Research Article

HRP and HRD Practices in Schools – A Literature Review

Sahera Fatima

Research Scholar

IBM, Mangalayatan University, Aligarh, India

Dr. Rajeev Sharma

Professor, IBM, Mangalayatan University, Aligarh, India

Abstract

Human resource management and the impact of its policies and practices on the organizational outcome has been an important subject for researchers. This holds good in any industry and education sector is no exception. It has been increasingly acknowledged that schools need to implement human resource management as it holds the potential of improving student performances through increasing teacher involvement, empowerment and motivation (Runhaar, 2016). The teachers working under equitable and enlightened HRM policies and practices deliver better education and stay in the profession longer thus reducing the employee turnover costs and challenges for education managers (Handbook of good human resource practices in the teaching profession, 2012). Although a majority of schools do not use systematic HR policies, there is a definite awareness of their potential and impact on teachers' mobility and development (Seezink and Poell, 2011). For this reason, researchers across the globe have been studying how various human resource planning and development practices followed by schools impact the teachers' and students' performances. Human Resource Planning (HRP) entails identifying an organization's HR objectives, designing a strategy for achieving those goals, and putting together a detailed set of strategies to integrate and organize activities as part of the HR strategy (George, 2017). Thus HRP includes practices as job analysis, job evaluation, recruitment and selection strategies, induction and orientation practices while HRD involves employees' training and development practices of organizations. This paper presents the review of selected literature pertaining to the human resource management practices with respect to recruitment & selection, induction & orientation and training practices in school sector of various countries.

Key Words: Human Resource Management, Human Resource Planning, Human Resource Development, Literature Review.

Introduction

Any nation that wants to have a competitive advantage and be on par with the world should maintain and work on its academic standards and build confidence through quality management of educational institutions (Dauda and Singh, 2017). A majority of the policymakers in schools work on bringing about changes in instructional programs like curriculum, pedagogy, time schedules etc., so as to enhance teaching. However, the school administrators do not pay attention to human resource management practices (HRP) that can support the above mentioned changes.HR practices play a very important role in educational institutions (Kaçmaza and Serinkan, 2014). It is important to understand HR practices in schools as building a team of qualified and committed teachers impact the quality of instruction directly or indirectly (Kwan, 2009). HR functions in schools are on par with those in business organizations in terms of complexity and diversity (Kwan, 2009). Research studies primarily concentrated on the link between HR practices and employee performance of organizations including educational institutions, and how they impact educational excellence. Still, there exists a perceived gap between planning and implementation of HR practices in many organizations (Dauda and Singh, 2017). Given there is rarely an HR unit in schools and managers are preoccupied with academic and student matters, it is important for the school principals to have the capability to discharge HR functions efficiently and effectively so as to motivate and maintain a team of competent teachers (Kwan, 2009). In order to establish a link between HR practices and organizational effectiveness and identify the practices that have positive impact on employee performance, Dauda and Singh (2017) suggest research to look at employee perceptions of actual HR practices.

HRM practices in schools can be collectively said as the means for acquiring, training, developing and retaining high quality teachers who can effectively conduct instructional programmes that can enhance student achievement (Heneman III and Milanowski, 2004). Working on the beginner teachers' perceptions of HR practices in Hong Kong, Kwan (2009) identified six dimensions to HR practices in schools; recruitment and selection, induction/orientation, employee training and development, performance management, working conditions, rewards and recognition and compensation and benefits. Understanding the significance of HR policies and practices with respect to recruiting, retaining and providing professional support and proper working environment, the Sectoral Activities Department of International Labour Organization (ILO) has published a handbook in 2012. The handbook worked on creating a decent work agenda for the teachers across the nations.

Research Objective

The objective of this research is to understand to what extent the research has been done with respect to HRP and HRD practices in school sector across nations.

Methodology

Secondary data from various research journals is collected and reviewed thoroughly to understand the level of research done on various HR practices in the school sector across countries. This paper presents the review of selected literature pertaining to the HRP and HRD practices with respect to recruitment & selection, induction & orientation and training practices in school sector of various countries. This literature review is segmented into three sections - Recruitment and Selection; Induction and Orientation; Training and Development; each dealing with one major element of HR practices of schools. A table is presented at the end of each section summarizing the literature review of that section

1. Recruitment and Selection

"The leaders of companies that go from good to great start not with "where" but with "who". They start by getting right people on the bus, the wrong people off the bus, and the right people in the right seats" - Jim Collins.

In his book and article on 'Good to Great', Collins insisted great leaders focus first on the people and then the direction, under all circumstances (Collins, 2001). His principles advocated getting right people into organization first even before focusing on what to be done. According to Collins, getting 'right' people is important as they are committed, understand responsibilities, share the core values of the organization, are matured, have passion towards work and are self-managed. Collins found hiring the right people is the most important factor in building an effective workforce in any organization (Zanglin, 2011). And hiring the right people is possible only through robust recruitment and selection practices. Knowing successful recruitment practices with respect to teachers is necessary for the future of education. It is also important for the success of students in classroom and in larger society (Green, 2009)

Recruitment and selection refers to the process the organizations carry out to identify potential candidates having skills and knowledge to be employed in the organizations (G., R. & T., 2019). Recruitment refers to the activity of locating, identifying and attracting capable applicants as per the information gathered by managers through job analysis of the vacant positions. Selection involves the process of predicting which of the applicants will be successful in their jobs if hired (Robbins and Coulter, 2012). Recruitment is attracting and encouraging the pool of candidates and selection is picking the most suitable ones having the right set of skills for the right job (Kumari, 2012). Recruitment refers to the practices as job postings, organizational needs assessment, marketing the open position for attracting applicants etc., through which qualified applicants are identified for a vacant job position (Atherton, 2018). Atherton, in his research report on meta-analytic investigation on HRM influence on organizational effectiveness, cited the definition of selection given by Kwan & Walker (2009) that includes all the activities of an organization used to evaluate candidates' characteristics, experience, knowledge and skills based on certain criteria to understand the suitability of the candidate to fill up an open position.

The ability to do complex jobs greatly varies from person to person. Although organizations invest in employee development programs, they only complement but not replace the recruiting and selection processes. As such, development programs cannot wholly compensate for differences in employee abilities. Thus there is a need for organizations to pay substantial attention to the recruitment and selection processes (Lopez-Diaz, 2012). In the education sector, attracting and placing good teachers in the right place as per their qualification and experience is an important factor for schools' success (Dove, 1982).

In line with what Dove (1982) and Lopez-Diaz (2012) argued, researchers across countries studied the recruitment and selection practices and their impact on organizational outcomes in schools. For example, Mattingly III (2004) worked on finding if and which factors cause teachers attracted to serving as members of a site-based decision-making school council in Kentucky. The teachers who serve on councils in Kentucky significantly influence school governance. So the researcher worked on their willingness to play this role mandated by the state. A questionnaire was completed by the participants wherein ratings were given to attraction to specific site-based council duties. They also rated different school council jobs at schools that differed by classification as those which needed assistance, those progressing and those meeting goals. The researcher used simulation technique to carry out the study, through which 365 teachers role-played as applicants for a simulated teacher vacancy. Three sets of independent variables; job characteristics like personnel hiring, school improvement etc., applicant characteristics as age, gender etc., and organization characteristics like school classification were studied whereas rating of a school council member position was the dependent variable. He used a correlation research design where the primary analytical technique was stepwise multiple regression analysis. Findings had indicated that irrespective of the school classification, teachers who never served on a school council rated the job low and those serving rated high. Except in schools that were categorized to be meeting goals, job ratings decreased with increasing teaching experience. Further, it was found that highest degree and hiring of personnel were significantly positive predictors of job rating (Mattingly III, 2004).

Researchers at Walden University added to what Mattingly III (2004) had found in terms of factors that motivate teachers to serve in school councils. They studied the effect of recruitment practices of schools in attracting and retaining quality teachers. One of the interesting common findings of such studies was that compensation and benefits are not the sole factors in attracting quality teachers (Green, 2009, Zanglin, 2011). The studies also found which intrinsic and extrinsic factors motivate teachers to accept and be in the employment.

Green (2009) carried out studies in Las Vegas, Nevada, Clark County School District. He did extensive research on recruitment strategies of school districts and their relationship with teachers' employment acceptance decisions. He also studied the moral motivators that made teachers accept employment. Through a cross-sectional quantitative method, Green conducted a survey, to which 275 teachers responded, indicating the hiring process was significant to the teachers. Green's study was suggestive of simplifying the recruitment process by school districts so as to enhance the teacher recruitment process. Further, he did a descriptive analysis to understand the factors that

motivated the teachers to accept employment offers. The study results indicated teachers were motivated by salary, health benefits and other extrinsic factors. Green argued suggestions made through his studies could bring about social change through recruiting most qualified teachers by school districts.

A little later, Zanglin (2011) carried out comparative studies of hiring practices between public and private schools in Alabama. The researcher based her studies on Collins' 'Good to Great Hiring Practices', Through a descriptive case study approach, she investigated the hiring practices of public and private schools and to what extent Collin's HR principles were applied to identify effective teachers by each of the schools she examined. Zanglin reviewed HR policy and compliance documents and conducted interviews with school principals. Her study found that it was easy for private school to lay off 'wrong people'. Principals of private had better leadership capabilities, the schools emphasized on organizational vision, made leaders within the organizations through developing their faculty. Further, the study also revealed that in private schools, compensation and benefits do not act as tools in motivating and attracting effective teachers. Zanglin argued her study could contribute to change in society by helping schools managements and principals with one more approach to support and improve student achievement through identifying quality teachers.

HRP in the school sector has been an area of interest for researchers even in the recent past. For example, a Portland based research carried out by Atherton (2018) studied HRP practices with respect to recruitment, selection and development of school principals. Atherton argued that educational contexts are becoming increasingly complex and so, hiring effective school principals and systematically developing them is becoming very significant. Atherton insisted on a role-shift of principals from managers to instructional leaders. Through his survey carried out on Oregon public school districts, he found positive relationships between contextual variables including HRM practices and effective leadership applicants. However, he found districts mostly followed traditional Human Resource Practices in recruitment, selection and developing school principals. His study suggested school districts need to be prepared to realign the HR practices to meet the changing needs. He argued that changes in policies and student demographics like diversity in terms of ethnicity, language, social and economic status, emotional diversity etc., would make it necessary to have experienced principals who can understand and respond to such changes. Atherton suggested strategic human resource practices for hiring and developing instructional leaders at Oregon school districts. His study suggested schools to carry out organizational assessment of HRM practices with respect to school principal recruitment, selection and development, and realign such practices to build effective instructional leaders.

Table: 1

Researcher	Year	Area of study	Methodology	Findings	Country
Mattingly	2004	If and which	Correlation	Except in schools that were categorized to	United

III		factors cause teachers attracted to serving as members of a site-based decision-making school council in Kentucky	research design carried out using questionnaire and simulation techniques	be meeting goals, job ratings decreased with increasing teaching experience. Further, it was found that highest degree and hiring of personnel were significantly positive predictors of job rating	States
Green	2009	Recruitment strategies of school districts and their relationship with teachers' employment acceptance decisions	Cross-sectional quantitative method done through survey of teachers on recruitment process	results indicated teachers were motivated by salary, health benefits and other extrinsic factors	USA
Zanglin	2011	Comparative study between public and private schools in Alabama based on Collins 'Good to great hiring practices'	Qualitative research through descriptive case study approach and Interviews	It was easy for private school to lay off 'wrong people'. Principals of private had better leadership capabilities, the schools emphasized on organizational vision, made leaders within the organizations through developing their faculty. Further, the study also revealed that in private schools, compensation and benefits do not act as tools in motivating and attracting effective teachers	USA
Atherton	2018	HRM practices with respect to recruitment, selection and development of school principals	Quantitative study carried out through survey	Study revealed positive relationships between contextual variables including HRM practices and effective leadership applicants	Portland

Source: Compiled by Researcher

2. Induction/Orientation

Greenlaw and Biggs referred to orientation as a process of making an employee, who moved into a new role, familiar with the job requirement and his work specifically, whether or not the employee already knows about the organization' (Gordon, 1987). Induction or orientation is necessary for every newly joined employee in any industry, and teaching is no exception. According to Kearny (2014), induction for beginning teachers is considered as one of the most effective practices that facilitates the smooth transition of neophytes into their new profession and prevents challenges faced by beginner teachers (Kearney, 2014). According to ILO, undergoing the induction process is a good practice for teachers so as to ensure sufficient support whether at the beginning of their career or move to new schools (Handbook of good human resource practices in the teaching profession, 2012). Researchers who studied the impacts of various HR practices in schools identified induction or orientation as an important constituent of HR practices. For example, Kwan (2009) identified Induction or orientation of newly joined teachers as one of the six dimensions of HR practices in schools.

Induction of beginning teachers is the first phase in a continuum of professional development that leads to their complete integration into the practicing teaching community and going on with the professional learning throughout their teaching careers (Kearney, 2014).

Ingersoll and Strong (2011) critically reviewed research on the impact of induction and mentoring programs on beginner teachers. They summarized that all the studies in this area resulted in a similar direction by providing empirical support to the claim that the programs of induction and mentoring for new teachers have positive impact, Beginning teachers who went through induction programs were more satisfied, committed and had better retention, were better in classroom practices like teaching, maintaining positive classroom atmosphere, engaging students, classroom management and preparing workable lesson plans. Further, it was found that the students of teachers who participated in induction programs scored high on academic achievement tests.

Induction or orientation practices in schools have been studied in Asian countries too. For example, in the Republic of Korea, induction to beginner teachers happens in three phases. In the first phase, educational training institutes give pre-employment training for two-weeks as the beginning of induction. The training focuses on practical tasks and field-related cases, classroom management skills, student guidance and basic teacher capacities. Once recruited, the beginner teachers have to undergo field training for six months under the leadership of the school principal, vice principal and teachers advice. Apart from instructional guidance and evaluation, the training includes student assessment, classroom supervision and learning to assist administrative tasks. In the third phase of induction, reflection and discussion with other newly appointed teachers and teacher educators happens (Handbook of good human resource practices in the teaching profession, 2012).

Researchers across the continents have studied induction or orientation practices of school teachers to understand and devise the best practices. An Australian based study carried out in 2014, focused on understanding the best practices of induction programs for beginning teachers internationally. The researcher reviewed international research on the teacher induction programs conducted by schools in various countries and identified eight countries; Japan, Germany, New Zealand, Switzerland, China, France, Canada and two programs in the US, to be following the best practices in this context. The components of these best practices are as listed below;

- The mandated programs of one to two years that are focused on learning and evaluation of teachers.
- Providing a mentor to beginner teachers
- The opportunity to collaborate with other teachers
- Structured observations
- Reduction in teaching time and/or release time
- Intensive learning at workplace
- Seminars and meetings for beginning teachers
- Networking and support on professional front
- Induction being a part of professional development program

While there was great evidence that effective induction programs help in reducing the early career pressures of teachers, schools in Australia lack structured mandatory induction programs (Kearney, 2014).

Keamey (2015) presented a framework re-conceptualizing induction practices for beginner teachers as organizational socialization. Referring beginner teachers as neophytes, the researcher, through his framework, illustrated the benefitsof socialization in terms of beginner teachers' progression into the community of teaching practice. Keamey argued beginning teachers' opportunity to learn within the professional learning environment, which initiates their preparation through collaborating with experienced teachers and inversely allows them to give back to the community are the basic ingredients for an effective induction program.

Bastian and Marks (2017) studied the effectiveness of a teacher induction model called 'New Teacher Support Program' (NTSP) that is targeted at low-performing schools. NTSP is developed and implemented by North Carolina's public university system. Through the study, the researchers assessed if and how the participation in NTSP is associated with the performance and retention of new teachers. Though the outcomes varied by the region, cohort and dosage of the program, it was found that overall found that the teachers who underwent the program were better performers and more likely to return to the same school. Bastian and Marks argued their findings would help in teacher development and retention.

More recently, Harmsen, Helms-Lorenz, Maulana and Veen (2018) studied the longitudinal effects of induction on the stress of beginning teachers of secondary school teachers in the Netherlands. They found that discontent in teachers increased significantly during the first 2 years of their career, which was found to be correlated to attrition. Reduction of workload and school enculturalization was found to decrease beginner teachers' discontent. The first year's school enculturalization was further found to impact the change in discontent over the next two years. Over time, when the beginning teachers experience school enculturalization, the feelings of discontent decrease. Further, an unanticipated finding, which differed from the previous studies, was that the induction element that supported professional development did not have any influence on any of the causes and responses of the stress in the study.

McGeehan (2019) carried out a study in New Jersey to understand teachers' perception of induction programs they go through. Geehan carried out a qualitative study through case study of the subjects. She selected all the teachers as the samples from the same state university of New Jersey. The research found that teachers considered the elements of induction programs as significant factors contributing to their success as beginners in the teaching profession. Having a mentor early in the career, opportunity to collaborate with other teachers and getting relevant professional development were found to play vital roles in teachers deciding to remain in the same profession.

Table: 2

Researcher	Year	Area of study	Methodology	Findings	Country
Ingersoll and Strong	2011	Impact of induction and mentoring programs on beginner teachers	Data collection is done through reviewing research literature and various induction programs	Empirical support was found to the claim that induction programs have positive impact on beginner teachers	Pennsylvania, USA
Kearney	2014	Understanding the best practices of induction programs for beginning teachers internationally	Review of international research on teacher induction programs	Japan, Germany, New Zealand, Switzerland, China, France, Canada and two programs in the US were found to be using best practices in teacher induction. Effective induction programs help	Australia

				in reducing the early career pressures of teachers	
Kearney	2015	Re-conceptualizing induction practices for beginner teachers as organizational socialization	Review of previous literature	A conceptual framework is presented to illustrate beginning teacher induction as a situated learning process through the socialization process of the organization.	Australia
Bastian and Marks	2017	Effectiveness of a teacher induction model called 'New Teacher Support Program' (NTSP) in North Carolina	Quantitative survey	It was found that overall the teachers who underwent the program were better performers and more likely to return to the same school	United States
Harmsen, Helms-Lorenz, Maulana and Veen	2018	Longitudinal effects of induction on the stress of beginning teachers of secondary school in the Netherlands	Longitudinal data collection from 393 beginner teachers at three measurement occasions. To confirm longitudinal measurement invariance was measured by multiple group confirmatory factor analysis. To examine the	Induction elements of school enculturalization and reduction of workload were found to decrease beginner teachers' discontent. However, induction element of professional development did not have any impact on discontent with the beginner teachers, which is quite different from other studies in this area.	Netherlands

			initial status, the subsequent linear growth, and the influence of the each induction arrangement components on the stress causes and stress response, multivariate latent growth curve modeling (MLGM) was used.		
McGeehan	2019	Understanding teachers' perception of induction programs they go through in New Jersey	Qualitative approach, case studies	Having a mentor early in the career, opportunity to collaborate with other teachers and getting relevant professional development were found to play vital roles in teachers deciding to continue in the same profession.	Unted States

Source: Compiled by Researcher

3. Training and Development

Training and development of human resources is a significant HR activity. According to Nadler, training is the process of learning related to the present job and development is learning for an individual's growth that is not specifically related to the present or any future job (Underwood, 1991). Though Human resource development (HRD) is relatively a new field of HRM, research in this area has been carried out for decades now. Training and development is one of the prominent HR practices that affect work satisfaction of employees (Borges, 2011). A research carried out in the University of Texas as early as 1991 found that HRD leaders of the early 1990s

considered it an independent profession, who, based on their experiences, carried significant messages. The study, which was carried out using multiple approaches as historiographical, qualitative and quantitative techniques also found that the demand for education, training and development was caused by changing demographics and emergence of a knowledge society. The HRD leaders had the capability of converting existing concepts into ideas that were easily understood. Like legends of management science, HRD leaders were practitioners. They learnt from one successful event rather than many failures. Together, all the HRD leaders built it into a field of study (Underwood, 1991).

In 2002, a researcher at Iowa State University worked on developing a compendium of model growth strategies for personnel working as classified or support staff in a K-12 school in Iowa. The study examined procedures and factors related to establishing professional growth plans and their correlation to the commitment of employees' to improve. The researcher wrote model professional growth plans the quality of which was critiqued by a focus group and judgment panel. The results indicated that it is feasible to develop and implement improvement strategies for classified or support staff personnel in K-12 schools (Turner, 2002).

In Kansas, a qualitative study was conducted to compare the professional development practices between educational and non-educational organizations. The researcher identified eight essential components that can make professional development effective in both the organizations. These are purpose, funding, learning organization, collaboration, time, individual versus organizational needs, evaluation of strategies and feedback. The research revealed there was a substantial gap in practices in the evaluation of strategies, purpose and feedback. Employees of non-educational organizations aligned better with the defined best practices than those from educational organizations. They also had a much better understanding of the company's purpose, mission and objectives. The researcher argued if an organization wants to achieve its goals, the employees must possess ownership of decisions with respect to their own professional development relevant to their jobs. She further insists on a system that provides feedback on new skills, techniques, strategies and programs that are implemented by the organization (Miller, 2009).

According to a study conducted by Taseema and Soeters, teachers' performance completely depends on HRD factors (Katiyal, 2013). Taseema and Soerters conducted a study on the HRD factors on faculty members of different Universities of Pakistan and found that performance of the teachers is totally dependent on HRD factors.

Table – 3

Researcher	Year	Area of study	Methodology	Findings	Country
Underwood	1991	HRD practices in schools	Multiple approaches as historiographical, qualitative and quantitative techniques	The HRD leaders considered it an independent profession and had the capability of converting existing concepts into ideas that were easily understood. Like legends of management science, HRD leaders were practitioners	Texas, USA
Turner	2002	Developing a compendium of model growth strategies for personnel working as classified or support staff in a K-12 school in Iowa	The study examined procedures and factors related to establishing professional growth plans and their correlation to the commitment of employees to improve. The researcher wrote model professional growth plans, the quality of which was critiqued by a focus group and judgment panel.	The results indicated that it is feasible to develop and implement improvement strategies for classified or support staff personnel in K-12 schools	Iowa, USA
Miller	2009	Comparative study of the professional development practices between educational and non-educational	Qualitative study	The researcher identified eight essential components that can make professional development effective in both the organizations. These are purpose, funding,	Kansas, USA

				learning organization, collaboration, time, individual versus organizational needs, evaluation of strategies and feedback. The research revealed there was a substantial gap in practices in the evaluation of strategies, purpose and feedback. Employees of non-educational organizations aligned better with the defined best practices than those from educational organizations.	
Taseema and Soerters	2006	Impact of HRD factors on performance of faculty members of different Universities of Pakistan	Quantitative studies	Performance of the teachers is totally dependent on HRD factors.	Pakistan
Katiyal	2013	Comparative Study of HRD Practices between Central Board of Secondary	Survey through questionnaire on 312 male and female teachers. Differences between both the groups were explored through One way	HRD variables in schools are significantly impacted by gender, experience, organizational difference, service	Madhya Pradesh, India

		Education and Madhya Pradesh State Board of Education and Identifying variables related to HRD in teachers working in different schools of Indore.	ANOVA and Post Hoc LSD	status, income and qualification differences	

Source: Compiled by Researcher

Conclusion

The review of the research literature indicates that HRP and HRD practices in schools are recognized as having impact on teacher engagement, motivation and productivity, which in turn have impacted students and schools' performances. Though HRP and HRD practices in education sector are equally important as those of organizations, schools do not generally have well-defined HR policies and practices. Nevertheless, certain training and development practices of teachers are well defined and implemented in certain international schools. The Turkey-based study on international SEBAT schools mentioned in the Training and Development section is a good example of this (Kaçmaza and Serinkan, 2014). Most of the researchers studied HRP and HRD practices pertaining to teacher recruitment, training & development, job satisfaction and instructional leadership. Leadership behaviors are also found to have an impact on teacher engagement (Wilson, 2018). In India, most of the research is done on recruitment and selection and teacher job satisfaction. It may be concluded that though extensive research has been done in the field of HR practices in the school sector in developed countries, there still are substantial gaps identified, which are yet to be addressed. Such research gaps are briefed out hereunder.

▶ Ownership, governance & management and regulatory patterns and work environment of schools and their impact on HRP and HRD practices.

▶ Influence of HR practices and work engagement of school teachers.

▶ Influence of school leadership on HRP and HRD practices

‣ Impact of HRP and HRD practices on teacher engagement and retention

‣ Correlation between HRP and HRD practices and teacher and school performance.

Bibliography

1. Atherton, D., 2018. Human Resource Management Practices For Public School Principals: Recruitment, Selection, And Development. Doctor of Education. Concordia University – Portland.

2. Bastian, K. and Marks, J., 2017. Connecting Teacher Preparation to Teacher Induction. American Educational Research Journal, 54(2), pp.360-394.

3. Borges, R., 2011. Public Versus Private: An Empirical Investigation of Work Satisfaction and Organizational Commitment. Doctoral Dissertation. Southern Illinois University Carbondale.

4. Collins, J., 2001. Jim Collins - Articles - Good To Great. [online] Jimcollins.com. Available at: <https://www.jimcollins.com/article_topics/articles/good-to-great.html#articletop> [Accessed 6 April 2020].

5. Dauda, Y. and Singh, G., 2017. Review of Integrating HRM Best Practices for Academic Quality in Higher Educational Institutions. International Journal of Applied Environmental Sciences, 12(12), pp.2037-2047.

6. Dove, L.A, 1982. The Deployment and Training of Teachers for remote Rural Schools in Less-developed Countries. International Review of Education, 28(1): 3-27. http://dx.doi.org/10.1007/BF00597756

7. G., K., R., D. and T., D., 2019. A Systematic Review of Literature on Recruitment and Selection Process. Humanities & Social Sciences Reviews, 7(2), pp.01-09.

8. Gordon, W., 1987. The Development of Human Resources: Public Elementary School Assistant Principals. Doctoral Dissertation. University of Miami.

9. Green, B., 2009. The Effect of School District Recruitment Strategies on the Employment Acceptance Decision of Teachers. Doctoral Dissertation. Walden University.

10. Harmsen, R., Helms-Lorenz, M., Maulana, R. and Veen, K., 2018. The longitudinal effects of induction on beginning teachers' stress. British Journal of Educational Psychology, 89(2), pp.259-287.

11. Heneman III, H. and Milanowski, A., 2004. Alignment of Human Resource Practices and Teacher Performance Competency. Peabody Journal of Education, 79(4), pp.108-125.

12. Ingersoll, R. and Strong, M., 2011. The Impact of Induction and Mentoring Programs for Beginning Teachers. Review of Educational Research, 81(2), pp.201-233.

13. Kaçmaza, R. and Serinkan, C., 2014. Human resource management practices in international sebat educational schools. In: 5th World Conference on Educational Sciences - WCES 2013. Turkey: Procedia - Social and Behavioral Sciences, pp.4809 – 4813.

14. Katiyal, D., 2013. A Comparative Study of HRD Practices of Central and Madhya Pradesh Board of Education. Doctoral Dissertation. Devi Ahilya Vishwavidyalaya, Indore.

15. Kearney, S., 2014. Understanding beginning teacher induction: A contextualized examination of best practice. Cogent Education, 1(1).

16. Kearney, S., 2015. Reconceptualizing beginning teacher induction as organizational socialization: A situated learning model. Cogent Education, 2(1).

17. Kumari, N., 2012. A Study of the Recruitment and Selection process: SMC Global. Industrial Engineering Letters, 2(1).

18. Kwan, P., 2009. Beginning teachers' perceptions of school human resource practices. Asia Pacific Journal of Education, 29(3), pp.373-386.

19. Leur, A., 2012. Handbook Of Good Human Resource Practices In The Teaching Profession. 1st ed. Geneva: ILO, p.iii.

20. Lopez-Diaz, R., 2012. Strategic Management of Human Resources in Schools: Testing Horizontal and Vertical Fit Hypotheses. Doctoral Dissertation. University of Pennsylvania.

21. Mattingly III, W., 2004. School Council Recruitment: The Impact of Applicant Characteristics, Job Characteristics, and Organization Characteristics on Teacher Rating of the Job. Doctoral Dissertation. University of Louisville.

22. MCGEEHAN, A., 2019. A Study of New Teachers' Perceptions of their Induction Programs. Doctoral Dissertation. Seton Hall University.

23. Miller, S., 2009. A Comparison of Staff Development Practices in K-12 Educational Organizations and Non-Educational Organizations. Doctoral Dissertation. University of Kansas.

24. Robbins, S. and Coulter, M., 2012. Management. 11th ed. New Jersey: Pearson Education, Inc., pp.312-313.

25. Runhaar, P., 2016. How can schools and teachers benefit from human resources management? Conceptualising HRM from content and process perspectives. Educational Management Administration & Leadership, 45(4), pp.639-656.

26. Seezink, A. and Poell, R., 2011. The role of schools' perceived human resource policies in teachers' professional development activities: a comparative study of innovations toward competence-based education. Asia Pacific Education Review, 12(1), pp.149-160.

27. Turner, C., 2002. Development And Testing Of A Compendium Of Model Strategies For Performance Improvement Of Classified Personnel Of K-12 Schools. Doctoral Dissertation. Iowa State University.

28. Underwood, L., 1991. On The Shoulders Of Giants: The Evolution Of Management Training And Development. Doctoral Dissertation. The University of Texas at Austin.

29. George, V., 2017. THE ROLE OF HUMAN RESOURCE PLANNING IN THE HUMAN RESOURCE NETWORK. International Journal of Creative Research Thoughts, 23, pp.1-10.

30. Zanglin, L., 2011. Comparing Good To Great Hiring Practices In Private And Public Schools. Doctoral Dissertation. Walden University.