

# On the Application of Human Resource Management in the Professional Development of Primary and Secondary School Teachers

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**Abstract**—With the gradual implementation of the policy of promoting the professional development of teachers in primary and secondary schools in China, it has gradually become a consensus in the field of education management practice to set up organizations and carry out teacher development activities to promote the overall improvement of the competence and quality of the teacher team, to promote the improvement of the quality of teaching and learning in primary and secondary schools, and to assist in the high-quality development of regional education. How to promote the enhancement of teachers' teaching ability from a new perspective and improve the effectiveness of teachers' professional development activities has become one of the primary concerns of practitioners. The application of relevant theories of human resource management to explore teacher professional development activities may provide new ideas and feasible measures to solve specific problems in practice. This study will provide strategies from the aspects of training, incentives, career planning, and team building to help teachers' professional growth and development. Optimize the management path of the teaching force in primary and secondary schools, stimulate the endogenous motivation of teachers' professional development, and improve the talent training model of primary and secondary schools.

**Keywords**—human resources management, primary and secondary school teachers, professional development

## I. INTRODUCTION

### A. Background and Significance of the Research

Human resource management plays an important role in the professional development of primary and secondary school teachers, helping to promote their professional growth and development by providing support in the areas of training, incentives, career planning, and team building. Firstly, it improves teachers' motivation and efficiency. Through reasonable human resource management tools, such as the provision of training opportunities and incentives, teachers can be motivated to work, bring their potential into full play, and improve their efficiency. Secondly, it promotes teachers' personal growth. Human resource management can focus

on teachers' professional development, provide appropriate support and guidance, and promote teachers' personal growth and development. Thirdly, it enhances the quality of education. Teachers' work attitude, ability, and professional development are directly related to the quality of school education. Through human resource management, we can ensure that teachers have the necessary skills and knowledge to provide quality education and teaching. Fourthly, it optimizes the allocation of human resources. Human Resource Management (HRM) can understand teachers' needs and potentials so as to rationally allocate resources, such as arranging suitable training and work allocation, so as to make the most reasonable use of human resources. Fifthly, promoting teachers' career development: HRM can provide teachers with information and guidance on career planning, career development, etc., and help them achieve their personal career goals. Overall, human resource management plays an important role in the professional development of primary and secondary school teachers, helping to improve the effectiveness of teachers' work and the quality of education, and promoting the common development of schools and teachers.

### B. Research Content and Methodology

The research on human resource management in the professional development of primary and secondary school teachers mainly includes: First, the needs and characteristics of teachers' professional development. Such as the needs for training, further training, research, and so on, as well as the characteristics of teachers' professional development, such as teachers' individual differences, professional growth stages, and so on. Second, strategies and methods of human resource management. To study how to promote teachers' professional development through human resource management tools, such as incentive mechanism, training system, performance evaluation, etc. Thirdly, teachers' career planning and development: to study how to help teachers make career plans, provide guidance on career development, and promote teachers' professional growth.

The research method can be questionnaire survey, interview, case study, etc. Feedback and data from teachers and schools can be collected, analyzed, and summarized to provide a basis for the application of

human resource management in teachers' professional development. At the same time, it can also draw on theories and practical experiences in related fields at home and abroad, and put forward corresponding suggestions and measures in the light of the actual situation of schools.

## II. OVERVIEW OF HUMAN RESOURCE MANAGEMENT

### A. *Basic Concepts of Human Resource Management*

Human Resource Management (HRM) is the department or function within an organization that is responsible for recruitment, selection, training, motivation, performance management, and employee relations. According to Nankervis the definition of HRM is the integration of the three elements of people, resources, and management [1], where people must have actual and potential resources (e.g., knowledge, skills, and competencies) that can be utilized through effective management techniques to achieve the short- and long-term objectives of the business, as well as the needs of individuals. At the same time, according to the latest definition of human resource management, HRM [2] is also defined as a discipline concerned with planning for the optimization of human resources, hiring the best people, upgrading their skills appropriately, and changing the mix of talent in response to market needs. HRM is also concerned with building a satisfied, efficient, and flexible workforce so that people like to come to work, are loyal to the duty, and do a good job of innovation and change. The basic concepts of HRM include seven main areas such as recruitment and selection, training and development, performance management, employee relations, compensation management, employee motivation, and compliance with laws and regulations, which form the core of HRM [3], and through effective HRM practices, organizations can better manage and develop their human resources to achieve the organizations' strategic goals.

### B. *Importance of Human Resources Management in Education*

Human resource management is crucial to the development of primary and secondary schools, helping them to build an effective education and teaching team, improve the quality of teaching and learning, promote the all-round development of students, and facilitate the overall development and progress of the school. In the field of education, human resources management is not only related to the recruitment, training, evaluation, and development of teaching staff, but also involves the creation of a positive working environment, the promotion of school culture, and the assurance of the quality of education. Firstly, recruitment and selection. For schools, attracting and selecting qualified teachers and staff is fundamental to the provision of quality education. Human resource management ensures that schools are able to attract talented and qualified educators, and through an effective selection process ensures that they are a good fit with the school's educational philosophy and culture [4]. Secondly, teacher

development and training. Continuous professional development is important for teachers to keep their teaching methods modern and effective. The Human Resources Department is responsible for planning and implementing teacher training and development programmes that are designed to improve the quality of teaching and student learning outcomes [5]. Thirdly, performance management. By regularly evaluating the performance of faculty members, human resource management helps to improve teachers' teaching standards and job satisfaction. An effective performance management system can help identify and resolve problems, while also motivating teachers to continuously improve their teaching skills. Fourthly, remuneration and benefits. A proper remuneration and benefits system is the key to attracting and retaining good teachers. Human resource management is responsible for designing and implementing such systems to ensure that they are both competitive and consistent with budgetary constraints. Fifth, labour relations. HRM in primary and secondary schools handles labour contracts, labour disputes, and negotiations for staff, which helps to maintain a harmonious working environment and reduce labour disputes, thus ensuring the smooth running of educational activities. Sixth, compliance with laws and regulations. Schools must comply with various education and labour laws and regulations. Human resource management is responsible for ensuring that the school's policies and procedures comply with these laws and regulations, preventing legal risks and potential litigation. Seventh, building organizational culture and climate. Human resource management helps to shape a positive organizational culture, which is essential for creating an environment that supports learning and teaching. School culture affects teacher morale, student behaviour, and parent satisfaction. Eight is crisis management and change management. In the face of emergencies (e.g., public health crises) or major changes, HRM plays a key role in helping schools to cope with change, maintain operations, and support staff. Overall, the role of HRM in primary and secondary schools is multifaceted, not only is it responsible for the well-being of staff, but it is also critical to improving the quality of education and ensuring the overall effectiveness of the school. Through effective HRM practices, schools are able to deliver better teaching and learning outcomes and achieve educational goals.

### C. *Relationship between Human Resources Management and Teachers' Professional Development*

With reference to the human resource planning process, the responsibilities of human resource management in primary and secondary schools are not only limited to specific vocational skills such as recruitment, payroll, and performance management, but also include the forecasting of future needs cum professional growth and development of teachers. Firstly, identification of development needs. HRM identifies the developmental needs of teachers through performance appraisal, teaching observation, and feedback mechanisms. This

facilitates the formulation of targeted professional development programmes and ensures that teachers are provided with the necessary training and resources to enhance their pedagogical skills and academic knowledge. Secondly, training programmes are planned and implemented. Based on the identified development needs, the HR department plans and organizes relevant training and development activities. These activities may include in-house seminars, external training, academic conferences, peer learning and online courses, etc. They aim to enhance teachers' pedagogy, curriculum design skills, and subject expertise. Third, we support professional development pathways. By providing professional development opportunities, HR helps teachers plan and achieve their career goals. This may include promotion to higher positions, moving into specialized areas, or expanding their teaching skills. Fourth, promote a culture of lifelong learning. An important role of HRM is to create a culture that supports and encourages lifelong learning. This includes recognizing and rewarding professional development achievements, providing opportunities for continuous learning, and encouraging teachers to share their knowledge and experiences. In conclusion, HRM plays a central role in promoting teachers' professional development, which is not only conducive to the professional growth of individual teachers, but is also crucial to enhancing the quality of teaching and learning and the overall performance of schools [6].

### III. PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR PRIMARY AND SECONDARY SCHOOL TEACHERS

#### A. *Analysis of the Current Situation of the Professional Development of Primary and Secondary School Teachers*

In recent years, both at the national and local levels, increasing attention has been paid to the professional development of teachers, but while much progress has been made, there are also some problems [7]. Firstly, professional training is inadequate. Teachers lack systematic training opportunities in the course of their individual professional development, and are unable to keep abreast of the latest educational theories, teaching methods and skills. Second, the evaluation system is not perfect. The existing evaluation system may focus too much on students' examination results, while the evaluation of teachers' teaching quality and innovation ability is not comprehensive and objective enough. Thirdly, the mechanism for career advancement is poor. Some teachers face difficulties in promotion, and the lack of a clear career development path leads to a lack of motivation and a sense of direction. Fourth, high work pressure. Teachers work under pressure, have a heavy workload, and are under time constraints, making it difficult for them to find time for professional development and enhancement. Fifth, unbalanced educational resources. The unbalanced distribution of educational resources in some districts and schools has led to teachers facing a lack of resources in the process of professional development. Sixth, the age structure of the

teaching force is unreasonable. The aging structure of the teaching force in some districts and schools, and the uneven quality and competence of new teachers, have affected the overall level of professional development. In response to these problems, measures such as strengthening teacher training, improving the evaluation system, improving the mechanism for promoting the teaching profession, reducing the workload of teachers, and promoting the balanced development of educational resources are needed in order to raise the level of professional development of primary and secondary school teachers [8].

#### B. *Vision and Requirements for the Professional Development of Primary and Secondary School Teachers*

Teachers' professional growth accompanies the physical and mental growth and development of individual teachers, and is the process by which individual teachers enrich their teaching life with meaning, including the gradual growth from a novice to a seasoned teacher who achieves a holistic metamorphosis. Teachers' professional development is a continuous process of learning and self-improvement, which includes the following major visions and requirements: First, the updating and improvement of professional knowledge and skills. Teachers need to constantly update their subject knowledge and educational philosophy, and acquire new teaching skills and techniques to meet the needs of educational changes. The second is the improvement of educational and teaching skills. Teachers need to improve their ability to analyze students, manage students, instructional design, effective communication, organization, and self-management in order to better cope with various problems in education and teaching. The third is the improvement of professionalism. Teachers need to possess such professional qualities as high professional ethics, professionalism, good psychological quality, and interpersonal skills to better fulfill their duties as teachers. Fourth, the awareness of lifelong learning. Teachers need to establish the concept of lifelong learning and continuously learn new knowledge and skills to meet the needs of educational reform and development. Fifth, the ability of reflection and self-development. Teachers need to have the ability to reflect, constantly summarize their teaching experience, identify problems and solve them, and at the same time have the awareness and ability of self-development, and take the initiative to seek professional development. Sixth, the ability of cooperation and communication. Teachers need to have the ability to cooperate and communicate with colleagues, students, and parents to establish a good relationship and jointly promote the development of students.

### IV. HUMAN RESOURCE MANAGEMENT IN THE PROFESSIONAL DEVELOPMENT OF PRIMARY AND SECONDARY SCHOOL TEACHERS

The application of human resource management in the professional development of primary and secondary

school teachers is very important, as it can help schools to better manage and develop their teaching force, and to improve the professionalism of teachers and the overall quality of education.

#### *A. Recruitment and Selection*

First, job demand analysis. HR management team can work with school leaders to determine the school's teacher needs, including teaching subjects, specialty requirements, and so on. Second, recruitment plan: HR formulates a recruitment plan based on the school's development needs and the characteristics of the teaching force, including recruitment positions, number, qualification requirements, etc., to bring in excellent teachers who meet the school's needs. Third, release recruitment information: HR can release recruitment information through campus recruitment websites, job fairs, and other channels to attract qualified teachers to apply for the job. Fourth, establish talent selection standards. HR needs to establish scientific selection standards and processes to ensure the selection of teachers suitable for the position and improve the quality of recruitment.

#### *B. Training and Development*

Firstly, personalized training plans are formulated. According to the needs of teachers and the development objectives of the school, individualized training plans are formulated, including professional knowledge, teaching skills, and educational concepts. Second, provide professional development opportunities. Provide teachers with opportunities to participate in academic seminars, professional training programmes, etc. to promote their professional development and knowledge updating. Third, learning resource support. Provide teachers with learning resources, such as books, journals, online learning platforms, etc., to help them continuously improve their professionalism. Fourth, regular assessment and feedback. Regularly assess teachers' teaching and provide targeted feedback to help them improve their teaching skills and methods. Fifth, the development of leadership skills. Teachers with leadership potential are provided with leadership training to develop their ability to manage teams and drive educational reform. Teachers are given opportunities to participate in educational projects and curriculum development to hone their leadership and organizational skills.

#### *C. Performance Management and Appraisal*

By establishing clear criteria and processes for performance appraisal, HRM can help assess teachers' performance and provide feedback and guidance to help them improve their performance and motivate them for continuous improvement [9]. First, establish performance indicators. The first step in performance appraisal is to establish clear and fair evaluation criteria and indicators. These indicators should cover teaching effectiveness, student evaluation, classroom management, professional development participation and innovation. Through the specification of indicators, teachers can have a clear understanding of the expectations and evaluation criteria,

so that they can enhance their performance in a more targeted manner. Secondly, a reward and punishment mechanism is established. Incentive and reward mechanisms based on performance appraisal results are effective means to motivate teachers. This includes, but is not limited to, financial incentives, opportunities for position advancement, professional development and training opportunities, etc. Through the establishment of mechanisms, teachers can be encouraged to continuously improve their teaching and professional skills, and to engage in lifelong learning and professional development. Appropriate incentives and sanctions for underperforming teachers can motivate them to improve and raise their teaching standards.

#### *D. Team Building*

First, enhancing team cohesion. Human resource management can enhance communication and cooperation among teachers and promote team cohesion by organizing team activities and establishing a team communication platform. The second is to promote knowledge sharing among teachers. By establishing a knowledge-sharing platform and encouraging communication and cooperation among teachers, it promotes knowledge sharing and communication among teachers and enhances the overall strength of the team. Third, to cultivate team spirit. Through formulating team visions and goals, clarifying the roles and responsibilities of team members, and establishing effective communication and collaboration mechanisms, etc., the team spirit of teachers is cultivated and the fighting force of the team is strengthened, which in turn enhances the overall level of teachers' professional development [10].

### V. CONCLUSION

The wide application of human resource management in the professional development of primary and secondary school teachers can not only help schools to better manage and develop their teacher teams, improve the quality of teaching, and provide students with better education services. It can also improve teachers' job satisfaction by providing career development planning, development opportunities, and a better working environment, enhance their sense of belonging, reduce the turnover rate of teachers, thereby ensuring the stability of the teaching force, promote cooperation and communication among teachers, establish a harmonious working atmosphere, enhance the cohesion and efficiency of the whole team, and lay a solid foundation for the long-term development of the school.

### CONFLICT OF INTEREST

The author declares no conflict of interest.

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