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HANDOUT

EDU701

Human Resource Management in Education

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EDU701

Human Resource Management in Education

STUDY HANDOUT

A complete topic-wise study handout for EDU701 Human Resource Management in Education, prepared from human resource management video lectures (VU HRM short-lecture series) applied to the education sector. Covers HRM fundamentals, HR planning, recruitment and selection of teachers, training and professional development, performance appraisal, motivation, leadership, compensation, and HR issues in Pakistani education - with definitions, explanations, examples and exam pointers.

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Lecture 1: Introduction to Human Resource Management

Key terms: HRM, human capital, HR functions, line vs staff

Human Resource Management is the process of acquiring, training, appraising and compensating employees, and attending to their labour relations, health, safety and fairness concerns. People - human capital - are the most valuable asset of any organisation, and in education this is doubly true: the quality of teachers determines the quality of learning. HRM functions divide into managerial (planning, organising, directing, controlling) and operative (procurement, development, compensation, integration, maintenance).

- Line managers (principals, head teachers) directly manage people; HR staff advise and support them.
- HRM objectives: societal (legal compliance), organisational (effectiveness), functional (efficiency), personal (employee growth).
- In schools, HRM covers teachers, administrative staff and support staff.

EXAM POINTER: Define HRM and explain why it is especially critical in educational institutions - the course's opening question.

Lecture 2: Evolution of HRM Thought

Key terms: scientific management, human relations, systems approach

HRM evolved from Taylor's scientific management (efficiency, time studies) through the human relations movement (Mayo's Hawthorne studies - attention and group norms affect productivity) to modern strategic HRM, which aligns people practices with organisational goals. In education, this evolution mirrors the shift from inspectorial supervision of teachers to professional, developmental models of teacher management.

- Taylor: select and train scientifically, link pay to output.
- Mayo: social needs and informal groups matter as much as money.
- Modern: HRM as strategic partner - in schools, linking teacher development to learning outcomes.

Lecture 3: Strategic HRM in Educational Institutions

Key terms: strategic HRM, alignment, school improvement

Strategic HRM aligns human resource policies with the institution's mission - for a school, improved student learning. This means recruiting teachers whose skills match curricular needs, developing them toward school goals, and appraising performance against learning outcomes. A school's HR strategy should flow from its improvement plan, not exist as isolated

paperwork.

- Vertical fit: HR practices support school strategy. Horizontal fit: practices reinforce each other.
- Example: a school emphasising science hires science graduates, trains them in lab pedagogy, and rewards science results.
- Resource-based view: committed, skilled teachers are a hard-to-copy competitive advantage.

Lecture 4: Human Resource Planning in Schools

Key terms: HR planning, demand forecasting, supply forecasting, teacher shortage

Human Resource Planning estimates future staff needs and ensures supply. Demand forecasting for schools uses enrolment projections, curriculum changes (new subjects need new teachers), and pupil-teacher ratio policies. Supply forecasting considers retirements, resignations, promotions and the external labour market. Pakistan faces chronic teacher shortages in rural areas and in science/mathematics - planning must address distribution, not just totals.

- Steps: analyse current staff -> forecast demand -> forecast supply -> plan to close gaps.
- Tools: enrolment-based norms, workload analysis, succession planning for principals.
- Dealing with surplus: transfers, retraining; with shortage: recruitment drives, incentives for hard areas.

EXAM POINTER: Outline the HR planning process for a district education office facing rural teacher shortages.

Lecture 5: Job Analysis: Job Descriptions and Specifications

Key terms: job analysis, job description, job specification, KSAOs

Job analysis systematically studies what a job involves, producing two documents: the job description (title, duties, responsibilities, reporting lines, working conditions) and the job specification (the knowledge, skills, abilities and other characteristics - KSAOs - the holder needs). For a teaching post, the description lists classes, subjects and duties; the specification lists qualifications (e.g. B.Ed, subject mastery), experience and personal attributes.

- Methods: observation, interviews, questionnaires, diaries.
- Uses: recruitment, selection criteria, training needs, performance standards, pay decisions.
- In education: teaching job descriptions should include pastoral and co-curricular duties, not just classroom hours.

Lecture 6: Recruitment of Teaching Staff

Key terms: recruitment, internal vs external sources, NTS, educator recruitment

Recruitment attracts qualified candidates for vacancies. Internal sources (promotions, transfers) motivate staff and need less orientation; external sources (advertisements, NTS/PPSC testing in Punjab, campus recruitment, employee referrals) bring fresh talent. In Pakistan's public sector, educator recruitment runs through district governments with NTS-type screening tests, academic-marks weightage and interviews.

- Recruitment policy should be transparent and merit-based to avoid favouritism - a sensitive issue in education.
- Realistic job previews reduce early turnover.
- E-recruitment portals widen the applicant pool, especially for urban private schools.

Lecture 7: Selection Process and Techniques

Key terms: selection, screening, tests, interviews, validity, reliability

Selection chooses the best from applicants through: screening applications, written tests (subject knowledge, pedagogy), demonstration lessons (teaching a sample class - the most job-relevant test for teachers), panel interviews, and reference/background checks. Good selection tools are valid (measure what matters for teaching) and reliable (consistent results).

- Structured interviews with scoring rubrics beat unstructured chats for fairness and validity.
- Demo lessons reveal classroom management and communication that paper tests miss.
- Final step: medical fitness and document verification before the offer letter.

EXAM POINTER: Design a selection process for secondary-school science teachers, justifying each step.

Lecture 8: Induction and Orientation of New Teachers

Key terms: induction, orientation, mentoring, teacher socialisation

Induction introduces new teachers to the school's culture, policies, curriculum, colleagues and students - the first weeks shape long-term commitment. Effective programmes pair newcomers with mentor teachers, schedule classroom observations, and phase in responsibilities. Poor induction is a leading cause of new-teacher attrition, especially in rural postings.

- Contents: school rules, timetable, assessment system, discipline policy, parent dealing, record-keeping.
- Mentoring: an experienced buddy teacher for the first year.
- Follow-up: review meetings at 1, 3 and 6 months.

Lecture 9: Training and Professional Development of Teachers

Key terms: training, CPD, in-service training, need assessment

Training builds the knowledge and skills teachers need now; development prepares them for future roles; Continuous Professional Development (CPD) is the career-long combination. The training cycle: identify needs (student results, classroom observations, self-assessment), design programmes, deliver (workshops, lesson study, online modules), and evaluate. Pakistan's teacher training institutions (PITEs, QAED) run in-service courses; private chains run their own academies.

- Methods: workshops, demonstration lessons, peer observation, action research, online courses.
- Effective CPD is sustained, classroom-focused and collaborative - one-off lectures change little.
- Evaluation: Kirkpatrick's levels - reaction, learning, behaviour change, results.

EXAM POINTER: Explain the training cycle and why one-shot workshops usually fail to change teaching practice.

Lecture 10: Performance Appraisal of Teachers

Key terms: performance appraisal, ACR/PER, 360-degree feedback, rating errors

Performance appraisal evaluates how well staff meet job standards. In Pakistan's public sector, the Annual Confidential Report (ACR/PER) records officers' performance; modern systems add objective setting, classroom observations with rubrics, student achievement data, and 360-degree feedback (principal, peers, students, parents). Appraisal should develop, not just judge - feedback interviews matter more than the form.

- Methods: graphic rating scales, BARS (behaviourally anchored), MBO (objectives), classroom observation protocols.
- Rating errors: halo, leniency/strictness, central tendency, recency - train appraisers to avoid them.
- Link results to training plans, increments and promotions for credibility.

Lecture 11: Motivation Theories Applied to Teachers

Key terms: Maslow, Herzberg, expectancy theory, intrinsic motivation

Motivation drives effort. Maslow's hierarchy (physiological to self-actualisation), Herzberg's two-factor theory (hygiene factors like salary prevent dissatisfaction; motivators like recognition and growth create satisfaction), and expectancy theory (effort -> performance -> reward linkages must be clear) all apply to teachers. Research consistently finds teachers are strongly

intrinsically motivated - by student success and professional respect - while poor pay and status demotivate.

- Herzberg in schools: fix hygiene (timely salaries, decent classrooms), then add motivators (recognition, autonomy, growth).
- Expectancy: teachers must believe effort improves learning AND that improvement is recognised.
- Non-monetary motivators: 'teacher of the month', conference sponsorship, leadership roles.

EXAM POINTER: Use Herzberg's theory to diagnose motivation problems in a school with high teacher turnover.

Lecture 12: Leadership Styles in Educational Institutions

Key terms: leadership, transformational, instructional leadership, principal

Leadership shapes school climate and teacher performance. Styles: autocratic (directive - useful in crises), democratic/participative (shared decisions - builds ownership), laissez-faire (hands-off - works only with expert staff). Modern emphasis: transformational leadership (inspiring vision, intellectual stimulation) and instructional leadership (the principal as lead learner, focused on teaching quality through classroom walkthroughs and feedback).

- Effective principals blend styles to the situation - contingency thinking.
- Distributed leadership: department heads and senior teachers share leadership.
- In Pakistan, head-teacher training increasingly stresses instructional over purely administrative leadership.

Lecture 13: Compensation Management for School Staff

Key terms: compensation, pay scales, BPS, allowances, pay for performance

Compensation includes direct pay (basic salary, allowances) and indirect benefits (pension, medical, leave). Public-sector teachers are paid on Basic Pay Scales (BPS-14 to BPS-20+ for educators), with annual increments and ad-hoc relief allowances; private schools set market-based packages. Issues: pay compression, delayed salaries in some districts, and weak links between pay and performance - experiments with performance bonuses remain limited.

- Job evaluation methods (ranking, point method) set internal pay fairness.
- Fringe benefits: GP fund, pension/gratuity, benevolent fund, study leave.
- Pay-for-performance in teaching is controversial - measuring teacher output fairly is hard.

Lecture 14: Job Satisfaction and Teacher Morale

Key terms: job satisfaction, morale, organisational commitment, turnover

Job satisfaction is the pleasurable emotional state from appraising one's job. Satisfied teachers show higher commitment, lower absenteeism and better classroom effort. Drivers: supportive leadership, collegial relations, recognition, manageable workload, fair pay, and student progress. Low morale - from political interference, delayed pay, or poor facilities - spreads quickly through staff rooms.

- Measure with anonymous climate surveys; act visibly on results.
- Correlates: satisfaction predicts retention more than pay alone in teaching studies.
- Burnout (emotional exhaustion) is the extreme - needs workload and support interventions.

Lecture 15: Stress Management for Teachers

Key terms: occupational stress, burnout, coping strategies

Teaching ranks among high-stress professions: large classes, discipline issues, syllabus pressure, parental demands and administrative load. Chronic stress leads to burnout - exhaustion, cynicism, reduced efficacy. Management strategies: organisational (fair workloads, clear roles, supportive supervision, counselling access) and individual (time management, realistic goals, peer support, healthy routines).

- Stressors in Pakistani schools: overcrowded classrooms, exam pressure, multiple duties (census, elections).
- Early signs: irritability, absenteeism, declining lesson quality.
- Wellness programmes and reasonable timetabling are HR responsibilities, not luxuries.

Lecture 16: Discipline and Grievance Handling

Key terms: discipline, progressive discipline, grievance procedure, due process

Discipline corrects misconduct through progressive steps: verbal warning, written warning, suspension, and dismissal for grave offences - always with documented due process and the right to be heard. Common teacher misconduct: chronic absenteeism, private tuition during duty hours, corporal punishment (banned), exam malpractice. A fair grievance procedure lets staff raise complaints (transfer, pay, harassment) without fear.

- Principles: rules known in advance, consistent application, proportionality, right of appeal.
- Service rules (e.g. PEEDA Act in Punjab) govern public-sector disciplinary proceedings.
- Workplace harassment committees are legally required - HR must ensure they function.

EXAM POINTER: Outline a progressive discipline procedure for a teacher with repeated unexplained absences.

Lecture 17: Conflict Management in Schools

Key terms: conflict, negotiation, mediation, staff disputes

Conflicts arise between teachers, with administration, or with parents - over duties, resources, promotions or values. Handled well, conflict surfaces useful ideas; handled badly, it poisons climate. Strategies: avoidance (trivial issues), accommodation, compromise, collaboration (best for important shared interests), and competition (when quick decisive action is needed). HR's role: mediation, clear policies, and addressing root causes like unfair workload distribution.

- Sources: scarce resources, role ambiguity, personality clashes, change resistance.
- Mediation steps: hear all sides separately, find common ground, agree actions in writing.
- Parent-teacher conflicts need diplomacy plus firm policy boundaries.

Lecture 18: Team Building and Staff Collaboration

Key terms: teams, collaboration, professional learning communities

Schools work through teams: grade-level teams, subject departments, committees. Effective teams have clear goals, complementary skills, mutual accountability and trust. Professional Learning Communities (PLCs) - teachers collaboratively analysing student work and refining lessons - are the most powerful team model for learning outcomes. HR supports teaming through scheduling common planning time and recognising team achievements.

- Stages: forming, storming, norming, performing - expect friction before cohesion.
- Barriers: timetable clashes, competition for resources, balkanised departments.
- Lesson study (Japanese model): teams jointly plan, teach, observe and refine one lesson.

Lecture 19: Communication in Educational Organisations

Key terms: communication, downward/upward/lateral, staff meetings

Effective HRM needs flowing communication: downward (policies, expectations), upward (feedback, grievances), lateral (coordination among teachers). Barriers: hierarchical cultures where bad news is hidden, information overload, and grapevine rumours. Tools: regular staff meetings with real agendas, circulars, notice boards, WhatsApp groups (with etiquette), and open-door hours.

- Active listening and plain language beat jargon-heavy circulars.

- Feedback loops: after announcing a policy, check understanding.
- In crises (exam leaks, incidents), fast honest communication protects trust.

Lecture 20: HR Records and Information Systems

Key terms: HRIS, personnel files, service books, data privacy

HR decisions need reliable records: personnel files/service books (appointments, qualifications, transfers, leave, ACRs), attendance registers, and payroll data. A Human Resource Information System (HRIS) digitises these - Punjab's School Information System tracks teachers and enrolments. Records must be accurate, secure and used fairly; staff have rights to view their own records.

- Uses: seniority lists, promotion cases, pension processing, audit compliance.
- Biometric attendance systems improved teacher presence monitoring.
- Data privacy: salary and disciplinary data are confidential.

Lecture 21: Legal Framework: Labour Laws and Education Service Rules

Key terms: service rules, PEEDA, terms and conditions of service

Public-sector teachers are civil servants governed by terms and conditions of service: recruitment rules, probation, confirmation, seniority, promotion criteria, transfers, leave rules, and conduct/discipline rules (such as the PEEDA Act 2006 in Punjab). Private-school teachers rely on employment contracts and general labour protections. HR managers must know these rules - ignorance causes illegal appointments and litigation.

- Key areas: appointment authority, probation periods, promotion quotas (service vs merit).
- Transfers: policies exist but political interference is a chronic complaint.
- Contract employees have different (weaker) protections - a major policy debate.

Lecture 22: Employee Welfare and Safety in Schools

Key terms: welfare, occupational health, school safety

Employee welfare covers health, safety and well-being: safe buildings, clean drinking water, staff rooms, medical facilities, maternity/paternity provisions, and benevolent funds. School safety - boundary walls, emergency plans, harassment-free environments - protects staff and students alike. Welfare spending is an investment: healthy, secure teachers teach better and stay longer.

- Legal duties: safe workplace, harassment committees, maternity benefits.
- Psychological safety: staff should report hazards without fear.

- Post-incident support: counselling after traumatic events.

Lecture 23: Career Development and Succession Planning

Key terms: career paths, succession planning, promotion, head-teacher pipeline

Career development aligns individual aspirations with institutional needs: clear promotion ladders (teacher -> senior teacher -> head teacher -> principal), higher-qualification incentives, and leadership preparation programmes. Succession planning identifies and grooms future principals before vacancies arise - avoiding leadership vacuums that destabilise schools.

- Tools: career counselling, study leave for M.Phil/PhD, acting-charge opportunities.
- Promotion criteria should balance seniority with merit and qualifications.
- Talent pools for hard-to-fill roles (science heads, special-needs coordinators).

Lecture 24: Diversity and Inclusion in School Staffing

Key terms: diversity, inclusion, gender balance, minority quotas

Diverse staffs - balanced by gender, region, and background - model inclusion for students and widen the talent pool. Pakistan's policies include quotas for women, minorities and persons with disabilities in public recruitment. Inclusion means more than numbers: fair assignments, harassment-free culture, and valuing different perspectives in decision-making.

- Girls' schools need female teachers - recruitment must reach them.
- Reasonable accommodation for staff with disabilities.
- Monitor: appointment, promotion and complaint data by group.

Lecture 25: Managing Change in Educational Institutions

Key terms: change management, resistance, curriculum reform

Schools constantly face change: new curricula, assessment reforms, technology, mergers. People resist from fear, habit, or perceived loss - teachers may see reforms as criticism of their work. Change management: build urgency with evidence, involve teachers early, pilot before scaling, provide training and support, celebrate quick wins, and anchor changes in culture.

- Kotter's 8 steps adapted for schools: coalition of senior teachers, shared vision, empowered teams.
- Communicate the 'why' before the 'what'.
- Expect a J-curve: performance dips during transition before improving.

Lecture 26: Technology and HRM: E-HRM in Education

Key terms: e-HRM, online recruitment, LMS for training, HR analytics

Technology transforms school HRM: online applications and testing, digital personnel records, biometric attendance, LMS-delivered teacher training, and video-interview selection. HR analytics - analysing attendance, turnover and appraisal data - spots patterns (e.g. which schools lose new teachers fastest) for targeted action. Data privacy and the digital divide need management.

- Examples: online NTS applications, QAED's online CPD modules.
- Analytics uses: predicting attrition, evaluating training impact.
- Keep human judgment central - algorithms assist, not replace, people decisions.

Lecture 27: Quality Assurance and HRM

Key terms: quality assurance, accreditation, teacher standards

Quality assurance in education - accreditation of programmes, school evaluations, teacher licensing debates - depends on HR quality. Teacher standards frameworks define what good teaching looks and guide recruitment, training and appraisal coherently. When QA and HRM speak the same language of standards, improvement becomes systematic rather than episodic.

- National professional standards for teachers (where adopted) anchor HR practices.
- School self-evaluation feeds HR planning: weak areas become training priorities.
- External inspections should assess HR processes, not just paperwork.

Lecture 28: HRM Challenges in Pakistani Education

Key terms: ghost schools, teacher absenteeism, political interference, contract policy

Pakistan's education HRM faces distinctive challenges: teacher absenteeism and ghost employees (addressed by monitoring and biometric systems), political interference in transfers/postings, ad-hoc contract appointments, uneven teacher distribution (urban surplus, rural shortage), weak training quality, and low social status of teaching. Reforms - merit-based recruitment, rationalisation, continuous training - directly target these.

- Evidence: ASER and government surveys document absence and learning gaps.
- Reform levers: transparent e-transfer policies, performance monitoring, professionalised training.
- Raising teaching's status - pay, respect, career paths - underpins all else.

EXAM POINTER: Discuss three major HRM challenges in Pakistan's public education and suggest a reform for each.

Lecture 29: Revision: Midterm Practice Set

1. Define HRM and explain its four operative functions with school examples. (10 marks)
2. Outline the HR planning process for a district facing science-teacher shortages. (10 marks)
3. Compare internal and external sources of teacher recruitment. (5 marks)
4. Explain Herzberg's two-factor theory and apply it to teacher motivation. (10 marks)
5. Describe the training cycle for an in-service teacher programme. (5 marks)

Lecture 30: Revision: Final-Term Practice Set

1. Design a complete selection process for secondary science teachers, justifying each stage. (10 marks)
2. A school suffers high new-teacher turnover. Diagnose using motivation and induction concepts and propose remedies. (10 marks)
3. Explain progressive discipline with reference to service rules. (10 marks)
4. Discuss three HRM challenges in Pakistani education with reforms. (10 marks)
5. Write short notes on: 360-degree feedback, succession planning, e-HRM. (15 marks)

End of Handout - Good luck with your exams!