

To cite this article: Rosnani Jusoh and Mazni Nadzirah Mahmood (2025). PERSONNEL MANAGEMENT PRACTICES IN IMPROVING SCHOOL PERFORMANCE, International Journal of Education and Social Science Research (IJESSR) 8 (2): 99-111 Article No. 1037, Sub Id 1631

## PERSONNEL MANAGEMENT PRACTICES IN IMPROVING SCHOOL PERFORMANCE

Rosnani Jusoh and Mazni Nadzirah Mahmood

Universiti Putra Malaysia

DOI : <https://doi.org/10.37500/IJESSR.2025.8208>

### ABSTRACT

A very important role in ensuring that schools operate smoothly in today's educational context. This literature review aims to comprehensively examine the theory and practical applications of personnel management, including aspects such as planning, staff recruitment, performance appraisal, training, and reward systems, as well as how all of this effect school performance. By exploring theories related to personnel management, work motivation, and educational quality, this study aims to link the relationship between the three elements. Through a literature review approach, this study analysed articles published between 2019 and 2024 from various relevant academic sources. The study findings show that good personnel management can increase productivity, teacher job satisfaction, and student performance. The results of this study are expected to provide useful guidance to school leaders and policymakers in planning more effective personnel management strategies in order to improve the overall quality of education.

**KEYWORDS:** Personnel Management, School Performance, Teacher Motivation, Educational Effectiveness, Teaching Quality.

### 1. INTRODUCTION

Personnel management involves important processes such as planning, recruiting, developing, and managing employees to achieve organisational goals (Dessler, 2021). This practice refers to the strategy used by organisations to manage their human resources, including staff recruitment, training, performance appraisal, rewards, motivation, and professional development. There is evidence that practices such as staff recruitment, training, and performance appraisal can improve school achievement in both academic and administrative aspects (Mutuku, 2022; Ngotho, 2018).

In the context of education, the purpose of this practice is to ensure that teachers and other staff have the skills, knowledge, and support they need to perform their jobs effectively. Good personnel management can improve motivation, job satisfaction, and overall school performance, which in turn contributes to student success. Findings from studies by Mutuku (2022) and Ngotho (2018) show that good human resource management practices in schools in Kenya and Malaysia have a positive impact on academic and organisational performance.

Personnel management plays an important role in improving the overall performance of an educational organisation. When this practice is implemented well, schools can not only improve teacher performance but also ensure that administrative affairs are carried out efficiently and orderly, which supports the achievement of student success. In Malaysia, personnel management is increasingly receiving attention in the effort to achieve national education goals, in line with the Malaysian Education Blueprint (PPPM) 2013-2025, which emphasises the importance of professional development of teachers and administrators as the foundation for the advancement of the education system. Effective personnel management practices not only contribute to improving the quality of student learning but also to the development of a more sustainable and high-quality education system.

In an era of rapid globalisation, where technological advances and 21st-century skill requirements continue to influence the education system, effective personnel management is essential to ensure that schools remain internationally competitive. Good personnel management can create a positive school culture, support teachers' professional development, and foster a spirit of collaboration, which is key to student success. A study by Saiddaeni et al. (2023) showed that continuous professional training and development through in-house training programs has a significant impact on improving the quality of teachers' teaching. This finding is supported by a study by Abdinoor (2024), who found that transparent and systematic performance appraisals not only help identify areas that need improvement but also reward excellent work performance.

Effective personnel management practices are key to improving school performance, but there are several issues that need to be addressed to achieve this goal. Firstly, the lack of adequate training and support for teachers, ineffective communication issues between teachers and parents, job satisfaction, and life balance neglected, which causes them to experience high work pressure, tend to show low performance, and the issue of lack of resources for support teachers in carrying out their duties, which in turn affects their motivation, conflict in management, and unfair performance evaluation, can also affect the working atmosphere in schools, making transparent and fair personnel management practices a necessity to improve overall school performance (Rudy, 2019). Meanwhile, Esie's (2023) study found that lack of training and support and clear job descriptions are challenges in schools. Therefore, to improve school performance, it is important for school management to proactively address these issues. Kusumawati, 2023).

## **2. OBJECTIVES**

1. To conduct a comprehensive exploration of the theory and practical application of personnel management, emphasising its relevance in educational institutions.

### **3. STUDY HIGHLIGHTS**

#### **3.1 Related Theories and Models**

This section will discuss theories and models related to how to improve organisational performance through effective personnel management. Based on the literature review, personnel management is seen as an important aspect in improving school performance. Key factors such as motivation,

recognition, training, and professional development are identified as playing a major role in influencing the overall effectiveness of the organisation. Through theoretical analysis, this section provides a clearer understanding of how a well-planned personnel management strategy can shape the behaviour of employees and subsequently contribute to the success of an organisation.

##### **3.1.1 Theories involved**

###### **a. Human Capital Theory**

Human Capital Theory states that individuals can be considered as "capital" that has economic value (Rafiei & Davari, 2015). This means that when someone invests in education, training, and work experience, they can improve their skills and knowledge.

According to Runhaar's (2017) study, when individuals have higher skills and knowledge, they become more productive at work. They can perform tasks better, solve problems more easily, and make greater contributions to the organisation. In the context of schools, teachers who are trained and knowledgeable can teach better, which will help students achieve better results.

This theory also shows that investing in human capital is important for long-term development. Schools that provide training and professional development to their teachers will be able to produce quality teaching staff, which in turn will have a positive impact on student performance in the long term (Mutuku, 2022).

###### **b. Resource-Based Theory**

This theory is an approach to strategic management that emphasises the importance of unique resources owned by an organisation. According to a study by Mengist et al. (2020), this theory states that the performance of an organisation is not only influenced by external factors such as market or industry conditions, but also by internal resources within the organisation itself, such as staff skills and knowledge, organisational culture, and technology. These are important elements that contribute to the success of the organisation. By utilising these resources, organisations can produce better quality services and can improve school performance.

In the context of personnel management, this theory shows that investment in staff training and development is very important. Highly trained and skilled staff are able to make greater contributions to the organisation, increase innovation, and improve overall performance (Gyimah, 2020).

According to a study by Runhaar (2017), this theory emphasises that organisations need to constantly develop and renew the resources available within the organisation. This includes the ability to adapt to changes in the educational environment and improve the skills of staff.

Overall, Resource-Based Theory provides the view that the success of organisations depends on their ability to identify, develop, and utilise the resources available in the organisation, including human resources, to achieve better performance (Siraj et al., 2022).

### **c. Herzberg's Two Factor Theory**

Motivation-Hygiene Theory, introduced by Frederick Herzberg in 1959. This theory divides the factors that influence employee motivation into two main types, namely

- a) Motivational factors are elements that provide satisfaction to employees and encourage them to perform better. Examples of motivational factors include achievement, recognition, responsibility, and opportunities for growth. When these factors are present in the work environment, employees usually feel more satisfied and are more motivated to work well.
- b) Hygiene factors refer to aspects that can cause employees to feel dissatisfied, such as salary, benefits, working conditions, and relationships with colleagues. Although hygiene factors do not directly increase motivation, their absence can make employees feel dissatisfied and reduce their performance. Therefore, organisations need to ensure that these hygiene factors are met to avoid dissatisfaction.

### **d. Quality Education Theory**

This theory is often used to assess the overall performance of schools and identify factors that influence student success (UNESCO, 2005). This theory emphasises that the quality of education is influenced by various factors, including

- a. Teaching quality is the skills and approaches used by teachers in teaching.
- b. The available resources are access to learning materials, technology, and facilities provided.
- c. Student support is the help students receive from teachers, peers, and family.

### **3.1.2 Models involved**

#### **a. AMO Model (Ability, Motivation, Opportunity)**

This model is a framework used in human resource management to improve employee performance. This model consists of three main components, namely capabilities, motivation, and opportunities, which are

- a) Capability refers to the knowledge, skills, and competencies that employees have to perform their jobs. Organisations need to ensure that employees have sufficient capabilities through appropriate training and professional development (Runhaar, 2017).

b) Motivation is an internal drive that drives employees to achieve goals and perform tasks well. Motivational factors such as incentives, recognition, and job satisfaction play an important role in motivating employees (Satyendra, 2020).

c) Opportunities refer to the conditions and resources available to employees to perform their tasks. This includes access to the necessary tools and support. Organisations need to provide sufficient opportunities for employees to use their abilities and motivations (Dahle, 2021).

The AMO model emphasises that these three components are interrelated and need to be in balance to achieve optimal performance. If one of the components is insufficient, employee performance may be affected (Runhaar, 2017; Satyendra, 2020).

### **b. School Performance Evaluation Model**

This model has been developed based on various studies and experiences in the field of education. This model helps identify strengths and weaknesses in the education system, as well as providing guidance for improvement. By using this model, school management can make better decisions and plan effective strategies to improve the overall performance of the school. This model involves systematic assessment of several aspects of school performance, including:

a. Academic achievement refers to examination results and student achievement, which are the main indicators of academic success in school.

b. Teacher and student satisfaction is a survey and feedback collected about experiences at school, providing insight into the learning and teaching atmosphere.

c. Educational program effectiveness is the evaluation of programs and initiatives implemented in schools to see whether they achieve the set goals and have a positive impact on students.

### **3.2 Content Related to Personnel Management in Improving School Performance**

Personnel management is a very important aspect in educational institutions because it affects the overall performance of the school. Based on the understanding in the literature review, this section will discuss the elements in personnel management that need to be paid attention to in order to make the school more effective. In addition, it will also explain how good personnel management benefits the organisation, especially in terms of social and economic aspects.

#### **3.2.1 Elements in Personnel Management**

Effective personnel management is a key element in ensuring the success of a school. A good recruitment and selection process is an important first step in getting quality individuals into the organisation. Recruitment involves finding potential candidates and encouraging them to apply. Therefore, it is important to set clear and fair selection criteria so that the individuals selected are in line with the needs and goals of the school.

Once the recruitment and selection process are complete, the next step is to provide training to staff. Quality training is key to improving skills and efficiency. Without adequate training, staff may not be able to perform their jobs well (Agunwa et al., 2019). Schools that conduct training and development programs tend to achieve better performance.

In addition, performance appraisal is an important tool in personnel management that allows schools to assess the effectiveness of each individual. According to Agunwa et al. (2019), this appraisal helps identify the strengths and weaknesses of employees and provides guidance for improvement. This appraisal process not only helps in determining appropriate rewards and recognition but also serves as a mechanism to increase employee motivation and morale. By providing constructive feedback, schools can help employees understand where they need to improve and how they can grow in their careers.

Next is motivation and appreciation for staff. Schools that recognise outstanding staff can increase their morale and commitment (Agunwa et al., 2019). This appreciation not only increases individual motivation but also creates a positive and productive work environment. When staff feel valued and recognised, they are more likely to give their best in their work, which in turn has a positive impact on the overall performance of the school.

By implementing these steps, schools can ensure that they have quality and highly skilled staff, which in turn will contribute to success.

### **3.2.2 Benefits and Importance of Personnel Management Practices**

Effective personnel management provides various benefits. Among the advantages is that highly trained and skilled staff are able to provide quality teaching, which in turn helps students achieve better academic performance. In addition, good personnel management can increase teachers' job satisfaction because they feel valued and given opportunities to grow. This increases their likelihood of remaining in the organisation. Furthermore, a positive work atmosphere can also be created, where teachers are more likely to cooperate and interact well with each other. This creates a positive environment and motivates all parties to strive for excellence (Agunwa et al., 2019).

Socially, good personnel management helps build good relationships between teachers and students where they can interact well and teachers show support to students. This can enhance students' learning experiences, which in turn increases their motivation and achievement.

From an economic perspective, schools with highly skilled staff are able to manage resources better. This includes financial management, learning materials, and time. With good management, schools can maximise the use of available resources to achieve better educational outcomes.

#### **4. METHODOLOGY**

This paper uses a literature review approach to explore personnel management practices in improving school performance. This approach aims to collect, analyse, and synthesise information from various relevant sources, including academic journals, books, research reports, and articles related to this topic. The choice of this methodology is to provide a comprehensive view of this topic based on the available research evidence. The main focus is to understand how personnel management affects school performance, identifying the key elements in effective management.

The data collection process was carried out by searching databases such as Scopus, Web of Science, and Google Scholar. The keywords used were personnel management, school performance, educational HRM, and educational staff well-being. Relevant articles and sources were selected based on certain criteria, namely published between 2019 and 2024, focused on the educational context, and derived from trusted academic sources. Articles that were irrelevant, did not focus on education, or did not include empirical data were excluded. Approach This literature review is also used to understand theories and frameworks in educational personnel management and assess the advantages and disadvantages of research studies or literature review writing. previously. However, there are limitations in this approach, such as the reliance on secondary data, which limits the ability to directly test causal relationships.

##### **4.1 Limitation of the study**

Although this study provides valuable insights into personnel management practices and their impact on school performance, several research limitations are:

##### **1. Reliance on Secondary Data**

This study is entirely based on secondary sources, The findings rely on the interpretations, methodologies, and data quality of previous researchers. As a result, the review cannot directly establish causal relationships between personnel management and school performance.

##### **2. Time Frame Constraint**

The review focuses on literature published between 2019 until 2024, which provides a recent perspective but may overlook valuable historical research that could offer foundational theories or long-term trends in personnel management practices.

##### **3. Contextual Limitations**

The selection criteria prioritize studies focused on educational contexts, specifically schools.

## 5. FINDINGS

The study found that efficient staff management plays an important role in improving school effectiveness, including productivity, teacher job satisfaction, and student performance based on the understanding of the literature review. past study.

### 5.1.1. Personnel Management and Productivity on School Performance

Effective personnel management has been shown to contribute significantly to the productivity of educational organisations. Studies by Agunwa et al. (2019) and Sulang et al. (2023) show that staff who receive appropriate training and support are able to perform their duties more efficiently. For example, Mutuku's (2022) study found that personnel management practices such as training, development, and careful selection of staff have a positive impact on students' academic achievement. This finding is supported by quantitative data showing a significant correlation between personnel management practices and perceptions of school performance ( $r(248) = 0.65, p < 0.001$ ).

A study by Abdinoor (2024) found that good human resource management, such as providing clear job descriptions, providing regular training, and using a fair performance appraisal system, played a significant role in improving the performance of public secondary schools in Wajir East Sub-County, Kenya. In addition, providing ways to address staffing issues is important to ensure that teachers remain motivated and skilled, which can ultimately improve student achievement and overall school performance.

A study by Munadzir et al. (2020) also found that a high-quality culture in educational organisations, especially through good management and effective interpersonal communication, can improve student achievement.

### 5.1.2. Staff Placement, Job Satisfaction, Productivity on School Performance

Placing staff who are suited to their skills and experience is key to increasing job satisfaction and productivity. Teachers who are placed in areas that are in line with their expertise tend to be more motivated and committed to the organisation. Bankole's (2000) study found that good personnel management systems in primary schools in Lagos, Nigeria, helped increase teacher job satisfaction and reduce the rate of attrition from the organisation. This finding is supported by Llemit's (2024) study, which stated that appropriate staff placement improves teaching effectiveness and overall school performance.

### 5.1.3. Training and Professional Development on School Performance

Continuous training is an important element to ensure that staff are always prepared to face changes in the education system. Singh (2012) explained that a planned training program can improve teaching skills, use of technology, and classroom management. In addition, Mulyani et al. (2020)



asserted that continuous professional development helps teachers improve their teaching strategies, which ultimately benefits students who in turn improve school performance.

A study by Saiddaeni et al. (2023) found that SMP 1 Kalikotes Klaten has taken important steps in implementing training for teachers through internal and external training programs. The school has also prepared teaching modules and implemented independent curricula specially designed to meet the needs of teachers. This initiative helps teachers improve their skills and knowledge in teaching, which ultimately has a positive impact on teacher performance and the quality of education in the school.

#### **5.1.4. Performance Evaluation, Improving the Quality of Work on Teacher and School Performance**

Performance appraisal plays a key role in motivating staff to improve the quality of their work. A study by Agunwa et al. (2019) found that continuous feedback helps staff understand their strengths and weaknesses, in addition to providing opportunities for self-improvement. A study by Runhaar (2017) also showed that consistent and unique human resource management can improve teacher and school performance. A study by Llemit (2024) found that teacher involvement in the decision-making process improves students' academic achievement.

#### **5.1.5. Reward, Motivation, and Well-being System for Staff on School Performance**

A good reward system, whether monetary or non-monetary, has been found to motivate teachers to work more productively. Hoque et al. (2024) showed that teachers who receive recognition for their contributions are more motivated to achieve the school's educational goals. In addition, an effective reward system helps to build a positive work environment, encourage collaboration, and increase morale among teachers.

#### **5.1.6. Relationships, Staff Well-Being, and Productivity on School Performance**

Good relationships between school leaders and staff are fundamental to the effectiveness of educational organisations. A study by Van Beurden et al. (2021) found that there is a positive relationship between school management and staff relationships. This shows that work productivity increases in organisations when there is a good relationship between school leaders and staff. Strong working relationships also improve communication, increase collaboration, and have a positive impact on the overall performance of the organisation.

#### **5.1.7 Comparison of Personnel Management Quality in Public and Private Schools**

Lemos (2024) found that the quality of management in public schools in India is much lower, about twice as bad as schools in high-income countries. This shows that there is a huge gap in how

effectively schools are managed. In contrast, private schools have better management quality, especially in human resource management. The study found that better management in private schools is closely linked to better teaching practices and increased school productivity, which can be seen through improved student performance.

### **5.1.8. The relationship between teacher competence, teaching process, and performance results on school performance**

A study by Mesiono (2024) found that there is a relationship between teacher skills and competencies (input), teaching implementation and monitoring (process), and performance outcomes (output). This finding shows that improving teachers' qualifications and skills directly affects their teaching effectiveness and student achievement. Teachers who receive positive feedback and undergo continuous training show an improvement in their performance. In addition, recognition for excellent performance can also increase teachers' motivation and job satisfaction, thus creating a better and more effective learning environment.

## **6. IMPLICATION OF THE STUDY**

### **6.1 Practical Implication**

This study can apply to improving school performance as

- a. Effective personnel management practices, such as appropriate staffing, ongoing training, and a fair reward system, have been shown to have a positive impact on school performance. Teachers who are well-trained and given opportunities to develop professionally are more likely to improve their teaching performance.
- b. Conflict resolution in the school environment is a key responsibility in personnel management. Efficient management in dealing with personnel issues can maintain a positive work atmosphere, which ultimately increases teacher motivation and job satisfaction.
- c. Teachers who receive constructive feedback and follow ongoing training programs show improvements in their teaching skills. This not only benefits their teaching but also improves student achievement.
- d. Recognition and appreciation of teachers' performance is important in increasing their motivation and job satisfaction. Appreciation for good performance encourages teachers to continue to strive for better and create a more productive environment in the school.

### **6.2 Social Implication**

This study holds significant social implications as it highlights the importance of effective personnel management practices in schools, which directly impacts the overall performance and well-being of educational staff and students. By understanding how personnel management influences school performance, this study contributes to the development of more supportive, inclusive, and efficient

school environments. Effective personnel management can lead to improved job satisfaction and professional growth among teachers and school staff, which in turn enhances teaching quality and student learning outcomes.

Moreover, the findings from this study can guide educational leaders and policymakers in creating personnel policies that foster positive working cultures, reduce teacher burnout, and improve staff retention rates. Ultimately, these improvements in school management contribute to the broader goal of enhancing educational equity and quality, particularly in diverse and rapidly changing educational contexts.

At a wider social level, well-managed schools are better equipped to nurture students' holistic development, preparing them not only academically but also socially and emotionally. This fosters the creation of future citizens who are well-rounded, resilient, and capable of contributing positively to society. Therefore, this study not only benefits the internal school community but also has a ripple effect on the broader social and educational ecosystem.

## **7. CONCLUSION**

This paper aims to provide a deeper understanding of the context of personnel management practices and how they affect school performance and educational quality. A careful review of various theories related to personnel management, professional training, performance appraisal, and performance appreciation is conducted to examine the interrelationships between them. Throughout the exploration of the literature review to theory building, effective personnel management practices have a positive impact on teacher motivation, student learning outcomes, and school performance. From the investigation of the literature review, we found that several key conclusions can be drawn, namely:

- a. Effective personnel management practices, such as appropriate staffing, ongoing training, and a fair reward system, have been shown to have a positive impact on school performance. Teachers who are well-trained and given opportunities to develop professionally are more likely to improve their teaching performance.
- b. Conflict resolution in the school environment is a key responsibility in personnel management. Efficient management in dealing with personnel issues can maintain a positive work atmosphere, which ultimately increases teacher motivation and job satisfaction.
- c. Teachers who receive constructive feedback and follow ongoing training programs show improvements in their teaching skills. This not only benefits their teaching but also improves student achievement.

d. Recognition and appreciation of teachers' performance is important in increasing their motivation and job satisfaction. Appreciation for good performance encourages teachers to continue to strive for better and create a more productive environment in the school.

**REFERENCE**

Agunwa, J. N., Owan, V. J., & Ekpe, M. B. (2019). Personnel Management: Implications for the effectiveness of the school system. *International Journal of Research and Innovation in Social Science (IJRISS)*, 3(10), 391-395.  
<https://doi.org/10.2139/ssrn.3194793>.

Abdinoor.,Salah, Yussuf, M., CHUI., PhD. (2024). Human resource management practices and public secondary schools' performance in wajir east sub-county, kenya.  
<https://doi.org/10.61426/sjbcm.v11i2.2902>.

Bryson., Alex, Lucy, Stokes., David, Wilkinson. (2020). Can Human Resource Management Improve Schools' Performance? <https://doi.org/10.1111/LABR.12178>

Dahle, A. (2021). Leadership and organizational performance: A review of the literature. *Journal of Management Studies*. 58(3), 456-478. <https://doi.org/10.1111/joms.12645>

Dessler, G. (2021). *Performance management: An introduction*. Pearson Education

Esie, R. W. (2023). Personnel management and teachers' job performance. *International Journal of Scientific Research in Education*, 16(03), 356-367.  
<https://doi.org/10.24327/ijser.2023.16.3.356>

Gyimah, N. (2020). Faktor yang mempengaruhi motivasi guru di sekolah menengah atas di Ghana : Kajian kes Dompoase Senior High Sekolah. *Jurnal Elektronik SSRN*.  
<https://doi.org/10.2139/ssrn.3677392>

Llemit, R. (2024). Personnel management practices in relation to teachers' teaching and school performance. *International Journal of English Literature and Social Sciences*, 9(2). <https://doi.org/10.22161/ijels.92.19>

Herzberg, F. (1966). *Work and the Nature of Man*. Cleveland: World Publishing Company.

Hoque KE, Atheef M. (2024). A review of human resource management practices and their impact on school performance (2012–2022). *Human Resources Management and Services*. 6(1):3392. <https://doi.org/10.18282/hrms.v6i1.3392>

Lemos., Renata, Karthik, Muralidharan., Daniela, Scur. (2024). Personnel Management and School Productivity: Evidence from India. *The Economic Journal*.  
<https://doi.org/10.1093/ej/uead112>



Mutuku, M. (2022). The relationship between school performance and HRM practices in secondary schools. *Human Resources Management and Services*. 6(1), 3392. <https://doi.org/10.3390/hrms6013392>

Mengist, W., Soromessa, T., & Legese, G. (2020). Method for conducting systematic literature review and meta-analysis for environmental science research. <https://doi.org/10.1016/j.mex.2019.100777>