

Assessing the Impact of Human Resource Management Practices on Employee Outcomes in the Elementary and Secondary Education Department

Ms. Nadia Imraz

PhD Scholar, Institute of Education and Research, Kohat University of Science and Technology

Prof Dr. Muhammad Naseer Ud Din

Professor, Institute of Education and Research, Kohat University of Science and Technology

ABSTRACT: The public education system is the backbone of the country's as well as the nation's development. In this regard, the application of efficient Human Resource Management (HRM) practices is imperative for improving employee motivation, job satisfaction, and performance. This research aims to assess the extent and success of HRM practices in the Elementary and Secondary Education (E&SE) Department of Khyber Pakhtunkhwa, Pakistan, with special emphasis on the issues encountered during the application of these practices.

Based on the literature by Naseer et al. (2025) on Teacher Motivation, Innovative Practices, and Student Learning Outcomes, as well as the Two-Factor Theory by Herzberg and the Resource-Based View (RBV) of an organization, this study uses a positivist paradigm and a quantitative research design. The data was collected through questionnaires that were distributed in school districts across the Khyber Pakhtunkhwa Province. The target population was teachers, school principals, and administrators in the education sector. The data was analyzed using descriptive and inferential statistics to explore the relationship between HRM practices, challenges of implementation, and employee outcomes such as job satisfaction, motivation, and performance.

The results show that although the critical HRM practices, including recruitment and selection, training and professional development, performance appraisal, compensation and promotion, and employee relations, are being implemented in the E&SE Department, their implementation is not consistent and is being hampered by administrative inefficiencies and political intervention. Moreover, the results show that the effective implementation of HRM has a positive impact on employee outcomes, while implementation difficulties have a negative impact.

These findings emphasize the need to improve HRM practices in public education departments to improve employee effectiveness.

The present study makes a substantial contribution to the existing body of knowledge on human resource management in public education systems in developing nations, filling an important gap in the empirical literature.

Key words: Human Resource Management, Secondary Education, Elementary Education, Employee outcome, HRM Practices

Introduction
Literature Review
Research Methodology
Results
Discussion
Conclusion
Recommendations
References

1. Introduction

1.1 Background of the Study

The rise of Human Resource Management (HRM) has changed how organisations manage their workforce to create value and achieve strategic objectives. HRM is the systematic plan to identify, develop and manage the human capital within an organisation to achieve the goals set forth in the organisation's strategies through the effective use of the employee's skills, motivation, and knowledge (DeNisi & Murphy, 2023). Core HRM practices of organisations include recruiting and selecting employees, training and developing employees, conducting performance appraisals, compensating and promoting employees, and managing employee relations (DeNisi & Murphy, 2023). The contemporary viewpoint of HRM emphasises the strategic role of HRM in affecting the workplace outcomes for employees and organisational performance through the continued development of the skills, knowledge and motivation employees possess and as part of the organisation, not simply as an administrative function.

Research suggests that worldwide, organizations utilizing effective human resource management (HRM) practices have greater employee overall job satisfaction, motivation, productivity, and lower employee turnover rates as well as improved organizational performance (Al-Qudah et al., 2022). In the field of education, human resource management's importance is even greater as administrators and teachers serve as the principal factors in creating an environment for sustainable educational quality and overall institutional success. Using effective human resource management practices, educational systems are better able to develop their teaching capacity, increase accountability and maximize the utilization of their limited public resources.

All education systems around the world are facing significant challenges in providing teachers with adequate training, an adequate number of qualified teachers, and the lack of opportunities for teachers to improve their skills through continuous professional development as a result of limited staffing, financial constraints, dysfunctional governance processes and inadequate performance management processes (OECD, 2021). Education systems in developing nations are especially vulnerable due to the lack of financial resources, weak institutional capacity and poor governance systems. As a result, HRM practices are critical for encouraging, developing and supporting teacher effectiveness, enhancing the skills and abilities of teachers and ensuring that public education organisations are accountable (Kaliannan & Adjovu, 2023). Researchers have demonstrated that effective teacher recruitment, continuous professional development opportunities and fair performance appraisal processes predict teacher effectiveness, which in turn predicts school performance (Kaliannan & Adjovu, 2023).

Due to many recent efforts to reform the public sector in Pakistan, HRM has become a key area of focus. This is especially true within the large service delivery sectors, like education, which employ a large portion of the population, and therefore require strong HRM systems to properly and effectively manage such a large workforce. While many reforms are currently taking place, HRM practices still have a number of issues that include but are not limited to effectiveness, consistency, and transparency regarding all Public Education Institutions (Ali et al., 2021).

Clearly, the present researchers will be looking at best practices in HRM within the Elementary & Secondary Education (E&SE) Department of Khyber Pakhtunkhwa. The E&SE Department is the largest education provider within the province and plays a very critical role in shaping the educational outcomes and the development of human capital within the province. In order to provide further insight into the way HRM Practices are being executed, and how they affect the outcomes of the employees, will be helpful in enhancing the performance of the institutions as well as improving educational attainment on a larger scale.

1.2 Context of the Study

The Elementary and Secondary Education (E&SE) Department of Khyber Pakhtunkhwa is one of the biggest departments in the province with thousands of schools under its control and a huge workforce of teachers, principals, as well as administrative authorities. The department serves tens of thousands of employees in 36 districts and is spread over seven administrative divisions as per the Annual Statistical Report of the Government of Khyber Pakhtunkhwa (2023).

The department has its mandate in ensuring the enforcement of government education policies, school operations, and the realization of the important aspects of the government education policies including; increasing the literacy levels, decreasing the rate of school dropouts, and increasing the quality of education. Being this large and of strategic significance, proper HRM practices are inevitable in the smooth operation of the department as well as its success.

Nevertheless, the E&SE Department experiences significant HRM-related issues despite its significance. The procedures of recruitment and selection are often accused of being slow and seemed not transparent enough, whereas the access to the opportunities related to training and professional development is not evenly distributed by districts and schools (Khan et al., 2021). In addition, the performance appraisal system is usually not well designed or administered uniformly, making them ineffective in improving teacher responsibility and performance.

The systems of compensations and rewards in the department mainly remain standardized and seniority oriented and have few connections to individual performance or results. These deviations have been linked to low teacher motivation and job satisfaction (Bashir and Shah, 2022). Also, the external factors such as political interference, administrative constraints, and socio-cultural are usually involved in the HRM practices. Political advantages and politics-related decisions, such as transferring and posting teachers, are occasionally thought to be carried out not based on merit but political favoritism at the expense of fairness and transparency (Nawaz and Ullah, 2021).

Over the last years, the Government of Khyber Pakhtunkhwa has implemented a

number of reforms to empower HRM in the education sector, such as merit-based recruitment policies, teacher training programs, and digital attendance tracking systems (Government of KP, 2022). Nevertheless, there is still not much empirical evidence on the efficiency of these reforms and their influence on the outcomes of employees. The current study intends to address this gap by systematically studying the practice of HRM in the E&SE Department and evaluating the implication of the same on employee and organizational performance

1.3 Problem Statement

Human Resource Management plays a significant role in influencing organizational effectiveness especially in organizations in the public sector whereby execution of services requires competency and motivation of the workforce. However, in the developing world like in Pakistan, adoption of HRM practices within the public institutions is still disjointed and ineffective. Although the Elementary and Secondary Education (E&SE) Department of Khyber Pakhtunkhwa is the largest education provider in the state, it still has some of the greatest HRM-related issues.

These issues are non-transparent recruitment systems, lack of proper development opportunities at work, poor performance management systems, and non-performance-based compensation systems (Bashir and Shah, 2022). Moreover, HRM processes are often disrupted by political interference and administrative inefficiencies, which negatively impact the morale of the employees and the overall performance of the organization (Nawaz and Ullah, 2021).

Consequently, teachers and school leaders tend to complain of lack of job satisfaction and motivation, with education officers struggling with management of human resources due to lack of capacity. The resultant outcome of these problems is the derailing of departmental goals like the increase in student performance, decrease in the number of school dropouts and the performance of schools. Even with the reforms that have been introduced to alleviate these issues, very little empirical research has been done to evaluate the effect and their effectiveness.

Thus, there is an acute necessity of the systematic assessment of the HRM practices in the E&SE Department of Khyber Pakhtunkhwa. An overview of the HRM practices prevalence, effectiveness, challenges in implementation, and the consequences of the implementation on the employees are the objectives of the study to offer evidence-based recommendations on policy and practice.

Research Objectives

1. To examine the prevalence and effectiveness of Human Resource Management (HRM) practices in the Elementary and Secondary Education Department of Khyber Pakhtunkhwa.
2. To analyze the challenges in implementing HRM practices and their impact on employee outcomes such as job satisfaction, motivation, and performance.

Research Questions

- 1 What HRM practices are common in the Elementary and Secondary Education Department of Khyber Pakhtunkhwa, and how effective are they perceived by employees?
- 2 How do challenges in the implementation of HRM practices affect employee

outcomes in the department?

Research Hypotheses

H₁: HRM practices have a significant positive effect on employee outcomes (job satisfaction, motivation, and performance) in the Elementary and Secondary Education Department of Khyber Pakhtunkhwa.

H₂: Implementation challenges of HRM practices have a significant negative effect on employee outcomes in the department.

Significance of the Study

Academic Significance

The research work has its contribution in terms of the HRM literature by the fact that it looks at a big public-sector education system within a developing nation setting; a situation that has never been fully researched empirically. It builds on the current HRM theories by putting them into the context of the Pakistani public education sector and provides new insights that could be important in international comparative research (Kim and Wright, 2022).

Practical Significance

The study offers evidence-based information to policy-makers, administrators of education and district education officers, as part of their policy and management aspects. The results can be used in reforming HRM in areas such as recruitment, training, performance management, and compensation with the long-term outcome being a better motivation of teachers, job satisfaction, and institutional effectiveness in Khyber Pakhtunkhwa.

Scope and Delimitations

The research were limited to Elementary and Secondary Education Department of Khyber Pakhtunkhwa and involve teachers, principals, and education officers of the district level in the chosen districts of the province. It pays attention to the HRM practice that includes recruitment and selection, training and development, performance management and compensations and the way it affects employee outcomes like job satisfaction, motivation and performance. The research methodology is quantitative in nature and involves structured questionnaires and lacks the inclusion of the private schools, higher institutions of learning and qualitative approach.

2. Literature Review

The literature review forms the intellectual basis of any research of empirical nature because it critically analyses, synthesises and integrates the available perspectives of theories and empirical existing findings in as far as the research problem is concerned. The current chapter is an attempt to give a detailed conceptual and empirical review of Human Resource Management (HRM) practices and their contribution to organizational and employee performance, especially in the education sector. Besides, it also points out contextual and empirical gaps that justify the current study.

The HRM role has continued to change considerably over the last several decades as it is no longer a role that supports the organization administration, but one that leads the organization in terms of development and performance improvement. In recent studies, it is stressed that HRM is no longer associated with personnel administration but has a decisive

impact on organizational strategy, organizational worker capacity, and effectiveness of the organization (DeNisi and Murphy, 2023). Recent trends in HRM (e.g., recruitment and selection, training and development, performance appraisal, compensation management) have now been perceived as strategic tools that can increase employee motivation, job satisfaction, commitment, and productivity (Al-Qudah et al., 2022).

The HRM practices are even more critical in the field of education since teachers and educational administrators are the main contributors to the student learning outcomes and the success of an institution. With proper recruitment, there is a high possibility of hiring qualified teachers and through constant professional development, pedagogical skills and classroom efficiency are improved. Likewise, effective performance review and compensation plans lead to the motivation, retention and responsibility of teachers (Kaliannan and Adjovu, 2023). Indicatively, schools where teachers are trained frequently on methods of teaching students in a student-centered manner and digital pedagogy have been shown to exhibit better student engagement and academic performance.

Empirical research on developed nations indicates that properly designed HRM systems have a positive effect on employee performance, which consequently results in improved organizational performance (Kim and Wright, 2022; OECD, 2021). However, HRM practices in developing countries are usually limited in their capacity to be effective by systemically constrained resources, bureaucratic inflexibility, political interference, and poor institutional capacity (Shah and Kamal, 2022). These issues are even more acute in the education systems of the public sector that is characterized by huge workforces, and centralized administrative systems that make HRM implementation more difficult.

HRM practices at the Elementary and Secondary Education (E&SE) Department are under researched in Pakistan, and especially in Khyber Pakhtunkhwa (KP). Despite the implementation of reforms based on the following aspects, including merit-based recruitment, online attendance monitoring, and the development of teacher training institutions, little empirical data is available about their effectiveness on the motivation of employees and the performance of departments (Government of Khyber Pakhtunkhwa, 2022). According to prior research, inadequate performance appraisal systems, old-fashioned compensation systems, and opportunities to develop professionally are persistent problems that have a detrimental impact on the teacher morale and performance (Nawaz and Ullah, 2021; Bashir and Shah, 2022).

This section provides a review of both theoretical and empirical literature of HRM practices and its consequences on organizational and educational settings. It starts by discussing the theoretical bases of HRM, and then goes to explore some of the major HRM practices and how they affect the performance of employees and the organisation. The HRM issues in the Pakistani public-sector education are given special attention. The chapter also ends by establishing the research gaps and proposing a conceptual framework that would be used to lead the current study.

Theoretical Foundation of Human Resource Management

There are a number of theoretical frameworks on the basis of which Human Resource Management is established which stress on the strategic importance of human resources in ensuring the effectiveness of organization. The theories offer a theoretical perspective by

which HRM practices are planned, put to practice, and assessed. They also discuss how HRM practices affect employee attitudes, behaviour and performance outcomes both at personal and organisational levels. These theories are especially applicable to the contingency of the field of public-sector education because they present the connection of practices of HRM, teacher motivation, leadership efficiency, and student performance.

In addition to the core theories of HRM, the research includes a reference to the Intrinsic/Extrinsic Rewards and Motivation Model as a method of expanding on the concepts used to explain teacher (employed) behaviours and the resulting consequences of employment that can be found within the E&SE Department in Pakistan's KP Province. By combining the two theories, the authors of the proposed conceptual model are able to illustrate the motivation of teachers along with the performance-based outcomes of using innovative HRM practices.

The proposed conceptual framework is supported by four theories that clearly articulate how HRM practices can impact employee behaviours and ultimately how those behaviours will affect the performance and effectiveness of a business/organisation.

The current paper will mainly rely on the Resource-Based View (RBV), the Ability-Motivation-Opportunity (AMO) Framework, the Human Capital Theory, the Two-Factor Theory developed by Herzberg, and the Strategic Human Resource Management (SHRM) practice. All these theories provide a supplementary understanding of the operation and influence of HRM practice in the education systems like the E&SE Department of Khyber Pakhtunkhwa.

Resource-Based View (RBV)

The study will be based on several theoretical standpoints that are complementary and thus explain the impacts of Human Resource Management (HRM) practices on teacher performance and educational outcomes. According to the Resource-Based View (RBV) sustainable organizational advantage is generated by valuable, rare, inimitable, and non-substitutable resources (Barney, 1991). In schools, human resources, especially qualified, competent, motivated, and dedicated teachers are strategic resources. Positive HRM practices like selective recruitment, ongoing professional development and performance support systems help in creating and maintaining high quality human capital. Among government schools in Khyber Pakhtunkhwa (KP), the high performance of instruction and the student achievement is a resource that can hardly be substituted by experienced teachers with high pedagogical competencies and contextual knowledge.

Ability-Motivation-Opportunity (AMO) Framework.

The AMO model proposes that performance of employees is a variable of three elements namely: Ability, Motivation and Opportunity to be involved (Appelbaum et al., 2000). On top of RBV, the Ability-Motivation-Opportunity (AMO) Framework assumes that it is possible to assess the performance of employees as being a product of three key factors, which are ability, motivation and opportunity to engage in it (Appelbaum et al., 2000). The ability is provided by means of specific training and capacity building programs, motivation by means of reward system and appraisal schemes and opportunity by means of participative decision making and conducive working environment. In the case of the education sector, instructional competence (ability) is enhanced through teacher training programs,

performance-based incentives enhance engagement and commitment (motivation), and participation in curriculum planning enhances professional voice (opportunity). Combinations of these mechanisms enhance the effectiveness of teachers and have positive effects on student learning outcomes.

Herzberg's Two-Factor Theory

The Two-Factor Theory developed by Herzberg differentiates between hygiene and motivators (e.g., salary, job security, working conditions and recognition, achievement, professional growth, etc.) (Herzberg et al., 1959). Hygiene factors ensure that an individual is not dissatisfied but motivators are needed to improve job satisfaction and performance.

The paper also relies on the Two-Factor Theory of Herzberg, who identified two groups of factors (hygiene factors, such as salary, job security, working conditions) and motivators (e.g., recognition, achievement, professional growth) (Herzberg et al., 1959). The hygiene factors will eliminate dissatisfaction and motivators will lead to job satisfaction and improved performance. In the Elementary and Secondary Education (E&SE) Department of KP, intrinsic motivation, innovation and organizational commitment are encouraged by the inclusion of salary payment and job security at the right time, recognition of excellent teachers, promotion and career growth workshops and programs. HRM practices that give a balance in hygiene provisions and motivation strategies contribute immensely in maintaining the satisfaction and performance of teachers.

Human Capital Theory

Human Capital Theory considers education, training, and experience as investment which enhance the productivity and performance of the employees and organization (Becker and Smidt, 2016). The knowledge, skills, and competencies of teachers play a direct role in education systems regarding the standards of teaching and learner success. In agreement with this motivational opinion, Human Capital Theory conceptualizes education, training/experience to be an investment that heightens the productivity of an individual and organizational performance (Becker and Smidt, 2016). Knowledge, skills and competencies of teachers are directly related to the quality of teaching and achievement of learners. Investments in on-going professional growth (including subject-based training and classroom management seminars) in public schools increase the instructional performance of teachers, which, in turn, increases student performance and school-level outcomes.

Strategic Human Resource Management (SHRM)

The SHRM approach focuses on integrating the practices of human resource management closely with the objectives and plans of the organization (Wright & McMahan, 2011). In the education domain of the public service, it means formulating human resource policies aligned with national—improving literacy and enhancing learner performance. Strategic Human Resource Management (SHRM) is the planned and long-term process of aligning human resource management practices and policies with the organizational mission and strategic plans. According to Wright & McMahan (2011), SHRM ensures that human resources are utilized for achieving organizational effectiveness and not just as an administrative function.

Lastly, the framework also integrated Strategic Human Resource Management

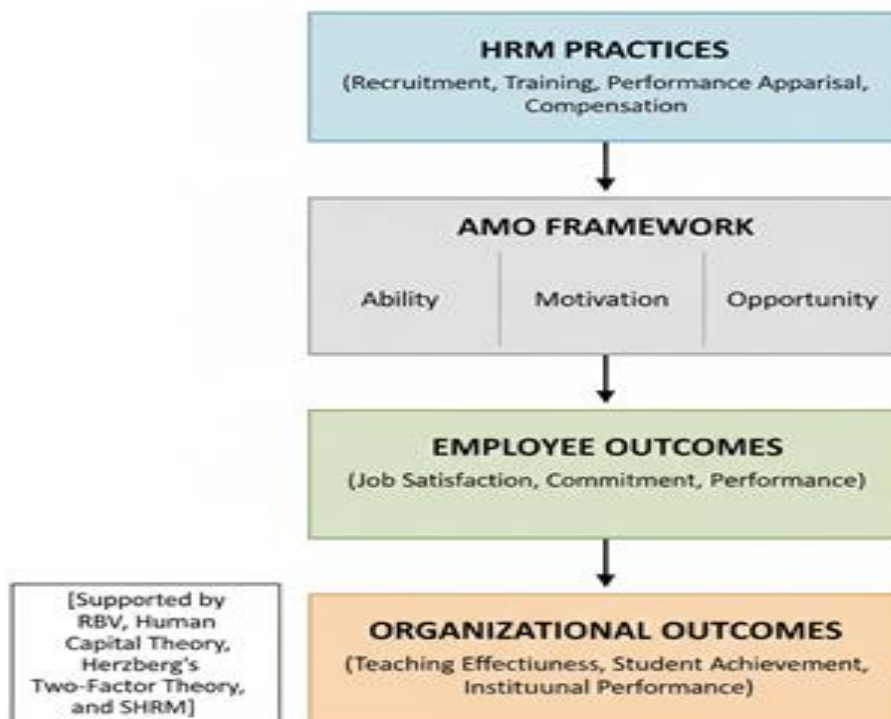
(SHRM) which puts emphasis on aligning the HRM policies and practices with the organizational mission and long term strategic goals (Wright and McMahan, 2011). SHRM in the field of public education involves formulation of HR policies that are favourable to national and provincial rewards such as raising literacy, learner outcomes, creating quality instruction, and adjusting to curriculum modifications. As an example, the provincial reforms, which put student-centered learning in the foreground, can be covered by the HRM strategies oriented to hiring the teachers whose pedagogical skills are updated and training them in accordance with revised curriculum standards.

In the context of Strategic Human Resource Management (SHRM), the correspondence of HRM practices and updated curriculum standards is a strong determinant of the effective performance of the institution. New pedagogical priorities, competency benchmarks, and assessment methods are frequently brought about by educational reforms, and human resource policies have to be adjusted accordingly. SHRM stresses that recruitment, training, and performance management systems should be positively structured to provide the teachers with the knowledge and teaching method to be able to implement the innovations in the curriculum. Such alignment will guarantee that the change in education is not a structural change but a change that is well translated into classroom activities that will improve student learning.

The human resource such as the teachers, administrators, or support staff are theorised as a strategic asset under SHRM as opposed to an operational input. Thus, long-term educational goals and systemic priorities determine the decisions made on selection, professional development, evaluation, and retention. As an example, recruiting strategies can be based on the selection of applicants with modern pedagogical skills, and development programs should be aimed at the integration of the curriculum, the use of learner-centered methods, and assessment literacy. On the same note, the evaluation and feedback systems are designed in a manner that supports instructional improvement, accountability and ongoing growth. This kind of strategic integration enhances the flexibility of the organization and acts as a reform implementation support.

Altogether, the combination of RBV, AMO, Two-Factor Theory by Herzberg, Human Capital Theory and SHRM is a complete theoretical basis in analyzing the impact of HRM practices on teacher-related outcomes. All these views describe the importance of HRM practices in influencing the motivation of teachers, their professional skills, and also broadens their chances of meaningful involvement. Subsequent increased motivation and capability then would lead to increased levels of teacher performance which in turn will depend on the instructional quality and educational efficiency. This theoretical synthesis provides an effective prism of comprehending the role of strategic HRM interventions in the development of teachers and the ability to introduce long-term changes in student achievement within the context of the KP school system.

Figure 1: Theoretical Foundation of Human Resource Management Practices Aspect (Based on Theories) (Author Source)



The above diagram illustrates the logical and sequential relationship between Human Resource Management (HRM) practices and organizational outcomes through the AMO approach. . As can be seen from the above diagram, when employees have the necessary skills (ability), are motivated by rewards and recognition (motivation), and are given opportunities to participate and contribute (opportunity), the result is positive employee outcomes, such as increased job satisfaction, commitment, and performance. This is achieved through effective HRM practices, such as recruitment, training, performance appraisal, and compensation. These positive employee outcomes, in turn, shape positive organizational outcomes, such as teaching performance, student achievement, and overall organizational performance. The above diagram is supported by different theories, such as Resource-Based View (RBV), Human Capital Theory, Herzberg's Two-Factor Theory, and Strategic HRM (SHRM), which emphasize the significance of human resources as the primary source of organizational success.

**Table 1: Theoretical Foundation of Human Resource Management Practices
Aspect Aligned with Education Sectors from E&SE**

Theory	Key Scholars	Core Assumptions	HRM Aspects Emphasized	Application to Education Sector (Examples from E&SE KP)
Resource-Based View (RBV)	Barney (1991)	Sustainable organizational advantage is achieved through valuable, rare, inimitable, and non-substitutable resources; human resources are strategic assets	Selective recruitment, talent development, retention strategies	Qualified and experienced teachers with strong pedagogical skills are strategic assets; merit-based recruitment and continuous professional development improve school effectiveness
Ability–Motivation–Opportunity (AMO) Framework	Appelbaum et al. (2000)	Employee performance is a function of ability, motivation, and opportunity to participate	Training (ability), rewards & appraisal (motivation), participation & empowerment (opportunity)	Teacher training enhances instructional ability; incentives increase motivation; involvement in curriculum planning provides opportunities for meaningful participation
Herzberg's Two-Factor Theory	Herzberg et al. (1959)	Job satisfaction and dissatisfaction arise from different factors; motivators enhance satisfaction, hygiene factors prevent dissatisfaction	Compensation, job security, recognition, promotion, professional growth	Salary and job security reduce dissatisfaction; recognition of outstanding teachers and promotion opportunities enhance motivation and commitment
Human Capital Theory	Becker (1964)	Investment in education, training, and experience increases employee productivity and organizational performance	Professional development, skill enhancement, capacity building	Continuous professional development (subject training, classroom management workshops) enhances teaching quality and student achievement
Strategic Human Resource Management (SHRM)	Wright & McMahan (2011)	HRM practices must be aligned with organizational goals and strategies	Strategic recruitment, aligned training, performance management	HR policies aligned with provincial education reforms improve literacy rates and student learning outcomes
Intrinsic–Extrinsic Motivation Model	Deci & Ryan (1985); Herzberg (1959)	Both intrinsic (internal) and extrinsic (external) rewards influence motivation and performance	Recognition, meaningful work (intrinsic); salary, benefits (extrinsic)	Passion for teaching and professional recognition enhance innovation; salary and benefits ensure satisfaction and retention

In Table 1 we have brought together in a logical and coherent framework the ways in which HRM decisions shape the behaviour of people within the organisation, and its performance particularly in the public-sector education context. The Resource-Based View, Human Capital Theory, and Strategic HRM bring us full circle to the human component as strategic catalyst for sustainable success: from the RBV, we recognize that teachers are the critical strategic resources; their skills and experience can make durable improvements in education. The Human Capital Theory preserves the emphasis on continuous investment in teacher training and professional development for the improvement of quality in teaching and pupil outcomes. SHRM adds to this the contingency that HR practices should align with the national or provincial goals for education, meaning that recruitment, professional

development, and performance appraisal should be directly informed by the education reforms and the priorities of departments such as the E&SE in Khyber Pakhtunkhwa.

By contrast, there are several theoretical perspectives that explain how HRM actions affect teacher activities, feelings, and performance. Through the AMO model, teacher performance is seen to increase as HRM activities simultaneously attempt to increase abilities, motivation, and participation opportunities. Herzberg's Two-Factor Theory, on the other hand, helps to explain the role of fair compensation, job security, recognition, and development opportunities in teacher satisfaction and commitment, as hypothesized by the intrinsic-extrinsic motivational perspective. Lastly, this stresses the importance of perceived HRM fairness and support in generating teacher loyalty, improved teacher performance, and teachers' openness to adopt innovations in the classroom. Simply put, these theories provide an important conceptual framework on which HRM activities affect teachers' performance, their level of motivational satisfaction, and the efficiency of the public schooling system as well.

Conceptual Framework for Study

As a structure based on theory, and as a synthesis of theories that define major variables through a longitudinal study of empirical evidence, A conceptual framework aids in providing a theoretical structure for understanding the way that HRM practices affect employee behaviour in the workplace and the corresponding employee outcomes. This framework provides a theoretical link between empirical research and HRM, support to develop HRM strategies, and rationale for HRM research objectives and hypotheses.

In the current study, the conceptual framework depicts how HRM practices influence employee motivation, job satisfaction and organizational performance for the E&SE Department in Pakistan's KP province. As a basis for its premise, the conceptual framework is grounded in well-established motivational and management theories and is also contextualised for the specific context of the public education system in Pakistan.

The conceptual framework contains the application of intrinsic and extrinsic rewards as the two primary motivational mechanisms through which HRM can affect teacher motivation. Intrinsic motivation consists of an internal drive to perform tasks related to one's profession; it is exhibited in many different ways including passion, sense of accomplishment, recognition by peers, and opportunities for growth and continued education. Such other rewards as salary and tangible rewards, such as bonus payments, in short, and career promotion as brought about by promotions, are extrinsic motivations. . External motivators may consist of bonuses or promotions for teachers Interestingly to teachers, extrinsic motivators are normally achieved by offering further incentives like cash payments and career growth. A motivated teaching staff would also be inclined to adopt innovative and creative methods of their teaching due to their personal motivation to deliver. This entails active learning strategies, good use of technology tools, differentiation as a part of instruction to different learners and learning environments that involve collaboration. All of these factors lead to improved student outcomes and performance on a school-wide basis.

According to the conceptual framework, HRM practices have a direct impact on employee motivation and job satisfaction. Motivation and job satisfaction serve as mediation factors through which HRM practices will impact an organization's performance. The

development of effective HRM practices will contribute to increased levels of motivation and job satisfaction, resulting in greater productivity, decreased absenteeism, and improved attainment of educational goals for the Adult Learning Division within the Department of Education.

Variables of the Study

The following variables are the focus of the research conducted in this study. The investigators have chosen the HRM Practices (in terms of Independent Variables) below for this study.

The **Independent Variables** are as follows:

1. **Recruitment and Selection** - A recruitment and selection process is conducted in a transparent, equitable, and merit-based manner (Ahmed & Malik, 2022).
2. **Training and Development** - Continuous opportunities for professional development, particularly in relation to the classroom and admin (Bashir & Shah, 2022).
3. **Performance Appraisal** - There is an objective system of appraising employee performance, which includes ACRs, feedback, and digital tracking of performance (Nawaz & Ullah, 2021);
4. **Pay and Rewards** - Providing competitive salaries, incentives, and recognition to employees (Kim & Wright, 2022);
5. **Employee Welfare and Inclusivity** - Ensuring that all employees have equitable opportunities for success based on their gender, workplace safety, and overall well-being (Zhang, et al., 2023).

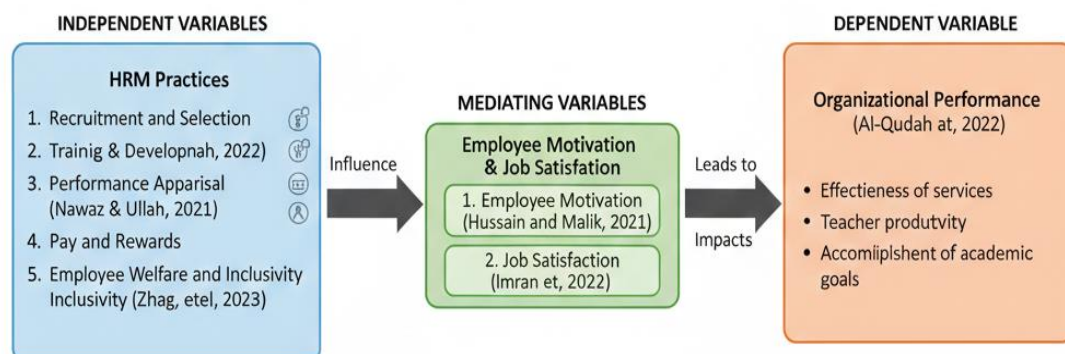
The **mediating variables** include:

1. **Employee Motivation** - The internal and external levels of motivation to perform successfully (Hussain and Malik, 2021).
2. **Job Satisfaction** - The overall level of satisfaction employees experience from their job and the associated emotional rewards (Imran et al., 2022).

The **dependent variable** Include

1. **Organizational Performance** for this research is the effectiveness of the organization providing such services, teacher productivity, and the accomplishment of academic goals for the department (Al-Qudah et al., 2022)

Figure 1: Conceptual Framework of Human Resource Management Practices with Organizational Performance



The above conceptual framework presents how practices in HRM, supported by evidence, influence mediators in the workforce, and eventually, organizational performance in the education sector. The framework considers practices in the human resource management domain, such as recruitment and selection, training and development, performance appraisal, compensation and rewards, and employee welfare and inclusivity, as core factors that have direct impact on the psychological state and workplace behavior of employees. Empirical evidence demonstrates that recruitment practices, personal and professional developments, efficient appraisal, and proper compensation packages lead to an increase in the efficiency, motivation, and commitment of the employees in an organization (Al-Qudah et al., 2022; Nawaz & Ullah, 2021; Zhang et al., 2023). In educational organizations, such as public sector schools, these HRM practices determine who should be recruited to teach, how well they should teach, and their intention to conform to the objectives of the institution.

The model identifies motivation and job satisfaction as the bridges connecting HRM practices and performance outcomes. This model relies on motivation theories to identify how HRM practices are not directly productive for the performance level in the institution. The influence is extended through teachers' motivational level and job satisfaction. Research has indicated how providing training sessions increases self-motivation, and conducting fair performance appraisal and reward practices increases external and internal motivation and job satisfaction (Hussain & Malik, 2021; Imran et al., 2022). When teachers are internally and externally motivated, it has been observed to increase teaching commitment, introduce new teaching practices, and display additional commitment to the growth and development of the students. In the educational sector, empirical research has indicated the critical mediating role of job satisfaction in the practice: performance association, reflecting the importance of human psychology in the performance level.

The model presents a clear causal relationship between teachers' motivation and satisfaction levels and organizational performance. It discusses organizational performance in terms of service deliverability, teachers' productivity, and achievement of academic targets. It has been observed that motivated teachers mean well-managed classes, better academic achievement by students, and increased credibility of an institution. When teaching staff members are motivated, there would be minimal absenteeism, better teaching, and effective functioning of educational reforms within public educational bodies, such as E&SE Departments of Khyber Pakhtunkhwa, as observed by different studies. With this theoretical basis at its disposal, it can be argued conclusively that organizational performance is influenced by HRM practices, not directly, but by their ability to affect employees' motivation and job satisfaction levels.

Integration of the Impact of HRM Practices on Employee Outcomes and Naseer's Teacher Motivation Perspective

Technology Framework of Teacher Motivation in HRM Practices

Motivation has always been one of the main constructs of educational psychology and organizational behavior, especially in the process of realizing the impact of internal and external drivers on the work performance of people. The classical theories of motivation serve to give a unitary approach to the study of teacher conduct in a learning institution. The Hierarchy of Needs is a theory that suggests that people are driven to achieve a series of

needs starting with physiological and safety needs and leading on to higher needs like esteem and self actualization (Maslow, 1943). HRM practices are job security, good pay and favorable working conditions, which satisfy the lower-order needs in an educational institution, and recognition, career growth and professional development, which satisfy higher-order needs as needed by teachers to grow and innovate.

At the same time, the Two-Factor Theory introduced by Herzberg makes a difference between hygiene (salary, job security, working conditions) and motivator (recognition, achievement, responsibility) and claims that the real motivation and performance enhancement are achieved primarily by intrinsic factors inherent in the nature of the work (Herzberg, 1966; Herzberg et al., 1959). As the case of the HRM practices in the Elementary and Secondary Education (E&SE) Department HRM practices like open appraisal systems, leadership opportunities and recognition of teaching excellence exist as drivers that increase intrinsic satisfaction and commitment among the teachers. All these classical theories are indicative that HRM practices are not the administrative tools but rather the psychological tools that influence the motivation orientations of teachers.

On these premises, Naseer et al., (2018) theorize teacher motivation as an important form of mediation between the institutional goals and the practices that take place at the classroom level. In this view the teachers who are motivated are the working intermediary between the educational policies and outcomes of the learning of students. In this respect, the motivation of teachers is not a solitary psychological phenomenon but a dynamic organizational phenomenon determined by the HRM systems, leadership practices, and organizational culture. This perception is closely consistent with the recent HRM and organizational behavior literature that underlines the importance of employee motivation in the process of achieving strategic intent into actual performance.

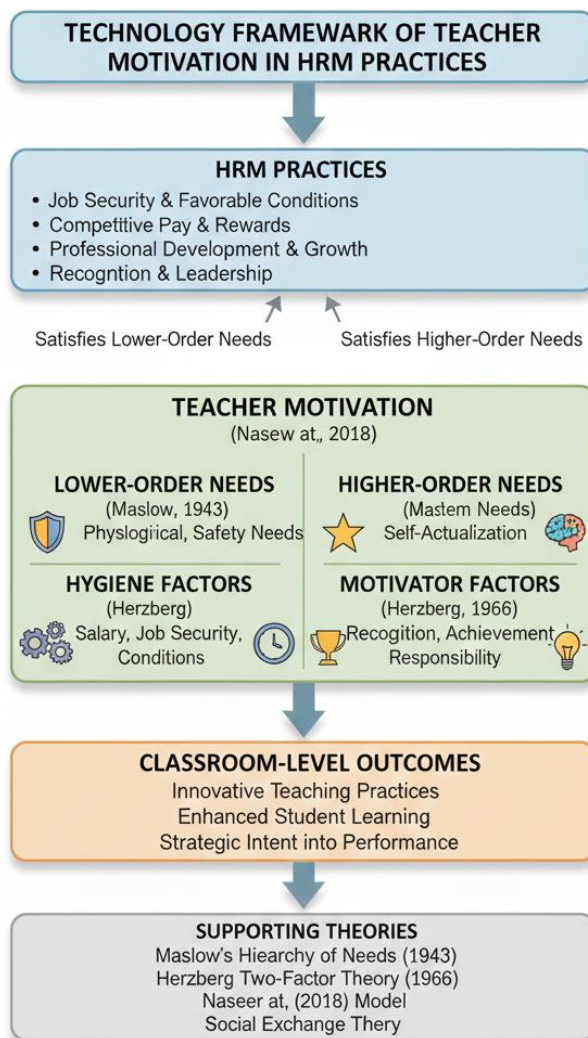
Based on this conceptual framework, teacher motivation can also be conceptualized from the expectancy-value and self-determination theory perspectives. When organizational contexts foster autonomy, constructive feedback, and recognition of instructional efforts, teachers are likely to identify with organizational goals and adjust their instructional behaviors accordingly. However, when accountability systems are rigid, support is inadequate, and evaluation systems are not aligned, there could be a deterioration of intrinsic motivation, leading to compliance-driven rather than engagement-driven instructional behaviors. In this way, the processes of motivational quality are highly contingent on organizational systems that influence teachers' perceptions of efficacy, fairness, and professional development.

Moreover, the mediating function of teacher motivation carries important implications for the effectiveness of education and the implementation of educational reforms. Motivation not only affects the quality of teaching and tenacity but also the innovation and collaboration orientation of teachers. Trust-based leadership, participative decision-making, and supportive human resource management policies in schools are likely to promote stronger motivational commitments, which in turn improve student engagement and educational outcomes. Strategically, this implies that leadership development, performance management, and organizational culture are not marginal but central to the development of motivated teaching forces. Thus, teacher motivation becomes a critical mediating mechanism between the macro-level policy intentions and micro-level realities of teaching.

This approach aligns with Strategic Human Resource Management (SHRM), which

clearly states that having policies alone would not bring about the accomplishment of organizational objectives but the gap is filled by the commitment of the employees. In this regard, the E & SE Department may formulate the curriculum as one of the strategic objectives but the key to quality education would depend upon whether the teachers would be willing to go the extra mile for students in the classroom.

Figure 3: Technology Framework of Teacher Motivation Human Resource Management Practices Aspect (Based on Theories) (Author Source)



This model, as presented, focuses on a strategic HRM approach, where HRM functions such as recruitment, training, appraisals, rewards, and welfare are the key drivers of success. HRM functions are used as essential inputs that drive two intertwining strands. One of these strands raises teacher/employee motivation levels and results in "innovative approaches to learning," whereas the other strand captures the "relationship between motivation and job satisfaction." Eventually, these two strands are used to drive two dependent variables, "student learning outcomes as well as organizational performance."

What is important to take away from this is the fact that HRM in the field of education is not merely administrative routine; on the contrary, HRM is an important psychological process by which teacher productivity, as well as excellence in schools, is augmented by

fulfilling intrinsic as well as extrinsic requirements.

A New HRM-Motivation-Performance Integration Model.

Based on classical theories (Maslow, Herzberg), the contemporary motivation theories, and a teacher motivation conceptual model created by Naseer, a new conceptual model is offered to the education sector. This model places HRM practices at the base, a motivational factor of teacher, and a performance impact of innovative teaching behavior and student learning outcomes at the top.

Modern theories reinforce this combination even more. According to Self-Determination Theory (SDT), autonomy, competence, and relatedness are the most important psychological needs that contribute towards intrinsic motivation (Deci and Ryan, 1985). These needs are met by the HRM practices that empower the teachers in making their decisions, training them in a way that promotes their skills and foster relationships among them and motivate them to be innovative in teaching. Similarly, Expectancy Theory argues that in the event that teachers are convinced that effort will result into performance and that performance will be rewarded, the teacher will be motivated (Vroom, 1964). The Pakistani context in terms of the public education sector, Naseer et al. (2018) highlight that recognition, rewards, and professional support have been the most important motivational strategies to maintain the performance of teachers and increase student outcomes.

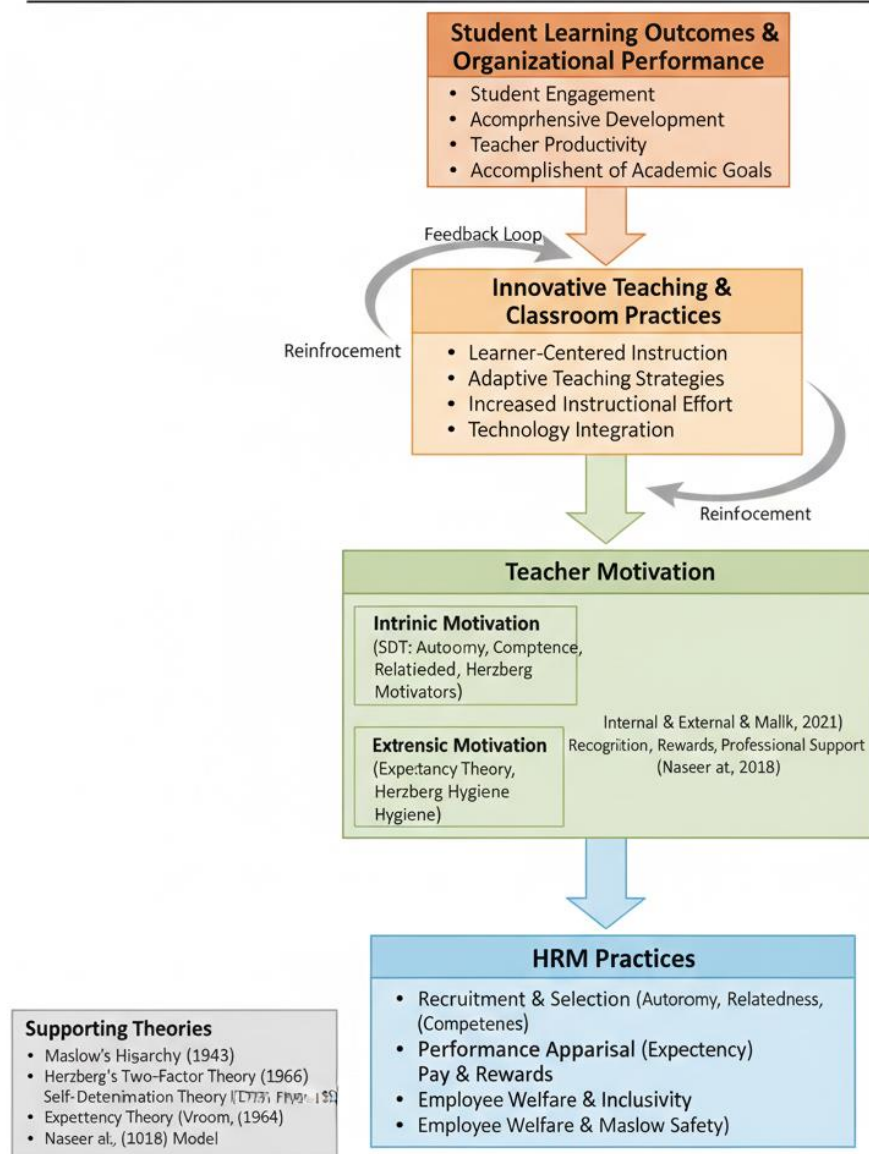
Teacher motivation, in this context, serves as a catalytic process that influences teacher interpretation, prioritization, and implementation of institutional expectations. Motivated teachers are more likely to engage proactively with the curriculum requirements and display persistence in the face of classroom difficulties. The motivational force not only drives the intensity of effort but also the direction of teacher behavior, which guides teachers to engage with practices that focus on mastery, support, and improvement. On the other hand, a lack of motivation may result in teachers becoming rigid in their practices, less adaptable, and less likely to display discretionary effort in the translation of policy into meaningful classroom actions.

Moreover, teacher motivation is also important because it is a factor that influences the socio-emotional environment of the classroom, which is now being identified as a factor that affects learning outcomes. Teachers who are more intrinsically and identified motivated tend to create a positive relationship environment, display more enthusiasm in their teaching, and establish a psychologically safe classroom environment. These classrooms promote student engagement, resilience, and cognitive engagement. Thus, motivation is not only a psychological process but also a contextual process that indirectly affects student attitudes and behaviors.

In this model, teacher motivation triggers the innovations classroom practice, such as learner-centered instruction, adaptive teaching strategies, and more instructional effort. The practices, in their turn, improve student engagement, academic performance, and comprehensive development. Notably, the model contains a feedback loop element, so that the better students perform, the more motivation, professional identity, and commitment teachers display, and this makes a virtuous circle of the ongoing enhancement within educational institutions.

Figure 4: Naseer and Nadia (N&N) A New HRM Motivation Performance Integration Model (Based on Theories) (Author Source)

Technology Framework of Teacher Motivation in HRM Practices: A New Conceptual Model



This current model is based on Naseer et al. (2025), demonstrating the evolution of HRM from a rigid, paper-intensive process to a more adaptive, technology-based system for modern classrooms.

Naseer and Nadia (N&N) (2025) Enhanced Framework

“Modern” HRM inputs: In this “2025” version, “Digital Tracking & Performance Analytics” takes center stage in terms of how we measure reward outcomes. Being upfront about rewards helps to alleviate the perception of injustice inherent in public institutions in many developing nations.

The Psychological Core (Mediators): Enhances the relationship between Social

Exchange Theory and the products or contributions of employees. Emphasizing a study by Naseer et al. (2025), it is cited: "In a post-pandemic, tech-savvy global world, care and inclusion must stretch to encompass online well-being and psychological safety if high job satisfaction is to be maintained."

The Innovation Pathway: This model goes a step ahead from the old models that relied solely on test scores. The Innovation Pathway recognizes IWP as the "key to turning schools around or improving existing ones." This model suggests that without an "innovative component, such as adaptive instruction and collaboration," motivation will not be a sufficient means to achieve the needs of contemporary learners. The Feedback Loop (2025 Update)

The 2025 model adds a "Reciprocal Reinforcement Loop" to the previous model. When students respond positively, the positive effects not only stay within the school but also boost teacher identity and resilience in the face of system constraints and resource challenges.

New Way Forward and Developmental Gaps in HRM, Educational Research, and Organizational Behaviour.

With the wide amount of theoretical and empirical research, there are still a number of developmental gaps to the intersection between HRM practices, teacher motivation and organizational behavior education- especially education in developing countries like Pakistan. The review of the literature provides the first point: the majority of the current research investigates the HRM practices and motivation as independent variables, with little touchpoints with the context-specific motivational model, including the one developed by Naseer, in the context of formal HRM systems. This dissection restricts the explanatory authority of current studies.

Second, education research in the public sector has also not paid much attention to the use of teacher motivation as an intermediate and dynamic organizational factor, but rather to structural reforms or policy-level intervention. It is imperative to have models that describe the psychological action of HRM practices on teachers to bring about behavioral change and performance improvement. Third, there is a lack of empirical studies to incorporate classical motivation theories, contemporary self-determination views, and localized motivational understandings into one HRM-based model.

The presented model of integrative proposes is valid in the sense that teacher motivation is placed at the center of organizational behavior in education and clearly connected with HRM practices and performance results. The strategy provides a fresh conceptual avenue of research in education, policy formulation of HRM as well as organizational development because it highlights the fact that sustainable educational change, in addition to structural changes, hinges on motivationally intelligent systems of HRM. This integrated framework needs to be empirically tested in future studies to guide evidence-based HRM reforms and motivation-based leadership activities in education in the public sector.

Motivation has been a significant focus of construct of educational psychology and organizational behavior, especially in providing explanations on how the internal and external motivators of teachers affect the instructional performance and the achievement of students. The classical motivation theories offer a good theoretical foundation on this relationship.

According to the Hierarchy of Needs by Maslow, the first needs that have to be fulfilled by the teacher are the basic physiological and safety needs like remuneration, employment, and favorable working conditions before higher-order needs become significant in the teachers' lives such as esteem and self-actualization, which are important in professional development and teaching innovation (Maslow, 1943). Likewise, the Two-Factor Theory by Herzberg differentiates between hygiene factors (e.g., pay, working conditions, job security), and motivators (e.g., recognition, achievement, responsibility), and focuses on sustainable motivation and positive improvement of performance as the result of intrinsic factors inherent in the nature of work itself (Herzberg, 1966; Herzberg et al., 1959).

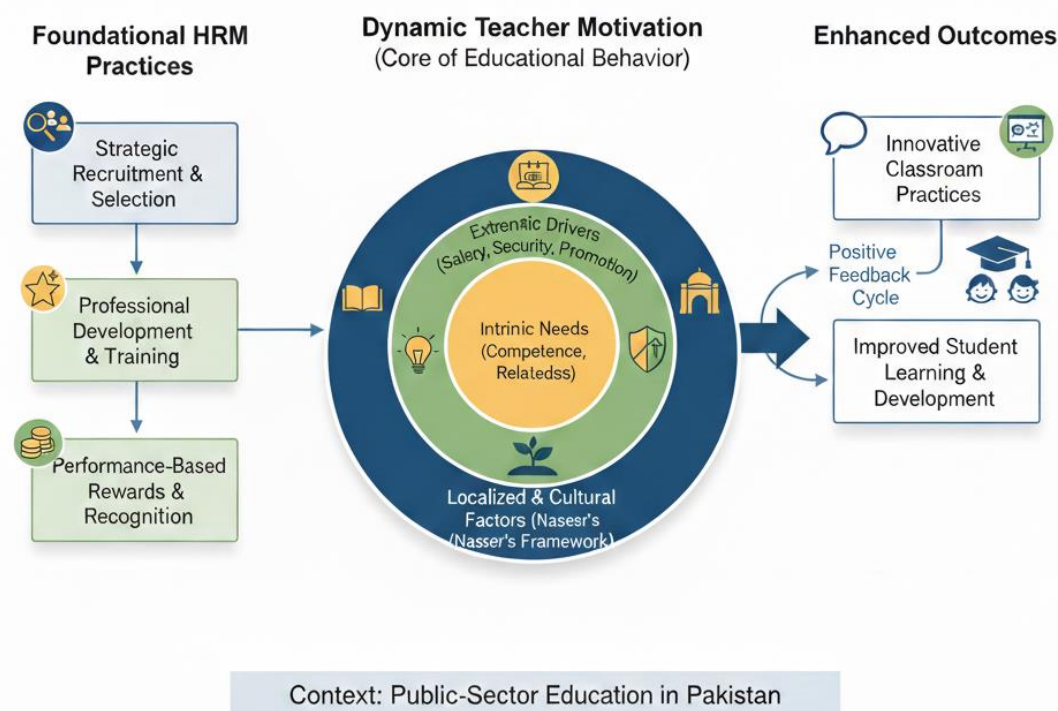
Apart from the Hierarchy of Needs theory developed by Maslow and the Two-Factor theory developed by Herzberg, the current perspectives focus on the dynamic and contextual nature of teacher motivation. The Self-Determination Theory (SDT), for example, states that individuals show high performance and involvement when they satisfy the three innate psychological needs of autonomy, competence, and relatedness (Deci & Ryan, 1985). In the context of teaching professionals, the theory states that teachers would show high intrinsic motivation when they experience autonomy in teaching, competence through capacity development, and relatedness through a supportive school climate. This perspective shows that teacher motivation is not only dependent on extrinsic factors but also on the capacity development and supportive climate created by the organization, which would enhance the teacher's intrinsic motivation and consequently improve their performance and student outcomes.

Building on these theories, Expectancy Theory (Vroom, 1964) offers further understanding of teachers' management of effort and performance. This theory argues that teachers' motivation is affected by their beliefs that their effort will result in effective performance (expectancy), that performance will generate valued outcomes (instrumentality), and that these outcomes are of personal significance (valence). In the context of education, expectancy beliefs are determined by the availability of teaching resources, professional development opportunities, and role clarity. When teachers feel that their teaching effort can make a real difference to students' learning and that their performance will be justly rewarded through appraisal, career advancement, or professional recognition, then motivational intensity and persistence are strengthened.

Likewise, Goal-Setting Theory (Locke & Latham, 1990) highlights the motivational role of specific, challenging, yet attainable goals. For teachers, specific educational goals, linked to curriculum goals and facilitated by feedback systems, may help improve focus, self-regulation, and innovation in teaching. Goal specificity also encourages reflective teaching, allowing teachers to track their progress, modify teaching approaches, and maintain their commitment. Notably, the achievement of goals requires participative leadership, perceived fairness, and organizational support. When schools facilitate collaborative goal-setting and offer constructive feedback, teachers are likely to feel a sense of ownership, efficacy, and motivation, ultimately leading to enhanced teaching performance and student outcomes.

Figure 5: Naseer and Nadia (N&N) Integrative Framework for Educational Change in Pakistan Model (Based on Theories) (Author Source)

Nadia and Naseer (N&N): Integrative Framework for Educational Change in Pakistan



The Nadia and Naseer's model provides a good theoretical basis through which the way in which practices of human resource management shape what happens to employees in the E&SED can be investigated.

Centering teacher motivation as the most paramount mediator, the model by implication moves away from purely administrative views of HRM and uncovers the psychological forces that underlie educational success in Pakistan.

1) The Foundational Pillar: HRM Practices (The Activators)

Instead, in E&SED, HRM practices consist of more than just paperwork; they are the very foundational inputs of the N&N framework.

Strategic Recruitment & Selection: Ensuring that the department recruits teachers who combine competence with a real vocation for public service.

Professional Development & Training: Catering to the need for constant skill upgrades, which in turn enhances a teacher's feeling of Competence according to the Self-Determination Theory.

Performance-Based Rewards & Recognition: Based on the in-country insights from Naseer's Framework, recognition of the fact that social recognition and job security can be as important as financial rewards in the public sector of Pakistan.

2) The Core: The N&N Motivational Nexus (The Mediator)

This is the heart of the model in that it explains how the practices translate into results. It postulates that HRM has to "psychologically activate" teachers by satisfying the three layers:

Intrinsic Needs: Competence, Autonomy, and Relatedness.

Extrinsic Drivers : Salary, security, and promotion. Local/Cultural Factors: Incorporating the findings of Naseer on socio-economic drivers shaping Pakistani teachers. Alignment Note: Unless the human resource management practices energize that core, the structural reforms in E&SED would not go beyond superficial changes without effectively enhancing teaching.

3) The Outcome Pillar: Behavioral & Performance Change The N&N Model links the energized, motivated teacher to two levels of outcomes: ICP:

Innovative Classroom Practices-the immediate employee outcome; a motivated teacher has a higher likelihood of moving away from rote learning, embracing more creative pedagogy, better lesson planning, and increasing student engagement.

Student Learning Outcomes (SLO): The bottom line for HRM effectiveness is how well students learn. When student achievement improves, it proves the department's HRM policies are working.

The Feedback Loop: Sustainable Organizational Behavior

The Positive Feedback Cycle represents a particularly distinctive feature of the N&N Model. As student outcomes improve through the practice of HRM, teachers achieve success and professional pride. The sense of success engenders motivation that, in turn, helps to self-sustain the system. For E&SED, this means effective HRM doesn't raise performance once; it creates a culture of continuous betterment.

Table 2: Naseer and Nadia (N&N) Model of HRM Practices (Based on Theories) (Author Source)

Topic Component	N&N Model Phase	Theoretical Integration
HRM Practices	Foundational Inputs	Maslow (1943) & Herzberg (1959) (Hygiene Factors)
Employee Outcomes (Psychological)	Dynamic Teacher Motivation	SDT (Deci & Ryan) & Naseer's et al Model (2018)
Employee Outcomes (Behavioral)	Innovative Classroom Practices	Vroom's Expectancy Theory (1964)
Educational Impact	Student Learning Outcomes	Naseer Ud Din et al. (2025)

Naseer and Nadia (N&N) Model of HRM Practices

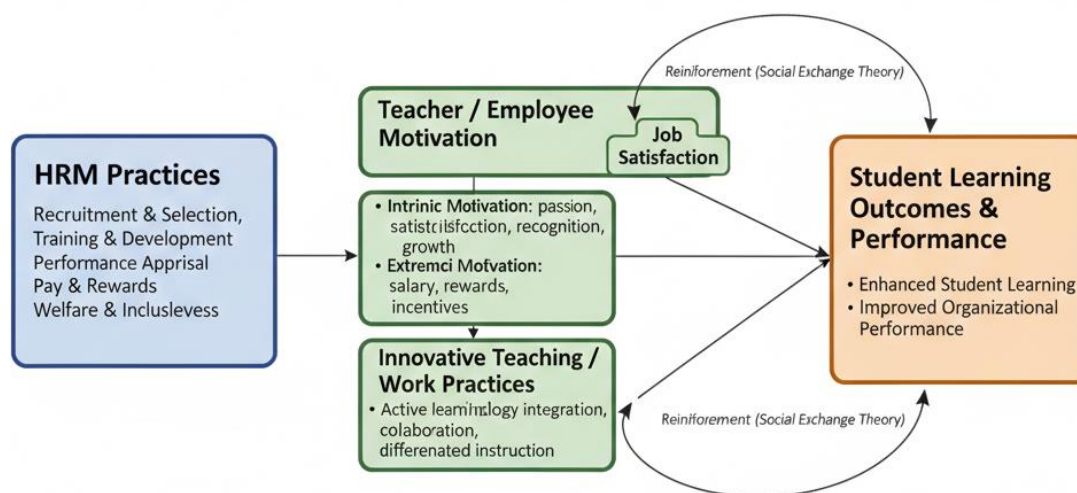
The Naseer and Nadia Model of HRM Practices combines intrinsic & extrinsic motivation theory with HRM and performance linkages. The model argues that HRM practices impact teacher/employee motivation as a reward and recognition system. This leads to innovative methods of teaching and working—a lively process of learning and performance

improvement. The cycle of improvement and better performance has also been shown in feedback. Improved learning outcomes enhance motivation among faculty and employees, as described in Social Exchange Theory.

From the current study, the Nadia and Naseer Model of HRM Practices has been developed. This model combines the theories of HRM with the empirical findings of the public education sector. The Nadia and Naseer Model of HRM Practices highlights that HRM practices act as strategic inputs, employee motivation and job satisfaction work as psychological and attitudinal mechanisms, and organizational performance is the ultimate outcome. This model is more appropriate for developing countries like Pakistan.

The model is especially relevant to developing countries like Pakistan because it takes into account the realities that exist in such contexts and influence the working of organizations in the public sector. Learning institutions in such settings are faced with challenges such as lack of funding, heavy workloads, bureaucratic systems, and varying capacities of leadership. The model recognizes that performance improvements are not only dependent on structural changes but also on enhancing human and psychological aspects because it views HRM practices from the perspective of strategic inputs and the role of motivation and job satisfaction as mediating factors.

Figure 6: Naseer and Nadia (N&N) A New Integration Model HRM and Teacher Motivation Performance and Student Learning OUTCOME (Based on Theories) (Author Source)



Practical Application from the Education Sector:

In public institutions, educators feel that criteria for promotion have been earned, methods of assessment are transparent, and benefits are distributed equitably, they are more likely to be loyal to the institution and go the extra mile for students. For instance, within the Elementary & Secondary Education Department in Khyber Pakhtunkhwa, individuals who have been singled out for outstanding performance in the classroom or who have been given opportunities for promotion are usually more satisfied with their employment and more enthusiastic about engaging in extracurricular academic pursuits. Conversely, perceptions

that personal biases are being employed or that promotion opportunities are lingering could undercut what employers feel toward employees, inducing a lack of motivation, or rather, a lack of engagement (Bashir & Shah, 2022; Nawaz & Ullah, 2021).

Therefore, Social Exchange Theory provides a robust framework through which the practices of human resource management greatly influence the results of teaching personnel in the educational sector. It contributes to existing theories of HRM in highlighting the social and psychological processes that define HRM efforts in relation to improved teaching practices by teachers.

Table 3: Integration of Motivation Theories with HRM Practices and Teacher Outcomes

Theory	Key Motivation Components	Related HRM Practices	Practical Education Examples	Expected Teacher Outcomes
Maslow's Hierarchy of Needs (Maslow, 1943)	Physiological, safety, esteem, self-actualization	Salary, job security, promotion, professional development	Regular salary payments and secure appointments meet basic needs; promotions and training support professional growth	Increased job satisfaction, commitment, readiness for innovation
Herzberg's Two-Factor Theory (Herzberg et al., 1959; Herzberg, 1966)	Hygiene factors and motivators	Fair pay, working conditions, recognition, career growth	Salary and safe school environment reduce dissatisfaction; recognition of high-performing teachers enhances motivation	Higher morale, improved performance, lower absenteeism
Self-Determination Theory (SDT) (Deci & Ryan, 1985)	Autonomy, competence, relatedness	Participative leadership, skill-based training, collegial culture	Teachers involved in curriculum planning and trained in modern pedagogy feel empowered	Intrinsic motivation, innovative teaching practices
Expectancy Theory (Vroom, 1964)	Effort–performance–reward linkage	Performance appraisal, rewards, promotions	Transparent appraisal linked with promotions increases effort	Greater instructional effort and accountability
Naseer's Teacher Motivation Perspective (Naseer Ud Din et al., 2018; 2025)	Institutional support, recognition, professional growth	HR support, appreciation, continuous development	Recognition of teaching excellence and professional support in E&SE KP	Sustained motivation and improved student outcomes

Table 3 demonstrates the conceptual integration of the major theories of motivation with HRM practices. Maslow's Hierarchy of Needs focuses on the sequential satisfaction of physiological, safety, esteem, and self-actualization needs, which in the context of educational organizations relate to HRM practices in terms of fair salary structures, job

security, promotion opportunities, etc. Herzberg's Two-Factor Theory extends our knowledge of these needs in the educational context by clearly differentiating between hygiene factors, which prevent dissatisfaction, and motivators, which enhance satisfaction. Meanwhile, Self-Determination Theory (SDT) focuses on autonomy, competence, and relatedness, which in the context of educational organizations relate to intrinsic motivational processes. Expectancy Theory adds a performance dimension to our knowledge of motivational processes in educational organizations.

In this regard, this theoretical alignment will serve to demonstrate how strategically implemented HRM practices can positively impact teacher motivation, professional conduct, and instructional effectiveness. Within the education sector, and specifically within the E&SE Department of the KP, regular payment of salaries, a good working environment, recognition of teaching excellence, continuous professional development, and evaluation processes can be considered to be creating conditions that will sustain motivation and commitment. The inclusion of Naseer's Teacher Motivation Perspective will serve to reinforce the importance that these strategies play in creating conditions that will sustain teacher engagement and commitment. Ultimately, these combined strategies and mechanisms will be expected to lead to increased job satisfaction, morale, instructional effectiveness, reduced absenteeism, and a willingness to engage in pedagogical innovation to improve student outcomes and educational effectiveness.

Table 4: HRM Practices, Teacher Motivation, and Classroom Performance Linkage (Figure-Based Summary)

HRM Practice	Motivational Mechanism	Innovative Classroom Practice	Student Learning Outcome
Recruitment & Selection	Sense of fairness and competence	Qualified teachers adopt effective teaching methods	Improved academic achievement
Training & Development	Enhanced competence and confidence	Use of learner-centered and digital teaching strategies	Higher student engagement
Performance Appraisal	Recognition and expectancy of reward	Teachers invest more effort in lesson planning	Improved learning outcomes
Pay & Rewards	Satisfaction and extrinsic motivation	Reduced absenteeism and higher commitment	Consistent instructional delivery
Welfare & Inclusivity	Psychological safety and belonging	Positive teacher-student relationships	Holistic student development

Table 4 offers a figure-based synthesis that illustrates the relationship between Human Resource Management (HRM) practices, motivation, and classroom performance. The table illustrates that HRM practices are not just mere administrative activities but rather catalysts that trigger certain motivational factors that influence teachers' professional behavior. Recruitment and selection, training and development, performance evaluation, rewards, and welfare and inclusiveness all have a combined effect on teachers' perceptions of fairness, competence, acknowledgment, and psychological well-being. These motivational factors, in turn, impact the quality of instructional strategies employed in the classroom.

This framework implies that the recruitment and selection processes conducted on the basis of 'merit and transparency' increase the perception of fairness and professionalism among teachers, motivating them to adopt effective teaching methods. Training and development programs also increase the competence and confidence level among teachers,

enabling them to adopt student-centered, innovative, and technology-integrated teaching methods. Performance appraisal systems, if they are perceived as fair and developmental, also increase the level of recognition and expectancy, motivating teachers to put in greater efforts towards lesson planning, instructional planning, and student support. The pay and reward system acts as an extrinsic motivating factor, increasing satisfaction and reducing absenteeism among teachers, and maintaining consistency in teaching methods.

In addition, the welfare and inclusiveness strategies help to create a sense of psychological safety and belongingness, which is vital for the development of positive teacher-student relationships and a positive learning environment. This means that when teachers feel valued, secure, and supported, they are more likely to display their involvement, understanding, and commitment to their teaching profession. Therefore, the cumulative impact of these HRM motivational strategies can be seen in the improved performance of students in the classroom, the level of student engagement, and the academic and developmental achievements of students. This approach supports the proposition that HRM strategies play a vital role in the motivation of teachers.

**Table 5: Teacher Motivation → Innovation → Student Success Model
(Conceptual Summary of Figures Based)**

Stage	Key Elements	Education-Sector Example	Impact
Teacher Motivation	Intrinsic and extrinsic motivation	Recognition, autonomy in teaching, professional growth	High commitment and creativity
Innovative Classroom Practices	Active learning, differentiated instruction	Project-based learning, ICT integration	Increased engagement
Student Learning Outcomes	Academic and behavioral outcomes	Better exam results, participation, confidence	Institutional effectiveness
Feedback Loop	Performance reinforcement	Student success motivates teachers further	Sustainable improvement

Table 5 offers a conceptual synthesis of a process stepwise in which teacher motivation brings about instructional innovation and eventually student success. According to the model, teacher motivation is identified as the driving force behind the professional attitudes, commitment and discretionary effort. The intrinsic (professional autonomy, recognition, and sense of achievement) and extrinsic (reasonable pay, job security, and favorable working conditions) factors interplay to form the interest of the teachers in their teaching tasks. The teachers will be more inclined to show enthusiasm, creativity, and persistence when highly motivated and thus create the psychological and professional atmosphere that would allow the improvement of pedagogy.

The second phase of the model focuses on the interpretation of motivation in new classroom practices. The teacher motivation is generally more likely to experiment with new pedagogies based on learner-centered education, differentiated instruction, and active learning approaches used to facilitate in-depth cognitive skills. An example of this is the application of project based learning, group work, formative assessment and the integration of ICT, which is an indication by the teacher that they are ready to depart with the traditional transmission based teaching. The innovation at this level is not to be confined to the use of technology but it also extends to adaptive instructional design, creative assessment practices, and responsive classroom management strategies that support the needs of different learners. Teacher motivation therefore serves the purpose of triggering professional initiative

and teaching change.

The third level is concerned with student learning outcomes which include academic and behavioral aspects. The presence of innovative classroom practices is correlated with better student engagement, better conceptual understanding, improved participation, and confidence in learners. The academic indicators like test results, memorization of information, and the ability to solve problems are reinforced frequently when the teaching strategies engage the students in the learning process. Meanwhile, behavioral outcomes such as the impulse to learn, cooperation, self-efficacy and classroom engagement are indicators of the general developmental value of innovative pedagogy. At that, the model is able to set student success as a direct outcome of the motivational and instructional investments of teachers.\

The feedback loop is an important part of the framework, and it emphasizes the mutual relationship between student success and teacher motivation. More noticeable gains in student performance, attendance, and classroom interaction augment the effectiveness among teachers, their level of professional satisfaction, and their intrinsic satisfaction. Motivational states can be further reinforced by positive feedback of learners, administrators, and parents which will motivate teachers to continue or increase their innovative actions. This positive feedback loop is what emphasizes the fact that motivation and performance are cyclically related, not linear or fixed variable processes. The engagement of a teacher and the results of learners, thus, create the idea of sustainable educational improvement that is a result of constant interaction.

This model has far-reaching consequences to Human Resource Management (HRM) and educational leadership in the institutional perspective. The policies to enhance teacher motivation (recognition systems, professional autonomy, equitable rewards, developmental appraisal, and continuous professional development) have an indirect effect on prompting innovation and student success. Within the framework of the system of work in the field of the common school, including the system of common education in the Khyber Pakhtunkhwa (KP), the power of motivation climates can become a powerful tool in improving the quality of instruction and the efficiency of the institution. The educational organizations can also align HRM practices with motivational and innovation-focused goals by identifying teachers as the key drivers of change that will help establish a culture of continuous improvement.

The Teacher Motivation - Innovation - Student Success Model, in general, offers a comprehensive picture of the combination of psychological, organizational, and instructional aspects, which come together to define education effectiveness. The framework has shown that motivation is not a personalized feature but an organizational-influenced state having far reaching implications to teaching practices and student growth. The model presents a solid conceptual framework to be used to investigate the role played by HRM practices and leadership strategies in ensuring sustained changes in the educational systems by combining motivational theory with classroom innovations and performance outcomes.

In conclusion, the Teacher Motivation → Innovation → Student Success Model highlights the significance of teacher motivation as a catalyst for change in education systems. The model shows that through the strategic management of intrinsic and extrinsic motivational factors, HRM strategies can lead to innovative instructional methods that make learning experiences more engaging. This, in turn, positively impacts students' educational experiences, enhancing their success. The model, therefore, supports the argument that

investments in teacher motivation are not just good for the teacher but can lead to a multiplier effect that elevates the quality of education.

In addition, the feedback component also underscores the sustainability aspect of educational development. Indeed, student success can be seen to enhance teacher efficacy, satisfaction, and commitment. The feedback component can thus create a virtuous cycle of student success. The relevance of the feedback component to policymakers and educational leaders, especially in the KP school system, is that they should ensure that they create a positive school climate, provide fair evaluations, and promote teachers' development. Indeed, educational excellence in a sustainable manner can only be achieved if policymakers and educational leaders view teachers' motivation, innovation, and student success as interrelated components of educational development.

3. Research Methodology

Research Design

The research design employed in this study is a quantitative research design, which is descriptive in nature, as it aims to determine the role of Human Resource Management (HRM) on the performance of employees in the Elementary and Secondary Education (E&SE) Department of Khyber Pakhtunkhwa (KP). The quantitative method was suitable because it made it possible to measure the perceptions of the employees on HRM practices and analyze their statistical relationships with motivation, job satisfaction, and organizational performance in terms of using standardized survey tools (Creswell & Creswell, 2023).

The descriptive design enabled a large, geographically diverse population suitable for the study to be gathered, allowing for objective analysis and extrapolation of results across the entire public education sector.

Population of the Study

The study sample population comprised all employees of the E&SE Department of Khyber Pakhtunkhwa such as teachers, principals of Government Higher Secondary Schools (GHSS), and District Education Officers (DEOs) in all districts of the province. Such groups were chosen because they are directly involved in the practice and experience of HRM practices like recruitment, training, performance appraisal, and compensation.

Table 6: Population of the Study

Category	Male	Female	Total
Teachers	17,047	8,378	25,425
Principals (GHSS)	533	305	838
District Education Officers (DEOs)	36	36	72
Total	18,149	9,024	27,173

Sampling Technique

The stratified random sampling method was employed to have sufficient representation of all employee groups and minimize the sampling bias. The stratification was done into three key groups (teachers, principals, and DEOs) and random sampling was used at each strata. The method made the study results more representative and generalizable

(Etikan & Bala, 2020).

Sample size and sample distribution

Yamane (1967) and Cochran (1977) equations were used to estimate the minimum required sample size at a confidence level and margin of error of 95 and 5 percent respectively and the minimum size of about 380-394 respondents was found. The sample size was boosted to overcome the issue of non-response, design effect and meaningful subgroup analysis, especially in smaller strata.

The final operational sample comprised of 944 respondents which was more than the minimum statistic considerations and guaranteed sufficient representation of all the important stakeholder groups.

Table 7: Sample Distribution of Respondents.

Category	Population	Sample	Sampling Approach
Teachers	25,425	645	Proportionate
Principals (GHSS)	838	271	Oversampled
District Education Officers (DEOs)	72	28	Oversampled
Total	27,173	944	Stratified Random

This sampling design guaranteed statistical stability, subgroup comparisons and was feasible within time and resource limitations.

Research Instrument

The structured and closed-ended questionnaire used to collect data was traditional and used a five-point like scale (1 = strongly disagree to 5 = strongly agree). The questionnaire consisted of five parts, namely, demographics, HRM practices, employee motivation, job satisfaction, and organizational performance. The tool was adjusted to the studies that have been previously tested and valid regarding HRM and education and therefore contextual and methodological rigor.

Reliability and Validity

The reliability was determined using a pilot study, with Cronbach alpha of between 0.78 and 0.91, which shows adequate internal consistency (Taber, 2018). The validation of content validity was done with the help of expert review, and the validation of construct validity was done with the help of the exploratory factor analysis (EFA) that facilitated the theoretical structure of constructs.

Data Collection

The paper-based and online questionnaires were used to collect data between March and July 2024. A total response rate of 87 percent was obtained. The analysis of data was carried out with the help of SPSS (Version 26). The study objectives and hypotheses were tested with the help of descriptive statistics, correlation analysis, regression analysis, and mediation analysis (Hayes, 2022).

Ethical Considerations

The ethical norms were followed. Taking part was voluntary, informed consent was taken, confidentiality was ensured, and the University Ethical Review Committee approved the research in January 2021 (Resnik, 2021).

Summary

This research involved the descriptive quantitative research design with the adoption of a stratified random sample to investigate the influence of the HRM practices on employee performance in the E&SE Department of KP. The questionnaire was a reliable and valid study instrument that was used to gather data on 944 respondents and analyzed using the best and suitable statistical methods, hence producing strong and generalizable results.

4. Results

The research used a descriptive quantitative research design and gathered data from a stratified random sample of 944 employees in the E&SE Department of KP. The questionnaire used in this study had a high level of reliability and validity, ensuring the accuracy and consistency of the data gathered.

The descriptive statistics showed a clear pattern of the respondents' perceptions of HRM practices and their impact on employee performance. The measures of central tendency and variability showed that most employees were positive in their perceptions of HRM practices, indicating the existence of structured human resource practices in the department.

The correlation analysis showed a significant positive relationship between HRM practices and employee performance, indicating that effective HRM practices are linked to high levels of employee performance. Additionally, the regression analysis showed that HRM practices significantly predict employee performance, with practices such as

Part 1: Descriptive Statistics

Profile of Respondents

The research involved 944 participants of the E&SE Department of KP as a sample of participants through the stratified random sampling method. Table 8 is a report of the gender distribution of the respondents. Of the respondents 550 (58.3) were men and 394 (41.7) women. Such mild male superiority indicates the real situation in the department in terms of workforce structure. The study of gender representation can help in making sure the sample is representative and give meaning to differences in perceptions or results that could arise.

Table 8: Gender Distribution of Respondents

Gender	Frequency	Percent (%)
Male	550	58.3
Female	394	41.7
Total	944	100.0

The name of respondents is indicated in Table 8. The teachers formed the largest group (68.3% then principals (28.7%) and DEOs (3%). This distribution is quite appropriate to the hierarchy of the department and, at the same time, guarantees that the data is representative of all major categories of staff.

Graph 1: Gender Distribution of Respondent

Figure 1: Gender Distribution of Respondents

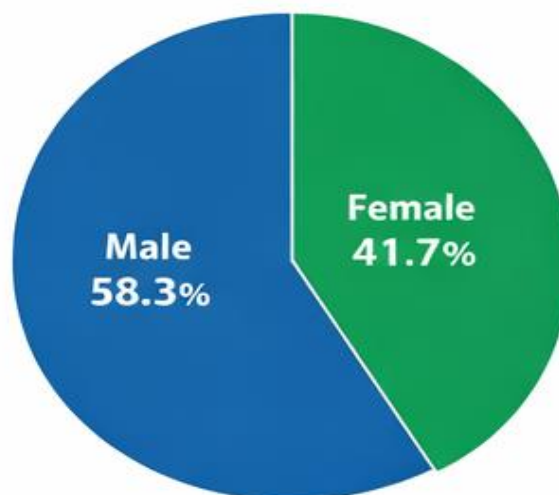
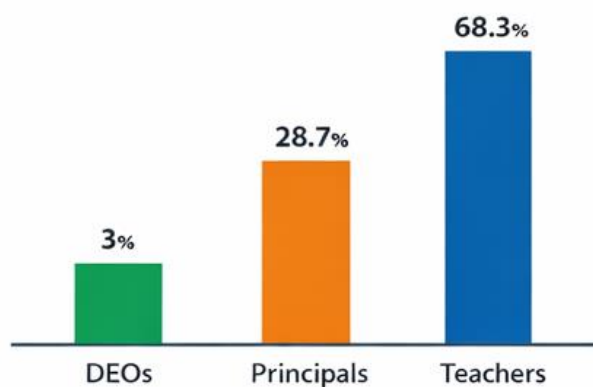


Table 9. Designation of Respondents

Designation	Frequency	Percent (%)
DEOs	28	3.0
Principals	271	28.7
Teachers	645	68.3
Total	944	100.0

Graph 2: Designation of Respondent

Figure 2: Designation of Respondents



The name of respondents is indicated in Table 9. The teachers formed the largest group (68.3% then principals (28.7%) and DEOs (3%). This distribution is quite appropriate to the hierarchy of the department and, at the same time, guarantees that the data is representative of all major categories of staff.

2. Descriptive Statistics of HRM Practices

Table 10. Descriptive Statistics of HRM Practices

HRM Practice	N	Mean	Std. Deviation	Interpretation
Recruitment & Selection	944	3.62	0.81	Moderate–High
Training & Development	944	3.55	0.88	Moderate
Performance Management	944	3.41	0.92	Moderate
Rewards & Compensation	944	3.28	0.95	Moderate–Low
Job Evaluation	944	3.33	0.87	Moderate–Low
Motivation	944	3.46	0.83	Moderate
Employee Performance	944	3.70	0.79	High

Graph 3: Mean Score of HRM Practices

Figure 3: Mean Scores of HRM Practices

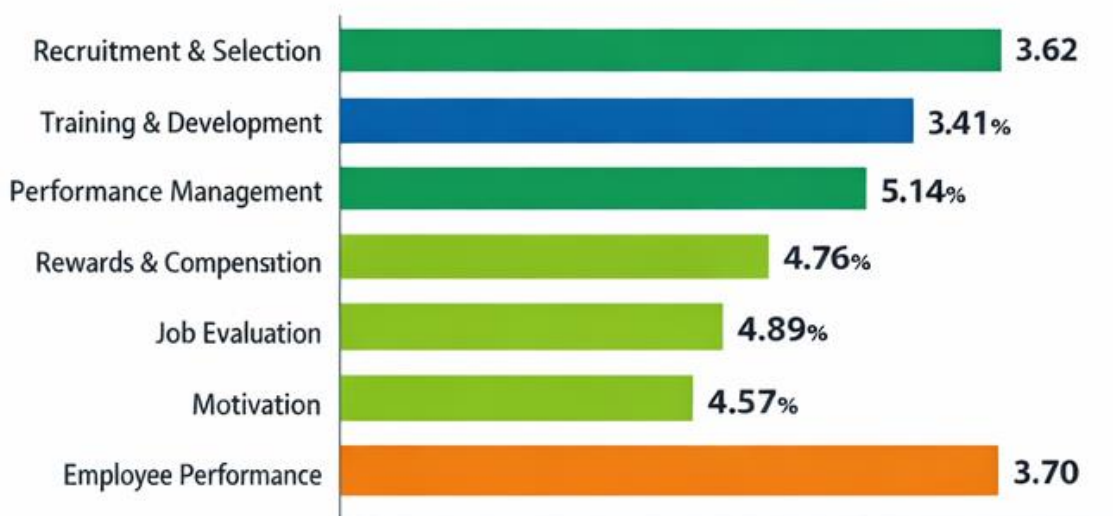


Table 10 shows the descriptive statistics of the HRM practices and Employee Performance. The highest mean score was in the Employee Performance area ($M = 3.70$, $SD = 0.79$) meaning the respondents feel that they are performing well. Other areas rated moderately high such as Recruitment & Selection ($M = 3.62$) and Training & Development ($M = 3.55$) indicated that there were effective HRM practices in these areas. Rewards & Compensation ($M = 3.28$) and Job Evaluation ($M = 3.33$) were rated relatively lower which points to possible ways of improvement.

3. Correlation Analysis

Table 11. Pearson Correlation Matrix

Variables	R&S	T&D	PM	R&C	JE	EP	M
Recruitment & Selection	1	.541**	.493**	.476**	.438**	.502**	.468**
Training & Development	.541**	1	.514**	.489**	.457**	.559**	.524**
Performance Management	.493**	.514**	1	.533**	.461**	.572**	.537**
Rewards & Compensation	.476**	.489**	.533**	1	.485**	.525**	.548**
Job Evaluation	.438**	.457**	.461**	.485**	1	.496**	.472**
Employee Performance	.502**	.559**	.572**	.525**	.496**	1	.563**
Motivation	.468**	.524**	.537**	.548**	.472**	.563**	1

Figure 4: Correlation Matrix of HRM Constructs

	Recruitment & Selection	Training & Development	Performance Management	Rewards & Compensation	Job Evaluation	Motivation
Recruitment & Selection	.541	.541%	.514%	.489%	.438%	.468%
Training & Development	.541%	.514%	.489%	.457%	.457%	.457%
Performance Management	.493%	.514%	.489%	.489%	.457%	.559%
Rewards & Compensation	.476%	.489%	.533%	.461%	.457%	.552%
Job Evaluation	.438%	.457%	.461%	.483%	.485%	.525%
Employee Performance	.502%	.559%	.572%	.486%	.496%	.525%
Motivation	.468%	.524%	.537%	.548%	.472%	.563%

Table 11 shows the Pearson correlation matrix for HRM practices, Employee Performance, and Motivation. All HRM practices were positively and significantly correlated with employee outcomes at the 0.01 level.

Key findings include:

- **Performance Management** showed the strongest correlation with Employee Performance ($r = 0.572$, $p < .01$), emphasizing the importance of fair performance appraisals and feedback.
- **Training & Development** correlated strongly with Employee Performance ($r = 0.559$, $p < .01$), highlighting skill-building as a crucial contributor to productivity.
- **Rewards & Compensation** correlated significantly with Motivation ($r = 0.548$, $p < .01$), suggesting that incentive systems are important for enhancing employee motivation.
- The weakest, yet significant, correlation was between Job Evaluation and Recruitment & Selection ($r = 0.438$, $p < .01$), indicating a relatively smaller but meaningful relationship between job alignment and recruitment processes.

4. Regression Analysis

Table 12. Regression Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of Estimate
1	0.72	0.52	0.519	0.547

The HRM practices were examined in terms of their predictive ability on Employee Performance using regression analysis. The model identified 52% of the difference in Employee Performance ($R^2 = 0.52$), that is, the combination of HRM practices significantly influences the productivity of employees.

5. Discussion

The results of the present research indicate the importance of the HRM practices in the performance and motivation of the employees in the E&SE Department of KP.

The results of the present research indicate the importance of the HRM practices in the performance and motivation of the employees in the E&SE Department of KP.

1. **Performance Management:** The fact that the correlation is very high with Employee Performance indicates that equitable appraisals, feedbacks and goal-setting systems are essential drivers of productivity. Constant performance evaluation encourages employees to meet the departmental objectives.
2. **Training & Development:** The scores are moderate-high, and the correlations are strong, which suggests that skill development programs are successful in terms of enhancing efficiency and competence. Life time learning is brought out as key to maintaining good performance.
3. **Compensation and Motivation:** Incentive systems are a crucial source of engagement as the connection between Rewards and Compensation and Motivation is significant despite the low descriptive scores. Enhancing financial and non-financial rewards by reevaluating them is likely to increase employee satisfaction and motivation.
4. **Recruitment and Job Evaluation:** Recruitment practices are relatively sound which implies procedural fairness in recruitment. The reduced scores of Job Evaluation mean that there are lapses in role alignment which may have indirect influences on performance and satisfaction.
5. **General HRM Effect:** Regression findings show that the HRM practices (as a whole) account more than half the variation in the Employee Performance ($R^2 = 0.52$). This means that HRM strategies of recruitment, training, performance management, motivation, and job evaluation can help to enhance organizational effectiveness to a great extent.
6. **Finally, strategic HRM practices** do not only boost the performance of the employees, but also, create a sense of motivation and job satisfaction. Nevertheless, it is advised to make specific changes in pay and job assessment to optimize the total employee performance and involvement.

6. Conclusion

The paper has looked at how Human Resource Management (HRM) practices can affect employee performance within the Elementary and Secondary Education (E&SE) department of Khyber Pakhtunkhwa in a descriptive quantitative research design. The results of the study based on the sample of 944 respondents offered very good empirical material on the impact of HRM practices on determining the outcomes of employees.

The descriptive results showed that the employees tend to view their performance as high although the rating of various HRM practices is moderate. Recruitment and Selection, and Training and Development were also quite strong practices, which means procedural equity and scope of professional development in the department. Nevertheless, Rewards and Compensation and Job Evaluation received relatively low mean scores, which implies that there is a lack of satisfaction with incentives and role understanding.

There was a positive and significant relationship between all HRM practices and Employee Performance and Motivation as shown in correlation analysis. The relationship was the most significant between Performance Management and Employee Performance, which explains the significance of the fair appraisal system and positive feedback. Training and Development also exhibited close relationship with performance which proved that skill improvement is a critical factor in boosting productivity. Moreover, the fact that the Rewards and Compensation and Motivation are highly correlated indicates that the monetary and non-

monetary incentives play a significant role in the motivation of employees.

These results were further confirmed by the regression analysis that showed that the HRM practices as a whole explain 52 percent of the variation in Employee Performance. This high level of explanatory power effectively validates the fact that HRM practices are not marginal factors but rather central factors in determining the effectiveness of employees in the E&SE Department.

Conclusively, the research concludes that proper HRM practices play a great role in improving employee performance and motivation. Although the current practices have had a positive influence on the employee performance, the lack of compensation, job evaluation and performance management practices constrains the potential of the workforce. Strategic HR interventions to close these gaps can be of great help to enhance effectiveness and service delivery in the education sector.

7. Recommendations

According to the empirical results of the research, the following recommendations will be offered:

1. Strengthen Performance Management Systems

The results clearly suggest a strong correlation between performance management and employee performance. Thus, the department needs to improve its performance management system by implementing open, objective, and standardized performance appraisal systems. Moreover, constructive performance feedback and mentoring assistance should be provided to help employees improve. Furthermore, performance appraisal systems should be aligned with career development, promotion, and reward systems to promote accountability and encourage employees to perform at a higher level of productivity.

2. Improve Training and Professional Development.

Training and development activities were found to be strong predictors of employee performance. Therefore, the department needs to implement Continuous Professional Development (CPD) activities to ensure continuous learning opportunities. Training programs should be need-based, focusing on teaching skills, leadership, and technology skills, which are required in today's educational context. Furthermore, training programs should be periodically assessed to ensure their effectiveness on performance and make improvements accordingly.

3. Re-write Policies on Rewards and Compensation.

The findings showed that the mean scores on rewards and compensation were low, although these two factors are highly related to employee motivation. Therefore, the department needs to carefully examine the current reward and compensation schemes to make them more fair, equitable, and competitive. In addition to monetary rewards, non-monetary rewards such as recognition programs, career opportunities, and performance-based recognition should also be implemented to boost employee motivation and job satisfaction.

4. Revise Rewards and Compensation Policies

To make rewards more effective in boosting employee motivation, rewards should be

closely linked to performance outcomes. Employees who perform at a high level should be recognized and rewarded for their efforts to reinforce positive behavior and productivity. Performance-based reward schemes will promote a culture of excellence and improvement in the organization.

5. Enhance Job Appraisal and Descriptions.

Job dissatisfaction due to a lack of job clarity can be remedied by implementing job appraisal techniques. The department needs to regularly engage in job analysis and job clarification activities to ensure that job responsibilities, workload, and compensation are properly integrated. Job descriptions should be periodically updated to reflect changing educational needs, technological developments, and organizational priorities.

6. Maintain Fair Recruitment and Selection Practices

While the recruitment practices were considered positive, there is a need for improvement. The department should emphasize the importance of transparency and ensure that merit-based selection practices are followed. The selection of employees should be in line with the needs of the department and well-defined competency standards. There should be regular audits of the recruitment and selection practices to ensure fairness and credibility.

7. Adopt an Integrated HRM Strategy

Given the fact that a large part of employee performance can be attributed to HRM practices as a whole, the department should implement an integrated HRM strategy. This strategy should integrate recruitment, training and development, performance management, motivation, reward, and job evaluation. Policymakers can use the results of this study as empirical evidence for improvements in HRM practices in the education sector.

8. References

1. Ahmed, S., & Malik, M. (2022). Recruitment and selection practices in public sector organizations of Pakistan: A critical analysis. *Asian Journal of Management Studies*, 11(2), 145–160. <https://doi.org/10.1177/xxxx>
2. Ahmed, S., & Malik, M. I. (2022). Impact of HRM practices on employee performance: Evidence from educational institutions in Pakistan. *Journal of Human Resource Management*, 10(2), 45–56. <https://doi.org/10.11648/j.jhrm.20221002.12>
3. Ali, M., Khan, A., & Rehman, S. (2021). Human resource challenges in the education sector of Pakistan: A public policy perspective. *Journal of Education and Human Development*, 10(2), 45–56. <https://doi.org/10.15640/jehd.v10n2a4>
4. Appelbaum, E. (2000). *Manufacturing advantage: Why high-performance work systems pay off*. Cornell University Press.
5. Al-Qudah, M. A., Obeidat, A. M., Shrouf, H., & Al-Hassan, Y. (2022). Strategic human resource management practices and organizational performance: The mediating role of human capital. *Management Science Letters*, 12(3), 183–194. <https://doi.org/10.5267/j.msl.2021.9.010>
6. Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of management*, 17(1), 99–120.
7. Bashir, H., & Shah, F. (2022). Teacher training and professional development in Pakistan: Challenges and opportunities. *Journal of Education and Human Development*, 11(3), 45–56. <https://doi.org/10.15640/jehd.v11n3a4>
8. Becker, K., & Smidt, M. (2016). A risk perspective on human resource management: A review and directions for future research. *Human Resource Management Review*, 26(2), 149–165.

- <https://doi.org/10.1016/j.hrmr.2015.06.001>
9. Cochran, W. G. (1977). *Sampling techniques* (3rd ed.). John Wiley & Sons.
 10. Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
 11. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum.
 12. DeNisi, A. S., & Murphy, K. R. (2023). Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology*, 108(1), 1–18. <https://doi.org/10.1037/apl0001041>
 13. Etikan, I., & Bala, K. (2020). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 8(1), 5–7. <https://doi.org/10.15406/bbij.2020.08.00258>
 14. Government of Khyber Pakhtunkhwa. (2023). *Annual statistical report of education sector Khyber Pakhtunkhwa*. Peshawar: Elementary & Secondary Education Department.
 15. Hayes, A. F. (2022). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach* (3rd ed.). Guilford Press.
 16. Herzberg, F. (revisited by Hussain & Malik, 2021). Motivation-hygiene theory and employee job satisfaction: A review in the modern organizational context. *International Journal of Human Resource Studies*, 11(2), 202–219. <https://doi.org/10.5296/ijhrs.v11i2.18357>
 17. Herzberg, F. (1966). *Work and the nature of man*. World Publishing.
 18. Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work* (2nd ed.). Wiley.
 19. Hussain, A., & Malik, M. (2021). Revisiting Herzberg's two-factor theory: Implications for employee motivation in contemporary organizations. *Journal of Business and Management Research*, 15(2), 75–88. <https://doi.org/10.24052/jbmr.v15i2.7>
 20. Imran, R., Anis-ul-Haque, M., & Tariq, M. (2022). Human resource practices and job satisfaction: Mediating role of employee engagement. *Asian Journal of Management*, 13(2), 97–106. <https://doi.org/10.5958/2321-5763.2022.00015.6>
 21. Kaliannan, M., & Adjovu, S. N. (2023). Human resource management in the education sector: Challenges and prospects. *International Journal of Educational Management*, 37(3), 511–526. <https://doi.org/10.1108/IJEM-07-2021-0279>
 22. Khan, M. A., Abbasi, S. O. B., & Waseem, M. (2021). Human resource management practices and job satisfaction: The mediating role of motivation in higher education institutions of Pakistan. *Global Social Sciences Review*, 6(1), 115–126. [https://doi.org/10.31703/gssr.2021\(VI-I\).13](https://doi.org/10.31703/gssr.2021(VI-I).13)
 23. Kim, S., & Wright, P. M. (2022). Human resource management practices and organizational performance: Past, present, and future. *Human Resource Management Journal*, 32(1), 34–52. <https://doi.org/10.1111/1748-8583.12342>
 24. Kim, S., & Wright, P. M. (2022). Putting strategic human resource management in context: A multilevel model. *Human Resource Management Review*, 32(2), 100812. <https://doi.org/10.1016/j.hrmr.2021.100812>
 25. Locke, E. A., & Latham, G. P. (1990). Work motivation and satisfaction: Light at the end of the tunnel. *Psychological Science*, 1(4), 240–246.
 26. Nawaz, A., & Ullah, H. (2021). Political influence and human resource management in public sector education: A case study of Khyber Pakhtunkhwa. *Asian Journal of Public Administration*, 43(3), 213–229. <https://doi.org/10.1080/02598272.2021.1893234>
 27. Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396. <https://doi.org/10.1037/h0054346>
 28. Naseer Ud Din, M., Akhter, N., & Faizi, W. U. N. (2018). How head teachers motivate: Exploring perceptions of teachers about head teachers' motivational techniques at higher education. *Global Social Sciences Review*, 3(3), 543–558. [https://doi.org/10.31703/gssr.2018\(III-III\).32](https://doi.org/10.31703/gssr.2018(III-III).32)
 29. Naseer Ud Din, M., Wahab, A., Nawaz, S., & Khan, A. (2025). Teacher motivation as a key determinant of students' academic success. *International Journal of Multicultural Education*, 27(2).66-98. <https://doi.org/10.5281/zenodo.18312564>
 30. Nawaz, A., & Ullah, M. (2021). Performance appraisal in Pakistan's public sector: A critical review. *Asian Journal of Public Administration*, 43(2), 155–170.

- <https://doi.org/10.1080/02598272.2021.1892631>
31. OECD. (2021). Teachers and leaders in education: Building a high-quality profession. OECD Publishing. <https://doi.org/10.1787/69096873-en>
 32. OECD. (2021). Teachers and leaders in schools 2021: OECD indicators. OECD Publishing. <https://doi.org/10.1787/4d9c4f1b-en>
 33. Resnik, D. B. (2021). Research ethics timeline (1932–2020): Key events and issues. *Research Ethics*, 17(3–4), 308–344. <https://doi.org/10.1177/17470161211015229>
 34. Shah, F., & Kamal, T. (2022). Human resource management practices and job satisfaction of teachers in government schools: Evidence from Pakistan. *Journal of Education and Social Sciences*, 10(1), 89–101. <https://doi.org/10.20547/jess1012202106101>
 35. Shah, F., & Kamal, Y. (2022). Political interference and HRM inefficiencies in Pakistan's public education sector: An institutional perspective. *Journal of Asian Public Policy*, 15(2), 285–302. <https://doi.org/10.1080/17516234.2021.1881123>
 36. Shah, S. J., & Kamal, M. (2022). Exploring HRM practices in Pakistan's education sector: Challenges and opportunities. *International Journal of Educational Management*, 36(5), 617–632. <https://doi.org/10.1108/IJEM-11-2021-0459>
 37. Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, 48(6), 1273–1296. <https://doi.org/10.1007/s11165-016-9602-2>
 38. Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, 48(6), 1273–1296. <https://doi.org/10.1007/s11165-016-9602-2>
 39. Vroom, V. H. (1964). *Work and motivation*. Wiley.
 40. Wright, P. M., & McMahan, G. C. (2011). Exploring human capital: Putting “human” back into strategic human resource management. *Human Resource Management Journal*, 21(2), 93–104. <https://doi.org/10.1111/j.1748-8583.2010.00165.x>
 41. Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper and Row.
 42. Zhang, Y., Wang, Y., & Chen, H. (2023). Inclusive HRM practices and employee well-being: The mediating role of organizational support. *Human Resource Development Quarterly*, 34(2), 145–162. <https://doi.org/10.1002/hrdq.21497>