

From Classical Management to Strategic HRM: Implications for Teacher Effectiveness and Educational Leadership

Sadia Jabeen

M.Phil Scholar, Department of Education, International Institute of Science Arts and

Technology (IISAT) Gujranwala

Email: sadiaashfaq730@gmail.com

Abstract

Human resources management is one of the fundamental constructs in management research, and numerous theories have been propounded to explain the phenomenon. This study investigated the effect of these theories on human resources management policies and practices and how they could be applied to further enhance the effective management of HR. The research reviewed nine (9) human resources management theories and existing literature in relation to how these theories shape HR management practices along with the various results that have been recorded across different contexts. It was concluded that no single theory is considered the best, as they all have varying strengths and weaknesses. The study also revealed that various contexts would require unique HR management practices. It is also recommended that HR practitioners, managers, business owners, and policymakers have an extensive understanding of these theories to know the most effective and efficient way to respond to situations that may evolve in the day-to-day practice of HR management. (Egbuta, 2021). The article presents a synthesized framework illustrating how classical management theories evolved into strategic HRM approaches to assist teacher effectiveness through participative leadership, ongoing professional development, and organizational learning.

Keywords: *Human resources management, human resources management theories, human resources managers, human resources policies*

1. Introduction

This is a review of selected theories that have been used to explain the phenomena of human resources management (HRM) and the human relations school (HRS) of thought. For this study, a theory is defined as a set of general principles or ideas that are put together to explain a phenomenon while being independent of what it intends to explain. The primary goal of theories is to explain what causes something to occur or to inform on the likely consequences of a phenomenon. Human resources management can be summarily described as all activities that plan the regulation of work and management of employment amongst all actors in an employment relationship (Townsend, 2019). Several scholars have identified human resources

management as a major determinant of the success or otherwise of an organization (Bedarkar & Pandita, 2013)

HRM practice has been reported to be highly sensitive to context irrespective of the kind of organization being observed, and this further lends credence to the critical role understanding. HRM theories play a role in shaping HRM practice (Cooke, 2017). The globalized economy has, however, further led to the diffusion and adoption of HRM practices and theories by different organizations irrespective of their unique features, varying institutional environment, and cultural traditions (Rubery, 2003) (Wise, 2013). This study is hence focused on identifying these various theories of HRM while also attempting to make recommendations on their contextual adoptions and adaptations. In essence, a robust understanding of various HRM theories will guide practitioners in adapting the respective underlying principles to address the various situations that may be faced in practice. Interpretation of organizational phenomena and, more specifically, HRM has indeed grown to become an area of interest for several management scholars, and in the following subsection, HRM theories will be reviewed along with their respective effect on human resource management practice across various types of organizations. Educational institutions today operate in complex and dynamic environments, requiring effective teaching practices and strong leadership. Traditional management theories, such as those proposed by classical theorists, emphasized structure, efficiency, and control. However, modern educational systems demand flexibility, collaboration, and human-centered approaches.

Human Resource Management (HRM) has emerged as a critical framework that focuses on motivation, development, and performance of individuals within organizations. This article aims to synthesize classical management strategies and HRM theories to better understand their combined impact on teacher effectiveness and educational leadership.

Teacher effectiveness and educational leadership have evolved significantly, moving from rigid administrative models rooted in classical management theory to dynamic, people-centered approaches under Strategic Human Resource Management (SHRM). This shift reflects changing educational demands where leadership, motivation, and human capital development are central to improving teaching quality and student outcomes

According to the book *Systems Theory of HRM*, Müller-Jentsch, W. (2004) recorded that John Dunlop, in 1958, made the first systematic attempt to formulate a theoretical framework to explain human interactions with organizations, the government, and other stakeholders within the environment of the organization. The framework explained the intricate interactions of all actors in the industrial relations system. The theory directly referenced

Parson's theory of social systems. In his publication, John Dunlop defined the industrial relations system (IRS) as an analytical subsystem of industrial societies and located it 'at the same logical.

According to the European Journal of Business and Management, the human relations approach to management and early management theories were built on the notion that if management could properly plan, organize, and control jobs and organizations, productivity could increase. The early approaches emphasized technical aspects of the work at the expense of the work's personal aspects. This aspect is clearly evident in the works of classical theorists such as Fredric W. Taylor, Frank, Lillian Gilbreth, etc. Therefore, it is not surprising that theories were later developed that challenged some early fundamentals. 168. Two branches evolved during this period, identified as the human relations and behavioral theories, according to reference www.iiste.org, European Journal of Business and Management ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online) Vol. 6, No. 25, 2014, even though, to some degree, many academics see them as belonging to the same orientation, being that they focus on the individual rather than the job. The human relations approach became popular in the 1940s and early 1950s; it brought to managers attention the important role played by individuals in determining the success or failure of an organization (Plano et al., 1978).

Human relations is frequently used as a general term to describe the ways in which managers interact with their subordinates. When management and employees stimulate more and better work conditions, we have good human relations in the organization. When morale and efficiency deteriorate, human relations in the organization are bad. To create good human relations, managers must know why employees act as they do and what social and psychological factors motivate them (Stoner, 1978). The human relations approach made relationships between employees and supervisors the most salient aspect of management. It advocates the training of people in behavioral sciences, such as clinical and social psychology, to emphasize building collaborative and cooperative relationships between supervisors and workers. Two key aspects of the human relationships approach are employee motivation and leadership style (Gomez et al., 2002).

According to Classical Management Foundations in Education ; Classical management theories (Taylor's Scientific Management and Fayol's Administrative Theory) emphasized efficiency, hierarchy, and control. In educational contexts, early leadership models focused on: Standardization of teaching practices, strict supervision and accountability, centralized decision-making. However, such approaches often overlooked teacher motivation and professional growth, limiting long-term effectiveness.

Article suggests that classical Human Resource Management approaches were focused on management as a control system with a high level of bureaucracy and emphasis on operational efficiency with little regard for teachers.

Although there have been many studies on the efficiency of teachers, educational management, and Human Resource Management, it has been found almost no studies integrating the evolution of classical management thinking and strategic Human Resource Management in the education sector. Most of existing literature focuses on the different perspectives of these issues and thus creates a gap in how contemporary education systems integrate Management theories and their views on teacher efficiency and leadership.

1.2 Synthesis of Classical Management Theories and Their Educational Legacy

The foundations of modern organizational structure in education are deeply rooted in classical management theories, which emphasize efficiency, hierarchy, and control.

Frederick Taylor's principles (1911), focused on task standardization and efficiency, manifest in education through standardized curricula, prescribed learning outcomes, and systematic lesson planning requirements. While this ensures a baseline of consistency and accountability, a strict Taylorist approach can de-professionalize teaching, reducing it to a technical delivery role and stifling pedagogical creativity (Smyth, 2001). Its relevance today is most visible in the management of non-academic staff and in certain administrative processes.

1.3 Bureaucratic Theory and Educational Administration

Max Weber's model(1922) is perhaps the most visible classical theory in education. Public school systems and large universities operate as classic bureaucracies: they have clear hierarchies (from classroom teacher to principal to superintendent), formalized rules (education codes, accreditation standards), specialized roles (subject teachers, counselors, administrators), and career ladders based on qualifications and seniority. This structure provides order, equity, and predictability, essential for managing large, publicly accountable systems. However, it can also lead to rigidity, slow adaptation to change, and the alienation of professionals who feel constrained by “red rubber bands” (Ball, 2003).

Human Relations and Behavioral Theories: Motivating the Educational Professional

The limitations of classical theories are recognized; the human relations movement shifted focus to the psychological and social needs of workers, a shift critically important for managing knowledge professionals like teachers.

According to the European Journal of Business and Management, the behavioral approach, also sometimes called the behavioral science approach, emerged from research by behavioral scientists, including sociologists, psychologists, and anthropologists, who sought ways of

improving organizational effectiveness (Holt, 1990). The behavioral point of view to management is a perspective that emphasizes the importance of attempting to understand the various factors that affect human behavior in organizations. (Kathryn et al., 1998) There are three distinct eras that are associated with the behavioral concepts:

- i. The first was the 1920s, when research inspired what we now call the human relations approach movement
- ii. Then the post-Second World War, a period when theorists focused on human needs and motivation.
- iii. The third era is occurring now as we search for integrative concepts that satisfy the dual necessities of meeting employee needs and improving productivity.

In each area Munsterberg suggested the use of techniques taken from experimental psychology.

For example:

- i. Psychological testing could be used to help select qualified teachers.
- ii. Learning research could lead to improved training methods, and the study of teachers' behavior could help formulate psychological techniques for motivating them to greater effort. The use of vocational guidance techniques to identify the skills needed on a job and to measure the skills of teachers for the job.

a. Theory X and Theory Y in School Leadership

Douglas McGregor's (1960) contrasting assumptions directly inform leadership styles in schools. A Theory X principal, believing teachers avoid responsibility, might implement strict monitoring, mandatory lesson plan submissions, and punitive accountability measures. This often breeds resentment and compliance, not commitment. Conversely, a Theory Y principal, viewing teachers as intrinsically motivated professionals, would foster a culture of collaboration, grant autonomy in pedagogical approach, and involve staff in decision-making. Research consistently shows that Theory Y assumptions correlate with higher teacher job satisfaction, innovation, and school effectiveness (Bogler, 2001).

b. Theory X Assumptions:

- i. The average human being has an inherent dislike of work and will avoid it if possible.
- ii. Because of his characteristic dislike of work, most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate effort towards the attainment of the organizational objectives.

- iii. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

c. Theory Y Assumptions:

- i. The average human being does not inherently dislike work. Depending upon controllable conditions, work may, in fact, be a source of satisfaction (and will be voluntarily performed) or a source of punishment (and will be avoided if possible).
- ii. External control and the threat of punishment are not the only means for bringing about effort towards organizational objectives. People will exercise self-direction and self-control in the service or pursuit of objectives to which they are committed.
- iii. Commitment to objectives is a function of the reward associated with their achievement. The most significant of such rewards, e.g., the satisfaction of ego and self-actualization needs, can be a direct product of effort directed toward organizational objectives.
- iv. The average human being learns under proper conditions not only to accept but to seek responsibility. Lack of ambition, avoidance of responsibility, and emphasis on security are generally consequences of experience, not inherent human characteristics.
- v. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
- vi. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

1.4 Maslow's Hierarchy and Teacher Well-Being

- i. Abraham Maslow's (1943) model provides a framework for holistic HR support. Educational HR must address:
- ii. Physiological/Safety Needs: Through competitive salaries, safe working environments, and job security (tenure systems).
- iii. Social/Belonging Needs: By fostering strong departmental cultures, mentorship programs, and collaborative team structures.
- iv. Esteem Needs: Via formal recognition (Teacher of the Year awards), professional titles, and opportunities for leadership (e.g., department head, instructional coach).

- v. Self-Actualization: Supported through funding for advanced degrees, sabbaticals for research, and opportunities to design new courses or lead innovative projects. Neglecting higher-order needs is a primary driver of teacher burnout and attrition (Hargreaves, 1998).

According to the European Journal of Business and Management, Abraham Maslow (1908–1970). In 1943 psychologist Abraham Maslow advanced a theory of human motivation that was later adopted by many managers. Physiological: Maslow identified five sets of human needs arranged in a hierarchy of their importance to individuals.

Human beings have needs that are never completely satisfied. Human action is aimed at fulfilling the needs that are unsatisfied at a given point in time. Needs fit into a somewhat predictable hierarchy ranging from basic lower-level needs at the top. He focused on employees' personal needs and how they influenced performance. His theory on human behavior is that individuals work to satisfy unfulfilled needs, including simple physiological needs, such as food, and complex psychological needs, such as self-esteem. He suggested the hierarchy of needs, in which he observed that a fulfilled need did little to motivate an employee. For example, a person with an unfulfilled need could be persuaded to work to satisfy that need. Thus, a person that is hungry might work quite hard for him to get food. He called this 'deficit principle' and suggested that managers must be alert for those needs that are unmet and create rewards to satisfy them. To satisfy a higher-level need like esteem, for example, management can organize a reward system that would formally recognize the employee's efforts. Maslow also formulated a progression principle, whereby higher-level needs are activated once lower-level needs are met. In Maslow's view, lower-level needs that go unfulfilled tend to take precedence in an employee's mind over higher-level needs. For example, a hungry person is more preoccupied with finding food than with the need for self-respect. However, in later years there have been criticisms of Maslow's theory simply because of the realization by managers that it is not for every individual that all needs are arranged hierarchically; there are many people who would jump a lower need and go in search of higher needs.

Additionally, Maicibi (2003) has proved that after the self-actualization stage, there also emerges a new set of needs, that of maintaining what one has already achieved and not falling back, and he emphasized that this is more inherent in our African environment due to many peculiar factors, e.g., fear of poverty, extended family systems that add more burden on successful members of the family, etc.

1.5 Herzberg's Two-Factor Theory

According to Mohammed Alshmemri, Lina Shahwan-Akl and Phillip Maude of the School of Health Sciences (Nursing and Midwifery), RMIT University, Melbourne, Australia. In 1959, Herzberg, Mausner, and Snyderman published the two-factor model of work motivation and developed the motivation-hygiene theory, which was influenced by Maslow's hierarchy of needs (Jones, 2011). Herzberg created a two-dimensional paradigm of factors influencing people's attitudes towards work. Initially Herzberg and his colleagues developed a hypothesis that satisfaction and dissatisfaction with a job were affected by two different sets of factors, and thus satisfaction and dissatisfaction could not be reliably measured on the same continuum (Herzberg et al., 1959; Stello, 2011).

Studies on job satisfaction were conducted to decide which factors in an employee's work environment caused satisfaction or dissatisfaction. After two pilot studies, the first involving 13 laborers, clerical workers, foremen, plant engineers, and accountants, and the second involving 39 middle managers, his theory was further developed and expanded (Herzberg et al., 1959). Herzberg, 1966; subsequently, Herzberg et al. (1959) studied more than 203 accountants and engineers working in nine factories in the Pittsburgh area of the United States to determine which factors influence the worker's work environment and cause satisfaction or dissatisfaction (Herzberg et al., 1959). The main hypothesis of Herzberg's theory was that certain factors lead to positive attitudes towards work, and others lead to negative attitudes. The other hypotheses stated that the factors and effects involving long-range sequences of events and short-range sequences of events, respectively, were distinct (Herzberg et al., 1959; Stello, 2011). According to their research data, the original hypothesis of the Herzberg study was restated and then changed to the two-factor theory of job satisfaction. The two factors that had an effect on job satisfaction were divided into two sets of categories. The first category was associated with 'the need for growth or self-actualization' and became known as the motivation factors. Motivation factors included achievement, recognition, the work itself, responsibility, advancement, and the possibility for growth (Herzberg, 1966; Herzberg, 2003).

According to Alabi's, (2024), this theory is well defined accordingly;

Herzberg differentiates between hygiene factors (e.g., salary, work conditions) and motivators (e.g., achievement, recognition)

- In education, hygiene factors must first be addressed to prevent dissatisfaction, while motivators enhance job satisfaction and performance.

- Examples include ensuring fair compensation for teachers (hygiene) and celebrating outstanding achievements during staff meetings (motivators).

Impact on Decision Making

- Leaders focus on creating a balance by addressing both types of factors.
- Decisions regarding budgets and policies emphasize competitive salaries, fair workloads, and meaningful opportunities for career advancement to retain staff and enhance productivity.

Lewin's Change Management Model

Application:

- Educational institutions frequently undergo changes, such as implementing new curriculums, adopting technology, or reforming policies.
- Lewin's model provides a structured framework:

Unfreezing:

Preparing stakeholders by explaining the need for change and addressing resistance.

Change:

Implementing the change while providing guidance and support.

Refreezing: Reinforcing the change to make it sustainable

Impact on Decision-Making:

- Leaders make systematic, informed decisions during change processes, ensuring minimal disruption.
- For instance, during a curriculum revision, decisions might involve stakeholder consultations, pilot testing, and gradual implementation

In relation to educational institutions, Herzberg's theory explains that effective teaching may stem from school leadership creating constructive working conditions, in addition to providing opportunities for professional development, recognition, involvement in decision-making, and career advancement. Hence, educational leaders incorporating deliberate human resource management practices may create an advantage by improving teachers' motivation and the institution's performance through an effective equilibrium between both hygiene and motivational factors.

1.6 Synthesis of Strategic Human Resource Management (SHRM) in Education

SHRM theories align HR practices directly with the core mission and strategy of the organization in this case, teaching and learning. According to The International Journal of Human Resource Management, Volume 29, 2018, Article Integration of Strategic Human Capital and Strategic Human Resource Management,

- Strategic HRM can be defined as ‘the pattern of planned HR deployments and activities intended to enable an organization to achieve its goals’ (Wright & McMahan, 1992). HR
- practices are considered a bundle or system that collectively enhances the skills and motivation of the workforce (Appelbaum & Bailey, 2000; Delery & Roumpi, 2017). The human capital pool is created and maintained, as well as motivated, by using multiple HR practices, which is likely to enhance the overall effectiveness of the HR system (Delery, 1998; Jiang, Lepak, Han, et al., 2012; Lepak et al., 2006).
- As compared to more traditional approaches to HRM, scholarship is focusing on specific HR practices such as recruitment, selection, training, development, performance appraisal, and rewards, etc.
- Strategic HRM focuses on organizational goals and how systems of HR practices help organizations to achieve strategic goals and focus on enhancing stable performance. This involves several features that are distinct from a traditional HRM approach, which will be explained below:
- Strategic HRM research focuses on systems of HR practices, which affect performance-related outcomes at the organizational level (Delery, 1998; Wright & Boswell, 2002; Wright & Snell, 1991). The basic idea is that since synergies can occur among specific HR practices, it is appropriate to examine the entire HR system rather than individual HR practices (Arthur, 1994; Delery, 1998);
- More recently, researchers have focused on the important effects of High Performance Work Systems across a variety of contexts and related to a variety of relevant outcomes (Takeuchi & Lepak, 2013).
- In contrast, the best-fit perspective states that the effectiveness of HR practices is contingent on the organizational context. The best-fit perspective highlights the importance of alignment between the HR system and context. In establishing the relationship between HRM and firm performance, researchers have shifted their focus to the mediating mechanisms and processes associated with this relationship.

1.7 Resource-Based View (Rbv): Teachers as Strategic Assets

Jay Barney's (1991) VRIO framework positions a school's faculty as its most valuable strategic resource. Their collective pedagogical knowledge, relationships with students and community, and institutional memory are

- Valuable: Directly linked to student achievement.
- Rare: High-quality teachers with specific expertise are a limited resource.
- Inimitable: A school's culture and teaching ethos cannot be easily replicated.
- Organized: The school's HR systems must effectively deploy this talent.

Therefore, strategic educational HR invests in developing firm-specific human capital through ongoing, context-rich professional development, rather than just hiring for generic credentials (Barber & Mourshed, 2007).

1.8 The Amo Theory: A Framework for Teacher Effectiveness

The ability-motivation-opportunity model (Appelbaum et al., 2000) offers a precise formula for designing HR systems:

- **Enhancing Ability:** This goes beyond initial qualification. It involves robust induction for new teachers, subject-specific CPD, instructional coaching, and peer observation schemes.
- **Increasing Motivation:** This is achieved through both intrinsic and extrinsic means: meaningful performance feedback (not just high-stakes testing), career progression pathways, non-monetary recognition, and cultivating a sense of purpose.
- **Providing Opportunity:** Teachers must have the platform to use their abilities. This requires reducing excessive administrative burdens, creating time for collaboration, and involving teachers in curriculum development and school improvement planning. A system strong in one area but weak in another will fail to optimize performance.

1.9 Psychological Contracts and Social Exchange in Schools

According to Denise Rousseau's (1995) concept of the psychological contract, the unwritten, mutual expectations between employee and employer are very crucial in education. Teachers often enter the profession with a “relational contract,” expecting autonomy, respect, and support in exchange for dedication and hard work. When HR policies breach this contract through top-down, distrustful accountability measures or erosion of working conditions, then it leads to cynicism, disengagement, and exit. On the contrary, HR practices that honor this contract via supportive leadership and fair workload management build trust and foster organizational citizenship behaviors, like mentoring new colleagues (Shapiro & Kessler, 2000).

1.10 Institutional Theory: Isomorphism in Educational HR

According to the theory of DiMaggio and Powell (1983), explain why HR practices across schools or universities often look similar. They conform to normative pressures via

adopting best and firm practices from educational leadership programs, mimetic pressures (copying exceptionally effective or prestigious institutions), and coercive pressures (complying with state mandates on teacher evaluation or certification). This can lead to the uncritical adoption of HR fads that may not fit a specific school's context, highlighting the need for critical, theory-informed adaptation rather than blind imitation. According to Ali Najeeb, university of

Wollongong (2014): The study of institutions traverses the academic fields of economics, sociology, political science, and organizational theory. The common denominator for institutionalism in various disciplines appears to be that of 'institutions matter' (Kaufman, 2011).

An underlying assumption in the study of institutions is that organizations are deeply implanted in the wider institutional context (Powell, 1988; DiMaggio & Powell, 1991). Thus, “Organizational practices are either a direct reflection of, or response to, rules and structures built into their larger environment” (Paauwe and Boselie 2003).

This institutional environment is the source of validation, rewards, or incentives for, as well as constraints or sanctions on, organizational activities (Meyer & Rowan, 1977). The relevance of institutional theory to Human Resource Management (HRM) was initially derived from this view (Rosenzweig & Nohria, 1994).

2. THEORETICAL FRAMEWORK

- From the literature, a synthesized framework includes:
- Classical Management → Efficiency, control, structure
- Human Relations Approach → Motivation, collaboration
- HRM Practices → Training, evaluation, development
- Strategic HRM → Alignment, human capital, long-term growth
- This progression reflects a paradigm shift toward teacher-centered and development-oriented leadership models.

This study's theoretical framework concerns educational practices with reference to classical management, human relations, and strategic human resource theories. Teachers' punctuality and loyalty to institutional rules and procedures reflect the efficiency of management in classical administration within the framework of hierarchy, supervision, and control. Thus, punctuality and loyalty of teachers are of Classical Management Theory. The Human Relations Theory focuses on motivation and participative leadership, and morale and engagement of teachers, respectively, and

are observable within that theory. Strategic Human Resource Management Theory focuses on the management of people and the performance of an organization in relation to the continual improvement and innovative growth of an organization and, respectively, is reflected in the engagement of teachers and improvement of student achievement.

3. Objective and Research Question

The major objectives is the analysis and synthesis of classical, behavioral, and contemporary management theories to understand their implications for teacher effectiveness and educational leadership in HRM. In order to move forward the supporting this objective the question addressed in this regard was; In what ways can the synthesis of practical, behavioral, and contemporary management theories improve educational leadership and teacher effectiveness in HRM?

4. Research Methodology

Qualitative Theoretical/Document Analysis Approach was adopted in the study.

4.1 Research Design:

This study is based on a qualitative theoretical research design using document and literature analysis to synthesize classical management theories and modern HRM approaches in relation to teacher effectiveness and educational leadership.

4.2 Nature of Study:

It is a theoretical/conceptual study in nature. No field data collection is involved. It is based on secondary sources, relying on existing literature rather than primary data collection.

4.3 Data Sources

- a. Resource books on theories
- b. HRM literature
- c. Educational Leadership Journals
- d. Research articles and policy documents

4.4 Method of Analysis:

The data was analyzed using thematic and comparative analysis techniques. Classical management theories were compared with HRM approaches to identify similarities, differences, and their implications for teacher effectiveness and educational leadership.

4.4 Synthesis Approach:

A theoretical synthesis approach was used to integrate classical management principles with modern HRM concepts to develop a unified understanding of educational leadership and teacher effectiveness.

5. Findings, Conclusion Discussion and Recommendations

5.1 Findings

Key findings from empirical studies are;

- HRM strategies significantly improve teacher efficiency, skills, and professional growth
- Training, performance evaluation, and feedback systems enhance teaching quality, according to SCIRP
- Clear job roles, continuous development, and fair appraisal systems improve school outcomes according to strategicjournals.com

Additionally, HRM practices foster:

- Collaborative work environments
- Teacher motivation
- Organizational productivity

Strategic Human Resource Management (SHRM) in Education. SHRM represents a shift from operational HRM to a strategic, long-term alignment between human resources and organizational goals.

Key characteristics include:

- Integration of HR practices with school vision and strategy
- Focus on human capital development
- Emphasis on continuous professional learning

Research highlights that SHRM enhances:

- Teacher engagement and satisfaction
- Institutional performance
- Innovation in teaching practices

According to Taylor & Francis, Furthermore, the transition from HRM to human capital management recognizes teachers as strategic assets rather than just resources.

According to Sage Journals, Linking Educational Leadership with SHRM:

- A theoretical synthesis suggests that effective educational leadership:
- Aligns HR policies with instructional goals

- Promotes professional development
- Builds a supportive organizational culture

Leadership and HRM interaction significantly contributes to performance outcomes, as both elements are interdependent in shaping teacher effectiveness .

According to emerald.com, Strategic leadership further emphasizes:

- Vision-driven change
- Decision-making and innovation

Synthesized key findings themes:

Theme 1

Established systems of administrative efficiency.

Theme 2

Human relations systems elevated teacher motivation.

Theme 3

Strategic HRM synthesized performance and professional growth.

Theme 4

Integrated leadership systems elevated teacher effectiveness.

This helped the findings to be more analytical.

5.2 Discussion and Conclusion

The integration of classical management strategies and HRM provides a comprehensive framework for improving teacher effectiveness and educational leadership. While classical theories offer structure and efficiency, HRM contributes human-centered approaches that enhance motivation and performance. This synthesis is essential for modern educational systems aiming for quality and sustainability.

The integration of classical management strategies and HRM provides a comprehensive framework for improving teacher effectiveness and educational leadership. While classical theories offer structure and efficiency, HRM contributes human-centered approaches that enhance motivation and performance. This synthesis is essential for modern educational systems aiming for quality and sustainability.

The literature demonstrates a clear evolution from traditional management approaches to strategic, human-centered frameworks in education. Classical models provided structure but lacked flexibility and attention to human factors. The emergence of HRM introduced systems for teacher development, while SHRM further advanced this by aligning human resource practices with institutional goals.

Although the implementation of strategic HRM in educational institutions encourages flexible and progressive systems, an excessive focus on performance can undermine the quality of teaching by reducing it to quantifiable results. Therefore, the most distinguishing aspect of successful educational leadership lies in the ability to strike a balance between accountability and professional autonomy.

5.3 Recommendations

- i. A theoretical synthesis reveals that teacher effectiveness is maximized when educational leadership integrates strategic HRM practices, focusing on continuous professional development,
- ii. Supportive leadership styles. Performance-based evaluation systems. Alignment between institutional vision and teacher growth
- iii. Ultimately, modern educational leadership must move beyond administrative control to strategic facilitation of human capital, ensuring sustainable improvement in teaching quality and student outcomes.

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