, 2020). This study selected the following criteria for coding extraction from the selected scientific publications: authors, publication year, resilience concept, and resilience stages (Mengist et al., 2020).

## 1.6. Analysis

In this literature review, descriptive statistics were utilized to determine publication patterns, the year of publication, the type of evaluations employed, and the study's scope. The study's findings, current knowledge gaps, and implications for resource conservation were summarized based on the criteria used. The review also examines how the status of research influences policy and its execution, as well as the types of scientific study that will be required soon from many fields that are motivated by and capable of doing research. Research was divided into four groups based on its geographical scope: local, regional, national, and international. Studies were organized by year of publication, country of origin, and area studied.

### 1.6.1. Current practices of HR and factors of school performance

According to **Table 3**, the most prevalent human resource practices in educational organizations are training and development, as well as organizing and managing administrative duties. Planning and health and safety are the least prevalent human resource practices in educational organizations. Other practices included recruitment, performance management, employee relations, selection and recruitment, compensation, and benefits. Similarly, **Table 4** indicates that the most prevalent performance factors are leadership, motivation, dedication, and empowerment. Task performance and satisfaction are the performance criteria that are least common.

Productivity, task performance, organizational environment, and culture were all included among the other performance factors (most and least publication regions and countries).

**Table 3.** Human resource practices.

| # | First author | Year | Topic | Country/region | Type of research | Organizing and administration | Recruitment and selection | Training and development | Performance management | Employee relation (involvement) | Compensation and benefit | Health and safety (work life balance) | Planning |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Ngotho | 2018 | Human resource management practices and performance in public secondary schools in the Thika West Sub-County of Kenya | Kenya | Quan | ✓ | | ✓ | ✓ | | ✓ | | |
| 2 | Mutuku | 2022 | Human resource management practices, school infrastructure and academic performance of secondary schools in Machakos County, Kenya | Kenya | Mix | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | Tensay | 2020 | The nexus between HRM, employee engagement, and organizational performance of federal public service organizations in Ethiopia | Ethiopia | Quan | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| 4 | Rafiei | 2015 | The role of human resources management on enhancing the teaching skills of faculty members | Pakistan | Quan | | | ✓ | | | | | ✓ |
| 5 | Mutuku | 2021 | Human resource management practices, and academic performance of secondary schools in Machakos County, Kenya | Kenya | Mixed | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| 6 | Paracha | 2014 | The concept of HPWS-Performance relationship: Framework for education industry | Malaysia | | | ✓ | ✓ | ✓ | ✓ | | | |
| 7 | Omebe | 2014 | Human resource management in education: Issues and challenges | Nigeria | | | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| 8 | Intan Fazlin Fuzi | 2019 | The influence of human resource practices on teachers' job satisfaction | Malaysia | Quan | | | ✓ | ✓ | | ✓ | | |
| 9 | Garaika | 2021 | Optimization of human resources management in efforts to improve school quality | Indonesia | | ✓ | ✓ | | ✓ | | | ✓ | |
| 10 | Ibrahim Kuku | 2022 | Influence of human resource management on students' academic performance in public secondary schools in Zone A Senatorial District of Benue State | Nigeria | Quan | | | ✓ | | | ✓ | | |
| 11 | Beurden | 2021 | How employee perceptions of HR practices in schools relate to employee work engagement and job performance | Netherlands | Quan | ✓ | | ✓ | ✓ | ✓ | | | |
| 12 | Ionescu | 2022 | Educational performance between the human resource's theoretical paradigm and the practical mentality. Analysis at the European level | Romania | Quan | ✓ | | | | ✓ | | | ✓ |
| 13 | Ojebiyi | 2013 | Quality human resources management for effective educational system | Nigeria | Quan | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| 14 | Popescu | 2018 | The connection between human resource management and educational performance | Romania | Quan | | | | | | | | ✓ |
| 15 | Sukawati | 2020 | Human resources management in basic education schools | Indonesia | Quan | | ✓ | ✓ | | | ✓ | | |
| 16 | Mella | 2022 | Effectiveness of human resource management practices on teachers' performance in public secondary schools in Arusha City Council | Tanzania | Quan | ✓ | | ✓ | ✓ | ✓ | | | ✓ |
| 17 | Sultan | 2020 | Impact of HRM practices on teachers' job performance in private schools of Karachi | Pakistan | Quan | ✓ | ✓ | ✓ | | | ✓ | | |
| 18 | Bryson | 2020 | Can HRM improve schools' performance? | British | Quan | ✓ | | ✓ | | | | | |
| 19 | Chiedozie | 2018 | Relationship between staff human resource management and academic performance of accounting students in secondary schools in Akoko South-West, Ondo State | Nigeria | Quan | | ✓ | ✓ | ✓ | | | | |

**Table 3.** (*Continued*).

| # | First author | Year | Topic | Country/region | Type of research | Organizing and administration | Recruitment and selection | Training and development | Performance management | Employee relation (involvement) | Compensation and benefit | Health and safety (work life balance) | Planning |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | Hashmi | 2014 | Human resource management strategies and teacher's efficiency within schools: A co-relational study | Pakistan | Quan | ✓ | | ✓ | ✓ | ✓ | ✓ | | |
| 21 | Olaivar | 2022 | School heads' human resource management practices teachers' school engagement, and teaching performance | Philippines | Quan | ✓ | | | ✓ | | | | ✓ |
| 22 | Waseem | 2013 | Impact of human resource management practices on teachers' performance: A mediating role of monitoring practices | Pakistan | | ✓ | | ✓ | ✓ | | | | |
| 23 | Nduruchi | 2016 | Effects of human resource factors on student performance in Bungoma North Sub-County Kenya | Kenya | | | | | | | | | |
| 24 | Runhaar | 2017 | How can schools and teachers benefit from human resources management? Conceptualizing HRM from content and process perspectives | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | |
| 25 | Dahle | 2021 | Magic muzzles? The silencing of teachers through HRM, performance appraisal and reputation concern | Norway | Quan | ✓ | | | | ✓ | | | |
| 26 | Rofiaty | 2019 | The relational model of entrepreneurship and knowledge management toward innovation, strategy implementation and improving Islamic boarding school performance | Indonesia | Quan | | | ✓ | | | | | |
| 27 | Manoppo | 2019 | The effect of school head competency and motivation on teacher performance | Indonesia | Quan | ✓ | | | | ✓ | ✓ | | ✓ |
| 28 | Kabuuka | 2022 | Human resource management practices and teachers' performance in universal primary education schools of Kyankwanzi District, Uganda | Uganda | Quan | ✓ | | ✓ | | | | | ✓ |
| 29 | Siraj | 2022 | Linking leadership to employees performance—The mediating role of human resource management | Hungary | Mixed | ✓ | | | ✓ | | | | |
| 30 | Mohammed Saud Mira | 2019 | The effect of HRM practices and employees' job satisfaction on employee performance | Saudi Arabia | Quan | | | ✓ | | ✓ | ✓ | | |
| 31 | Jouda | 2016 | International review of management and marketing | Palestine | | | ✓ | ✓ | ✓ | ✓ | | | |
| **Total** | | | | | | 21 | 10 | 23 | 16 | 14 | 14 | 4 | 9 |

**Table 4.** Performance factors.

| # | First author | Year | Topic | Country/region | Type of research | Leadership | Motivation | Productivity | Task performance | Competency | Satisfaction | Environment/Culture | Commitment/Empowerment |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Ngotho | 2018 | Human resource management practices and performance in public secondary schools in the Thika West Sub-County of Kenya | Kenya | Quan | ✓ | ✓ | | | | | | ✓ |
| 2 | Mutuku | 2022 | Human resource management practices, school infrastructure and academic performance of secondary schools in Macbakos County, Kenya | Kenya | Mix | ✓ | | | | | | ✓ | |
| 3 | Tensay | 2020 | The nexus between HRM, employee engagement, and organizational performance of federal public service organizations in Ethiopia | Ethiopia | Quan | ✓ | | | | | | | ✓ |

**Table 4.** (*Continued*).

| # | First author | Year | Topic | Country/region | Type of research | Performance factors | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Leadership | Motivation | Productivity | Task performance | Competency | Satisfaction | Environment/Culture | Commitment/Empowerment |
| 4 | Rafiei | 2015 | The role of human resources management on enhancing the teaching skills of faculty members | Pakistan | Quan | ✓ | ✓ | ✓ | ✓ | | | | ✓ |
| 5 | Mutuku | 2021 | Human resource management practices, and academic performance of secondary schools in Machakos County, Kenya | Kenya | Mixed | ✓ | | | | | | ✓ | ✓ |
| 6 | Paracha | 2014 | The concept of HPWS-Performance relationship: Framework for Education Industry | Malaysia | | ✓ | | | | | | ✓ | ✓ |
| 7 | Omebe | 2014 | Human resource management in education: Issues and challenges | Nigeria | | | | | | | | ✓ | |
| 8 | Intan Fazlin Fuzi | 2019 | The influence of human resource practices on teachers' job satisfaction | Malaysia | Quan | | | | | | ✓ | | |
| 9 | Garaika | 2021 | Optimization of human resources management in efforts to improve school quality | Indonesia | | ✓ | | | | | | | |
| 10 | Ibrahim Kuku | 2022 | Influence of human resource management on students' academic performance in public secondary schools in Zone A Senatorial District of Benue State | Nigeria | Quan | ✓ | ✓ | ✓ | | | | | |
| 11 | Beurden | 2021 | How employee perceptions of HR practices in schools relate to employee work engagement and job performance | Netherlands | Quan | | ✓ | | ✓ | | | | ✓ |
| 12 | Ionescu | 2022 | Educational performance between the human resource's theoretical paradigm and the practical mentality. Analysis at the European level | Romania | Quant | | ✓ | | | | | ✓ | ✓ |
| 13 | Ojebiyi | 2013 | Quality human resources management for effective educational system | Nigeria | Quan | | ✓ | | | | | | |
| 14 | Popescu | 2018 | The connection between human resource management and educational performance | Romania | Quan | | ✓ | ✓ | | ✓ | | | ✓ |
| 16 | Mella | 2022 | Effectiveness of human resource management practices on teachers' performance in public secondary schools in Arusha City Council | Tanzania | Quan | ✓ | ✓ | | | | | ✓ | ✓ |
| 17 | Sultan | 2020 | Impact of HRM practices on teachers' job performance in private schools of Karachi | Pakistan | Quan | | ✓ | | | | | | ✓ |
| 18 | Bryson | 2020 | Can HRM improve schools' performance? | British | Quan | | | ✓ | | | | | |
| 20 | Hashmi | 2014 | Human resource management strategics and teacher's efficiency within schools: A co-relational study | Pakistan | Quan | ✓ | | ✓ | | ✓ | | ✓ | |
| 21 | Olaivar | 2022 | School heads' human resource management practices, teachers' school engagement, and teaching performance | Philippines | Quan | ✓ | | ✓ | | | | | ✓ |
| 24 | Runhaar | 2017 | How can schools and teachers benefit from human resources management? Conceptualizing HRM from content and process perspectives | | | | ✓ | ✓ | | ✓ | | | |
| 25 | Dahle | 2021 | Magic muzzles? The silencing of teachers through HRM, performance appraisal and reputation concern | Norway | Quan | ✓ | | | | | | | |
| 26 | Rofiaty | 2019 | The relational model of entrepreneurship and knowledge management toward innovation, strategy implementation and improving Islamic boarding school performance | Indonesia | Quan | ✓ | | | | ✓ | | | |
| 29 | Siraj | 2022 | Linking leadership to employees performance: The mediating role of human resource management | Hungary | Mixed | | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| 30 | Mohammed Saud Mira | 2019 | The effect of HRM practices and employees' job satisfaction on employee performance | Saudi Arabia | Quan | | | | | | | | |
| **Total** | | | | | | 11 | 12 | 9 | 3 | 8 | 3 | 7 | 13 |

According to tables, most publications available on this topic are in Asia, followed by Africa and Europe. South America and North America region publications are very rare or not available in this topic.

### 1.6.2. Theories mostly used in HR practices and school performance

Based on the review papers (**Table 5** and **Figure 2**), human capital theory and resource-based theory are most commonly used in the relationship between HR and school performance. McGregor's two-factor theory, universalistic theory, and AMO theory are used second most in relation to HR and school performance.
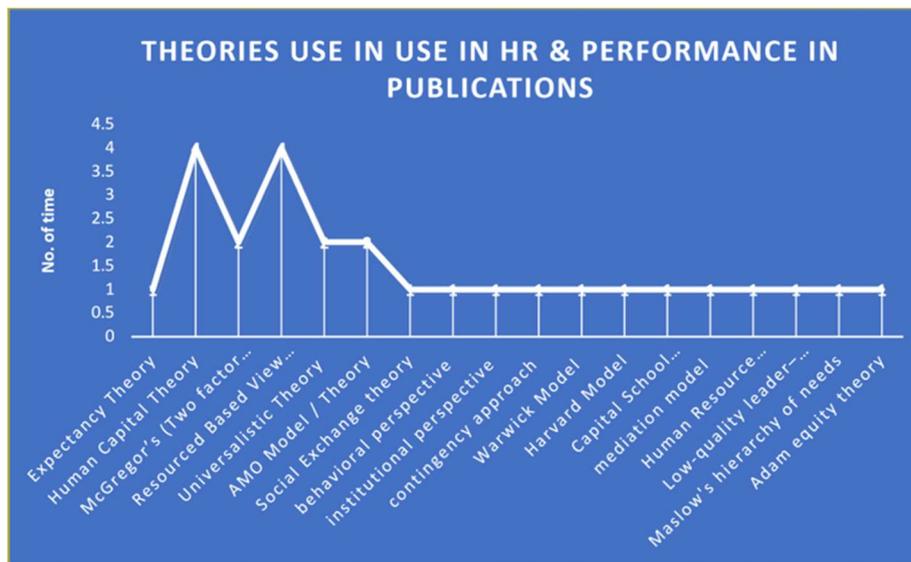


**Figure 2.** Theories use in HR and school performance in articles.

**Table 5.** The aims, theories, and models of findings.

| # | First author | Year | Topic | Aim | Theory |
|---|---|---|---|---|---|
| 1 | Ngotho | 2018 | Human resource management practices and performance in public secondary schools in the Thika West Sub-County of Kenya | This research project aimed at investigating the relationship between human resource management practices and performance in public secondary schools in Kenya | This study is based on three theoretical foundations: Expectancy Theory, Human Capital Theory, and McGregor's Theory X and Theory Y |
| 2 | Mutuku | 2022 | Human resource management practices, school infrastructure and academic performance of secondary schools in Machakos County, Kenya | To examine the influence of human resource management practices, school infrastructure and academic performance of secondary schools in Machakos County, Kenya | ● Resource-Based View Theory<br>● Universalistic Theory and<br>● Human Capital Theory |
| 3 | Tensay | 2020 | The nexus between HRM, employee engagement, and organizational performance of federal public service organizations in Ethiopia | His study tested the intervening effect of employee engagement in the HRM-performance link | ● Drawing on the AMO Model and SET, the present study examined the effect of HRM System on Employee Engagement and Organizational Performance<br>● Three-factor model using SEM |
| 4 | Mutuku | 2021 | Human resource management practices, and academic performance of secondary schools in Machakos County, Kenya | The aim of the study was to establish the influence of human resource management practices on academic performance of secondary schools in Machakos County | The Resource-Based Theory, Universalistic Theory and the Human Capital Theory informed this study. |
| 5 | Paracha | 2014 | The concept of HPWS-Performance relationship: Framework for education industry | To contribute towards a better understanding of HPWS-Performance link by focusing on its possible application in schools in education industry | ● Resource-Based Theory<br>● Behavioral Perspective<br>● Institutional Perspective<br>● Contingency Approach |

**Table 5.** (*Continued*).

| # | First author | Year | Topic | Aim | Theory |
|---|---|---|---|---|---|
| 6 | Ionescu | 2022 | Educational performance between the human resource's theoretical paradigm and the practical mentality. Analysis at the European level | This research aimed to identify the need for performance and assessed the theoretical and practical dimensions of the European gap in performance in education, given the impact of the global crisis | Distribution of the motivational model |
| 7 | Ojebiyi | 2013 | Quality human resources management for effective educational system | | Warwick Model of HRM Context, The Harvard Model of HRM (the Fombrum, Tichy and Devana Model of HRM) |
| 8 | Mella | 2022 | Effectiveness of human resource management practices on teachers' performance in public secondary schools in Arusha City Council | The study purposed to assess the effectiveness of HRM practices on teacher's performance in public secondary schools in Arusha City | Capital School Effectiveness and Improvement Theory |
| 9 | Hashmi | 2014 | Human resource management strategies and teacher's efficiency within schools: A co-relational study | The aim of the paper is to study Human Resource Management and Development (HRMD) strategies and their effect on teachers' efficiency within the Catholic Board of Education (CBE) schools of Pakistan whose teachers are graduates in educational leadership courses from a private teacher education institutes in Karachi | HRMD implies a combination of theories dealing with the social, psychological and economic dimensions of the leadership and employees |
| 10 | Waseem | 2013 | Impact of human resource management practices on teachers' performance: A mediating role of monitoring practices | The purpose of this paper is to measure the impact of HRM on teachers' performance in the context of Pakistan | A mediation model in which monitoring acts as a mediating mechanism to transmit the positive effects of HR practices on teachers' performance |
| 11 | Runhaar | 2017 | How can schools and teachers benefit from human resources management? Conceptualizing HRM from content and process perspectives | Little empirical attention is paid to the ways in which different HRM practices could be bundled into a comprehensive HRM system (content) and how HRM could best be implemented to attain positive teacher and student outcomes (process) | The "AMO Theory of Performance", it is argued that HRM systems should comprise (A) ability-, (M) motivation- and (O) opportunity-enhancing HRM practices |
| 12 | Dahle | 2021 | Magic muzzles? The silencing of teachers through HRM, performance appraisal and reputation concern | The purpose of the present paper is to examine human resource management (HRM) approach, satisfaction with the performance appraisal (PA) system and concern for reputation as possible antecedents to voice restrictions | Low-Quality Leader-Member Exchange (LMX) LMX Theory |
| 13 | Rofiaty | 2019 | The relational model of entrepreneurship and knowledge management toward innovation, strategy implementation and improving Islamic boarding school performance | The influence of knowledge management on the implementation of strategies and the influence of entrepreneurial orientation, knowledge management, innovation, implementation of strategies to organizational performance, where the organization referred to is an Islamic boarding school | Theory of Resource-Based |
| 14 | Kabuuka | 2022 | Human resource management practices and teachers' performance in universal primary education schools of Kyankwanzi District, Uganda | This study examined the relationship between Human Resource Management (HRM) Practices and Teachers' Performance in universal primary education schools of Kyankwanzi District | Herzberg's Two Factors Theory of motivation (1959) |
| 15 | Mohammed Saud Mira | 2019 | The effect of HRM practices and employees' job satisfaction on employee performance | In other words, the current study explored to know whether HRM practices offer direct impact on the employee performance or through employees' job satisfaction on employee performance to solve the said problem | Maslow Theory and Adam Equity Theory that employees are satisfied when their needs are fulfilled (Adams, 1965; Maslow, 1965). |

The different ways that HR practices and school performance have changed, and the gaps: there is a disconnect between real and implemented HR practices when HR strategies are not carried out as planned. Human resources uncertainty and employee involvement can help mitigate the harmful impact of this gap on organizational performance.

### 1.6.3. Existing obstacles hinders

Human resource planning, which can hinder internal productivity as well as organizational performance, represents the most significant existing obstacle to the connection between HR practice and school success. It will impact the organization's motivation, satisfaction, productivity, and performance.

### 1.6.4. The acquired lesson and the future of HR and school performance

The most essential lesson gained, as well as the way forward through HR practice and school success, is that the recruitment and retention phases, as well as the planning stages, must be extremely robust. An efficient recruitment and selection process guarantees that the organization will keep its commitment and treat its employees fairly, on top of achieving the standards of the role. If the organization follows this principle, it may be able to recruit the most qualified people. Smart recruitment, in which the right individuals are assigned to the right roles at the right times, can in turn reduce turnover.

After excluding some papers, 44 articles were examined for inclusion in this study. To evaluate and analyze these 44 publications, an integrated review process was applied. On each of the selected data points, a qualitative analysis was conducted. The use of thematic analysis allows for the formation of both themes and subthemes. The initial stage in constructing the theme was to collect the necessary data. Then, all 44 papers were subjected to a detailed analysis to obtain the data necessary to address the research question. The information was then categorized into usable groups, which included suggestions, concepts, or themes, and coded (Patton, 2002).

## 1.7. Finding and reporting

This study showed a significant correlation between HR, its practices, and school performance. Human resources can refer to either the employees in the organisation or the HR department that manages all employee-related matters. Human resources are essential to the educational system in its entirety (Omebe, 2014). HRM ensures the effective operation of an organization. HRM seeks to ensure that firms achieve success through their employees. The process begins with the formulation of appropriate policies for job qualifications and concludes with the promotion of business expansion. HRM considers that an organization's performance is enhanced through its employees (Mella, 2022).

This study showed a significant correlation between HR functions or practices and school performance. Some of the best practices found in this study are planning, organizing, and managing administration; recruiting and selection; training and development; performance management; compensation and reward benefits; and health and safety. Some of the organizational performance factors included leadership, motivation, productivity, task performance, competency, satisfaction, environment and culture, and commitment and empowerment.

### 1.8. Best practices of HR

### 1.8.1. Planning

Human resource planning (Rafiei and Davari, 2015; Mutuku, 2022; Mella and Mnjokava, 2022; Ionescu et al., 2022; Ojebiyi and Amos, 2013; Olaivar and Loayon, 2022; Mutuku et al., 2021; Manoppo et al., 2019; Popescu and Gogeanu, 2018) aligns workers with employment opportunities and prevents labor shortages. HR planning enables firms to maintain their productivity and performance. It involves evaluating labor supply, predicting demand, balancing supply, and demand, and supporting organizational objectives.

Human resource planning is the ongoing procedure through which an organization anticipates its future labor requirements and devises strategies to make the best use of its employees' abilities and talents. Succession planning and other HRM facets may also play a major effect on how well secondary schools do academically (Mutuku et al., 2021). Similarly, human resource management, according to Robbins (1991), as quoted by Ojebiyi and Amos (2013), is a body of knowledge and a set of practices with five functional areas, one of which is human resource planning (succession, turnover, and planning).

### 1.8.2. Organizing, and managing administration

Organizing and administering human resource tasks (Omebe, 2014; Runhaar, 2017; Ngotho, 2018; Tensay and Singh, 2020; Mutuku, 2022; Siraj et al., 2022; Mella and Mnjokava, 2022; Ionescu et al., 2022; Ojebiyi and Amos, 2013; Olaivar and Loayon, 2022; Mutuku et al., 2021; Manoppo et al., 2019; Van Beurden et al., 2021; Dahle, 2021; Helisia Margahana, 2021; Bryson et al., 2020; Sultan et al., 2020; Hashmi, 2014; Paracha et al., 2014; Wassem et al., 2013; Sukawati et al., 2020) enables the manager to spend less time looking for things and more time performing essential tasks. It can also improve communication between management and the organization's team, leading to increased productivity and performance.

Organizing will improve in completing organizational tasks effectively, reducing expensive mistakes. It also facilitates the development and management of staff, so they are more productive and efficient (Tensay and Singh, 2020). In addition, it will assist in directing efforts toward managing the human resource pool and ensuring that the resources are utilized to achieve organizational objectives (Mutuku, 2022).

### 1.8.3. Recruitment and selection

According to numerous authors (Runhaar, 2017; Tensay and Singh, 2020; Mutuku, 2022; Ojebiyi and Amos, 2013; Mutuku et al., 2021; Bryson et al., 2020; Hashmi, 2014; Sukawati et al., 2020; Chiedozie et al., 2018; Ibrahim Kuku, 2022), recruitment is the procedure by which potential employees are sought out and selected. Successful hiring depends on locating the ideal candidate at the ideal time (Runhaar, 2017). This strategy is quite methodical in its pursuit of high-caliber employees who can aid in the development and success of the company. According to research by Chiedozie et al. (2018), students' academic performance and their success in school are positively impacted by institutions' recruiting processes and the quality of the teachers they hire.

### 1.8.4. Training and development

Human resource management is important because it allows employees to develop personally while also contributing to the achievement of organizational goals. In contrast to development, which emphasizes improving and expanding existing skills, training (Runhaar, 2017; Ngotho, 2018; Tensay and Singh, 2020; Rafier and Davari, 2015; Mutuku, 2022; Mella and Mnjokava, 2022; Ojebiyi and Amos, 2013; Mutuku et al., 2021; Van Beurden et al., 2021; Bryson et al., 2020; Sultan et al., 2020; Hashimi, 2014; Paracha et al., 2014; Waseem et al., 2013; Sukavati et al., 2020; Chiedozie et al., 2018; Ibrahim Kuku, 2022; Fuzi and Fuzi, 2019) emphasizes acquiring new ones. It enhances the productivity and performance of the entire workforce, which benefits the organization's bottom line (Mella and Mnjokava, 2022). Hashmi (2014) stated that instructors must concentrate on their knowledge, values, and abilities through professional development to be more effective in the classroom.

### 1.8.5. Performance management

The success of an organization depends on effective performance management (Omebe, 2014; Runhaar, 2017; Ngotho, 2018; Tensay and Singh, 2020; Mutuku, 2022; Mella and Mnjokava, 2022; Ojebiyi and Amos, 2013; Van Beurden et al., 2021; Hashmi, 2014; Paracha et al., 2014; Waseem et al., 2013; Chiedozie et al., 2018; Ibrahim Kuku, 2022; Fuzi and Fuzi, 2019; Mira et al., 2019; Jouda et al., 2016). It helps them achieve their strategic objectives by coordinating their staff, assets, and infrastructure through several formally and informally structured methods (Van Beurden et al., 2021). In addition, it functions as a dashboard, warning leaders of oncoming problems and indicating when direction changes are required to keep running smoothly. Runhaar (2017) observed that in the literature on human resource management, performance evaluation is commonly described just like an HRM practise with the specific purpose of boosting motivation, and motivation contributes to the improvement of the organization's performance.

### 1.8.6. Employee relation and involvement

Employee relations (Omebe, 2014; Tensay and Singh, 2020; Mutuku, 2022; Mella and Mnjokava, 2022; Ionescu et al., 2022; Ojebiyi and Amos, 2013; Olaivar and Loayon, 2022; Mutuku et al., 2021; Manoppo et al., 2019; Van Beurden et al., 2021; Dahle, 2021; Hashmi, 2014; Paracha et al., 2014; Mira et al., 2019) are the foundation of trust among an organisation and its workforce. A solid relationship between employees and employers improves collaboration and communication. Staff involvement results in increased production, motivation, and job satisfaction. Highly engaged employees increase the performance of the organization. Van Beurden et al. (2021) stated that Dutch teachers found that available and appropriate HR practices enhance teacher work engagement and job performance.

### 1.8.7. Compensation and rewards

Reward and recognition programmes are beneficial for both businesses and employees. The compensation system (Omebe, 2014; Runhaar, 2017; Ngotho, 2018; Tensay and Singh, 2020; Mutuku, 2022; Manoppo et al., 2019; Sultan et al., 2020; Hashimi, 2014; Paracha et al., 2014; Ibrahim Kuku, 2022; Fuzi and Fuzi, 2019; Mira et al., 2019; Jouda et al., 2016) includes wages, salaries, bonuses, and commissions.

Employers who are astute understand that retaining quality employees requires a wage and benefits package that is competitive. Human resource practises, such as incentives and remuneration, have a significant impact on teachers' job happiness and performance, as found by Fuzi and Fuzi (2019). Organizations with efficient employee appreciation programmes might enjoy increased staff performance and lower attrition rates (Mira et al., 2019).

### 1.8.8. Health and safety (work-life balance)

The duration of time spent on a job correlates with a loss in productivity and efficiency. In addition to its obvious benefits for health and wellbeing (Omebe, 2014; Mutuku, 2022; Mutuku et al., 2021; Helisia Margahana, 2021), a balanced work life can boost an employee's productivity (Omebe, 2014). Mutuku (2022) discovered that HR initiatives that promote work or life balance in schools are significant because they increase employee productivity, decrease employee turnover, and improve their mental and physical health. HR strategies such as work-life balance and health and safety contribute to the success of teachers in schools.

## 2. Factor influenced by performance

### 2.1. Leadership

Organizational success is correlated to the efficacy of leadership (Ngotho, 2018; Mutuku, 2022; Siraj et al., 2022; Mella and Mnjokava, 2022; Mutuku et al., 2021; Dahle, 2021; Helisia Margahana, 2021; Hashmi, 2014; Paracha et al., 2014). Leaders have a tremendous impact on the culture, value, adaptability, and satisfaction of their organizations because of their efforts. This impacts how institutions plan, execute, and evaluate the outcomes of their activities (Dahle, 2021). Mutuku (2022) stated that school principals' management style influences teacher performance.

### 2.2. Motivation

Motivation (Runhaar, 2017; Ngotho, 2018; Tensay and Singh, 2020; Rafier and Davari, 2015; Mella and Mnjokava, 2022; Ionescu et al., 2022; Ojebiyi and Amos, 2013; Popescu and Gogeanu, 2018; Van Beurden et al., 2021; Sultan et al., 2020; Ibrahim Kuku, 2020; Mira et al., 2019) plays a vital part in the school since it boosts the satisfaction and motivation of teachers. So, the HR practice of a school can improve the behavior of teachers through motivation. Consequently, teachers attained their targets and increased school performance (Runhaar, 2017).

### 2.3. Productivity/task performance

Organizations attain excellent workflow harmonization, which directly improves productivity (Runhaar, 2017; Ngotho, 2018; Rafier and Davari, 2015; Siraj et al., 2022; Olaivar and Loayon, 2022; Popescu and Gogeanu, 2018; Bryson et al., 2020; Hashmi, 2014; Ibrahim Kuku, 2022; Mira et al., 2019). Both the productivity and the job performance of highly motivated individuals have grown dramatically (Bryson et al., 2020).

## 2.4. Competency

The most effective teachers are well-versed in all the technical competencies (Runhaar, 2017; Rafiei and Davari, 2015; Siraj et al., 2022; Popescu and Gogeanu, 2018; Hashmi, 2014; Ibrahim Kuku, 2022; Mira et al., 2019; Rofiaty, 2019) of the teaching profession, including lesson planning and delivery, assessing student learning, leading inquiry-based learning, and improving students' social and emotional abilities. It has been demonstrated that certain qualities enhance academic performance by having a positive impact on students (Ibrahim Kuku, 2022).

## 2.5. Satisfaction

Teachers who are satisfied with their competencies (Paracha et al., 2014; Fuzi and Fuzi, 2019; Mira et al., 2019) in their professions are less likely to experience burnout or classroom stress. Teachers' mental and even physical health can be reflected in the happiness of their students. Fair and equal compensation, encouraging working conditions, pleasant coworkers, and a sense of purpose are among the most influential factors in both job satisfaction and academic performance (Mira et al., 2019).

## 2.6. Environment and culture

Teachers at schools with positive cultures (Omebe, 2014; Mutuku, 2022; Mella and Mnjokava, 2022; Ionescu et al., 2022; Mutuku et al., 2021; Van Beurden et al., 2021; Hashimi, 2014; Mira et al., 2019) are more invested in the achievement of their students. When there is a collaborative and positive school culture, teachers and administrators are more inclined to collaborate to achieve school goals, which is beneficial for children. Everyone learns better in a classroom with a more pleasant atmosphere. Staff members take great pride in their collaboration, which increases student accomplishment (Ismail et al., 2022).

## 2.7. Commitment and empowerment

There is a correlation between giving teachers empowerment cultures (Ngotho, 2018; Tensay and Singh, 2020; Rafiei and Davari, 2015; Siraj et al., 2022; Mella and Mnjokava, 2022; Ionescu et al., 2022; Olaivar and Loayon, 2022; Mutuku et al., 2021; Popescu and Gogeanu, 2018; Van Beurden et al., 2021; Sultan et al., 2020; Paracha et al., 2014; Mira et al., 2019) over instructional decisions and increased levels of dedication to their career. Teacher empowerment, defined as the six factors of autonomy, decision-making, status, self-efficacy, professional growth, and influence, is a major factor in maintaining teacher commitment. Commitment is empowerment that encourages teachers to spend more time dedicating to school activities to enhance the school's overall performance (Altun, 2017).

## 3. Recommendations

HR best practices are essential procedures and behaviors that are consistently effective. Educational institutions must strengthen their human resource strategies to positively impact both teacher productivity and academic achievement. It is well-known that the quality of an organization's human resources management practice has

a direct impact on its level of success. However, there has not been a significant amount of research on the relationship between human resource management practices and teacher performance. This is an issue that needs to be addressed. In order to improve human resource management practices, this research recommends that HR managers or school principals continue to upgrade the process to enhance school performance.

To achieve this, the research suggests that HR managers or school principals must plan well in advance and organize activities according to the plan. They should also manage and lead activities to achieve school objectives. Additionally, the principal, as the head of HR, should strengthen the current recruitment and selection process to bring in high-quality, efficient staff to the school. Training and development for teachers should be enhanced, and performance management should be strengthened through feedback. Additionally, teacher involvement should be increased in all activities and decision-making, and work-life balance, health, and safety measures should be implemented for teachers. Furthermore, compensation and benefits should be used as motivation for teachers.

HRM practices are at the heart of the organization. As such, this research recommends maintaining and upholding performance-influencing factors using HRM practices. Using HRM best practices, the principal will be able to increase teacher productivity, maintain school performance, and achieve school goals. One of the most important performance influence factors is leadership style, so using different leadership styles, specifically motivational styles, is crucial. Leadership styles that increase performance include transformational leadership, transactional leadership, distributed leadership, and teacher leadership. With the implementation of motivational activities, teacher productivity will increase, task performance and competency will improve, and teachers will be more satisfied, leading to their full commitment to achieving school goals. Additionally, the school climate will become task-oriented, creating a comfortable working environment for teachers and leading to increased teacher empowerment.

## 4. Limitation

This study was limited by the lack of relevant data or publications on the relationship between human resources and school performance. Similarly, due to the dominance of quantitative and few mixed technique research papers, a comprehensive knowledge of the social context and evidence on the motivations, beliefs, and experiences of individuals cannot be included in this study.

## 5. Conclusion

The primary aim of this study was to establish a correlation between human resource management and school performance. In summary, this study's findings demonstrate a significant interrelationship between human resource practices and school performance. HR practices positively correlated with school performance include succession strategic planning, effective organization of school academic and administrative work, a robust hiring and selection system, strong staff relations enhancing collaboration, incentives, remuneration, work-life balance, and attention to

teacher health and safety. Moreover, specific performance indicators significantly impact academic performance. These factors encompass the leadership styles of school principals, impacting teacher performance by motivating teachers, enhancing their job satisfaction, increasing productivity and competencies, fostering a favorable organizational climate, and empowering teachers with greater autonomy. There is less literature on the elements influencing school success than there is on the factors influencing business organizational effectiveness. Thus, research into the relationship between HRM practices and academic outcomes, particularly teacher efficiency and effectiveness, is required. Quantitative and mixed-method studies were most commonly observed for this SLR on human resources and school performance. Consequently, further qualitative research is needed to explore human resource management strategies that contribute to school success.

**Conflict of interest:** The authors declare no conflict of interest.

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