



A Review of the Implementation of Strategic Human Resource Management in Educational Institutions

Jumadi, Martinus Tukiran, Ika Pratiwi, Rinsan Hutabarat

Universitas Pakuan Bogor, Indonesia

Email: jumadi.subur@gmail.com

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Abstract

This article aims to review three articles on the topic of implementing strategic human resource management in educational institutions and discuss their relationship with several theories and concepts. The research uses a qualitative descriptive method by reviewing literature from ScienceDirect indexed journals to ensure the availability of research related to strategic human resource management. The findings show that researchers linking SHRM with school growth, managing education requires a combination of consultative, collegial approaches and strong human resource management. The articles reviewed treat the topic of SHRM differently, but, overall, they identified existing gaps in SHRM research and pointed out the importance of aligning HR practices with organizational goals particularly in the management of teachers and core managers.



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1. Introduction

Advances in technology, flexibility in access to information and globalization of education have brought awareness regarding the importance of HRM for the competitive advantage of educational institutions. According to (Bontis, 1998), human capital may be the only sustainable competitive advantage that organizations have in a changing and globalized world. A study by (Allui & Sahni, 2016) concluded that human resources are more important than new technologies or financial and material resources. The changing nature of work – especially developments in technology, organization and competition – means institutions will always struggle to attract and retain workforce (both educators and education personnel).

However, much of this discourse in the literature is related to business. There is a large gap in the literature research regarding the application of human resource management practices in educational institutions which are also a form of organization. A review of previous research indicates a lack of adequate research on SHRM practices in educational institutions. However, in a fairly strategic and labor-intensive industry such as educational institutions is very important to implementation of effective human resources.

Human resources are one of the important assets of organizations, both business organizations and non-profit organizations, including educational institutions, because these human resources guarantee the survival of the institution and make it possible to obtain other necessary resources and gain profits, as stated by (Mathis & Jackson, 2006) that human resources in the present era are increasingly playing an important role in achieving organizational success.

This review is one that contributes in a unique way to the limited knowledge of human resource management practices in educational institutions. Not much literature has been found that briefly, completely, and accurately describes the characteristics of the human resources department in institutions that are considered strategic partners, especially from the perspective of educational institutions.

According to (Barney, 1991) strategic human resource management (SHRM) as a concept is becoming increasingly important because in this century's knowledge-based economy, the emphasis is on employees who are considered as the main component to achieve competitive advantage. Although in general the idea of SHRM seems sound and beneficial to organizations, the field still requires thorough research to develop viable solutions to address different contexts, problems and stakeholder influences. In other words, there are several previous studies that try to explain SHRM in ways and approaches that are also multi-sectoral.

Based on this background, this article aims to review three articles related to the topic of SHRM from the journal ScienceDirect and discuss the theory and concepts of SHRM in its application in educational institutions. In the end, the author will provide a personal opinion about the article reviewed.

Review of Literature

(Tocher & Rutherford, 2009) define human resource management (HRM) as a set of activities and functions directed at developing and maintaining a workforce structure in a organization. Activities in HRM are recruitment, selection, appraisal, training, compensation, and employee relations (Guest, MacQueen, & Namey, 2011). The role of HRM is to translate the organization's strategic goals into human resource policies and create human resource strategies that generate competitive advantage (Tyson & Fischer, 1995).

Other researchers have defined SHRM as a cumulative set of practices or behaviors related to managing human resources, in which HR professionals function as strategic business partners with other executive bodies of an organization (Golden & Ramanujam, 1985); (Huselid, Jackson, & Schuler, 1997); (Miles & Snow, 1984); (Truss, Gratton, Hope-Hailey, McGovern, & Stiles, 1997). SHRM has become a substantial concept for enhancing the strategic capabilities of organizations, ensuring the availability of a committed, motivated, and skilled workforce (Branine & Pollard, 2010).

Organizations with strong strategic capabilities have a tendency to integrate their HR processes into their central corporate strategy to achieve ideal results (Lengnick-Hall, Beck, & Lengnick-Hall, 2011). SHRM has become a substantial concept for enhancing the strategic capabilities of organizations, ensuring the availability of a committed, motivated, and skilled workforce (Branine & Pollard, 2010). Organizations with strong strategic capabilities have a tendency to integrate their HRM processes into their central corporate strategy to achieve ideal results (Lengnick-Hall et al., 2011).

In the early 1980s the strategic concept of academic staffing gained popularity, due to the fact that resources in American education funding were becoming scarce. This is also due to the fact that faculty and support staff salaries, wages, and allowances average 70 to 80% of an institution's operating budget (Mortimer, French, Hutton, & Schuman, 1985). Hence the concept of strategic staffing is gaining momentum to play an important role in the labour-intensive higher education industry.

According to (Kotler & Keller, 2016), American higher education in the 1980s entered a new era that required new procedures and attitudes: better planning, strategic decision making, and more directed changes in human resource management. After the publication of his groundbreaking *Academic Strategy*, many colleges and universities became interested in instituting a strategic approach to human resource management within their organizations. (Smylie & Wenzel, 2006) studied factors influencing the effectiveness of the learning/teaching process at the University of Chicago and found that SHRM practices such as staffing, vocational development training, communication, rewards and evaluation were some of the important factors in this regard. (Smylie & Wenzel, 2006) also found that implementing SHRM practices and evaluations would increase the effectiveness of higher education. (Bahrami, Rajaepour, & Bakhtiar, 2013), looked at the relationship between strategic human resource management and intellectual capital in Iranian universities.

Their findings show a significant multiple correlation between SHRM practices (staff, training, performance appraisal, compensation, and participation) and intellectual capital (human, structural, and relational capital). They concluded that an effective SHRM can increase university intangible assets.

(Bergquist, 1992) strongly believes that when the human resources office is properly positioned, effectively structured, adequately funded, adequately staffed, organizationally supported, and well managed, the tripartite mission of the college or university's teaching, research, and service whichever — is more likely. achieved effectively and efficiently. In a recent study (JAIN, 2015), researchers recommend integrating HRM practices into

overall operations and strategies to achieve organizational effectiveness. The tripartite mission of any college or university's teaching, research, and service—is more likely to be accomplished effectively and efficiently.

In a subsequent study (JAIN, 2015), researchers recommend integrating HRM practices into overall operations and strategies to achieve organizational effectiveness. the tripartite mission of the teaching, research, and service of any college or university—the more effectively and efficiently it is possible to achieve. Also in that study (Sahni & Jain, 2015), researchers recommend integrating HRM practices into overall operations and strategies to achieve organizational effectiveness..

2. Materials and Methods

This research is a descriptive qualitative research with a literature review. This qualitative research is intended to explore existing problems, in this case how SHRM can be implemented in educational organizations. The literature review reviewed as the primary data source in this study is the result of the publication of various studies related to the implementation of strategic human resource management in educational institutions. The publications studied were journal publications. A literacy search was carried out using the keywords Educational Institution HR Management in the ScienceDirect database, evaluating titles and abstracts and reviewing research objectives so that 3 journals were selected as the object of review.

3. Results and Discussions

The comparison of results summarized above allows us to make three conclusions regarding the similarities in SHRM research in educational institutions. The first research article conducted by (Ismaili & Etemi, 2010) provides an overview of the field of strategic human resource management (SHRM) at South East European University (SEEU). (Ismaili & Etemi, 2010) state that the process of managing human resources is a process that is passed by the University that pave the needs, each of which provides ways of meeting the needs of the University. Human resource management is the process of ensuring the right people are in the right place at the right time. According to best practice, the human resource management process should be based on several principles: (1) Recruitment process (recruitment procedure for administrative-academic staff); (2) The training process, (3) The management and development process which consists of the process of professional advancement (staff development) and the process of determining costs for human resources.

In addition, (Ismaili & Etemi, 2010) identified staff development programs, succession planning and respect for diversity, especially in the opportunity to become institutional leaders such as the election of deans and rectors. This shows the occurrence of the development process (development).

In line with that, (Ismaili & Etemi, 2010) found that SEEU achieved further planned progress in staff development related to future staff needs, not limited to academic staff but related to the team approach to support academic activities discussed above. The Board identified the need to concentrate available resources in this area by establishing a Personnel Committee to provide independent oversight of management's actions and to receive periodic progress reports. (Ismaili & Etemi, 2010) also found that regarding staff development, SEEU has implemented clear policies on staff replacement when they reach retirement age, and training to fill positions such as Chancellor, Assistant Chancellor, Deans and other office holders. And the authors of this paper are also new initiatives to develop formal policies on equal opportunity and to implement them, not only on gender equality but also against disability and other forms of discrimination. The policy has now been adopted. During this period the leadership will be monitored and amended as necessary.

Finally, the authors of the paper conclude that the University is playing an important role today in the Republic of Macedonia and in the region it has been rated very successful by both the local and international community. The continuous growth in the number of students, since the foundation, in regular studies as well as postgraduate studies, is sufficient evidence for the continuous development and growth of the university and speaks to the constructive and important role played by universities not only in the Republic of Macedonia but also in the region the. The demand for University graduates in the labor market indicates its successful development within the Macedonian education system.

The recommendation of the authors of this paper is to stick with the mission: sure, if circumstances dictate a change of direction, follow trends, but establish a clear strategic planning framework within which changes can be made in ways that make sense. This is perhaps the most difficult area to manage. This requires a combination

of consultative, collegial approaches and strong human resource management (Diturije Ismaili and Muharem Etemi, 2010).

The second article is devoted to examining the alignment of SHRM in Higher Education. (Allui & Sahni, 2016) found results related to strategic alignment of human resources simply means accepting and involving the HR function as a strategic partner in the formulation and implementation of corporate strategy through HR activities such as recruitment, selection, training and rewarding of personnel. The average score of 'Strategic HRM alignment with overall company goals and objectives' is 20 out of a maximum possible score of 25, indicating a high level (80 percent) of strategic HRM alignment with overall goals.

The findings of (Allui & Sahni, 2016) show that 75 percent of respondents from tertiary institutions agree with the statement that 'the human resources department is an integral part of the company's strategic planning process'. However, 87 percent of respondents agreed that employees are seen as a strategic resource, whereas 75 percent agreed that their organization's mission statement is well communicated and not understood at every level of the organization. The results are very encouraging and show that human resource practices are aligned with the mission and vision of the organization.

Alwiya (Allui & Sahni, 2016) research also highlights the fact that HR has recently been considered an integral part of the organization, one HR Supervisor said: "We are now participating in strategic planning training, workshops, processes and report writing. This is something our office has never done before. However, since the institutional accreditation process, we are now heavily involved in the preparation of action plans, periodic achievement reports and annual reports. report".

This paper written by (Allui & Sahni, 2016) discusses six SHRM practices: strategic alignment, staffing/recruitment and selection, performance appraisal/rewarding, compensation, staff training/development, and retention plans. The findings show that SHRM in Saudi universities has not received attention. Employee recruitment and selection processes are largely inadequate and require effective attention.

In Saudi universities, the expenditure and time spent on training and development is not considered a useful and necessary function. Saudi Universities are facing huge issues around human resource development, especially faculty members and need to pay more attention to their SHRM practices. Performance appraisal and compensation systems can be successfully used to direct and motivate academic staff in their activities and see that their activities conform to the strategic planning and human resource management of the institution.

As universities develop, rapid changes in strategic human resource management mean there will be drastic increases in the workload of academic staff. Therefore according to (Allui & Sahni, 2016) it is important to implement a special motivational scheme and develop a unified and fair performance appraisal and compensation system. This study also shows the lack of information about the relationship between lecturer satisfaction and retention which is a big problem in higher education. Incorrect information or a lack of information can result in an ineffective program intended to increase teacher satisfaction.

The findings from the study of (Allui & Sahni, 2016) are very important for a number of stakeholders. First, it is especially important because higher education institutions are responsible for the effective use of resources, and resources are dwindling in this country. Second, the administration governing each university may be able to further identify talent deficits and needs which may offer a better approach in terms of their work efficiency and effectiveness. Third, current and prospective employees, including faculty members in Saudi institutions, may be better able to understand their employer's situation and how effective they are in developing their knowledge, skills, and human resource capabilities. Finally, Regional and international organizations wishing to form alliances with Saudi higher education institutions may benefit from understanding their strategic human resource management initiatives. University administrators and policy makers should design and manage high-quality training courses and workshops, flexible payment systems, and results-oriented performance evaluation systems; they should also encourage the participation of faculty members in decision-making processes which can enhance their knowledge and skills. Universities need to establish performance appraisal and compensation systems to demonstrate a clear causality between compensation and academic staff performance.

The implications obtained from (Allui & Sahni, 2016) research are closely related to managerial aspects where closer collaboration between faculties and human resource departments is needed to build a more integrated assessment procedure. Thus, this study contributes rich and useful findings to the field of strategic human resource management. As universities incorporate better strategic human resource management practices, they will be better equipped to face the rapidly changing environment and outside competition.

The third article discusses human resource management practices at International Sebati Education Institutions (ISES). (Kaçmaz & Serinkan, 2014) found that as an institution, ISES has a policy to give students the full benefits of educational services to achieve their success targets. Quality is the basic responsibility for everyone working in the institution. This responsibility is carried out in a supportive and stimulating learning environment that stimulates innovation in the organization, where employees are given the opportunity to improve and renew themselves. For continuous quality improvement, it is very important to research original designs and best practices, and offer teachers, students and parents services as soon as possible. ISES,

For this reason, according to the findings of (Kaçmaz & Serinkan, 2014) concluded that the complexity of work and international education activities is increasing. Because international schools operate in multiple countries, they are exposed to more risks. However, due to social, political, socio-cultural factors in the host country, there is a need to introduce a different approach. The presence of successful practices in human resources can be observed with some drawbacks in ISES investing in people and education. The most important source of the international school, which carries it into the future, is its current teachers and managers. Considering the socio-economic situation of recent years in the host country, it was observed that ISES maintains its existing studies and successful performance.

Therefore, according to the findings of (Kaçmaz & Serinkan, 2014) school managers must determine the vision, mission and goals of their educational institutions and strive to make them happen; must adopt democratic management and must prove it by its management practices; must respect the traditional beliefs, culture and values of the staff; must determine the target mass; must believe that being different is an important advantage at all times; must adopt the philosophy of Total Quality in their studies; must know new educational methods and techniques; should train staff on the development of their technological tools using skills, foreign languages, etc.; must continue to prioritize advice over fear, reward rather than punishment in management practices; must attach importance to the "collective mind"

We then propose a conceptual model that demonstrates that HRM practices in educational institutions are not a simple lever that enables educational institutions to create sustainable institutional advantages, as most studies on HR management strategies have acknowledged. In contrast, we argue that HRM methods can contribute to sustainable competitive advantage in educational institutions not only by enhancing employee capabilities, providing motivation and opportunities, but also by better implementing strategic human resource management as value added from a institution. The authors of the reviewed articles used the same research method. (Ismaili & Etemi, 2010) presented that managing education requires a combination of consultative, strong collegial approach and human resource management. (Allui & Sahni, 2016) observed that the universities studied had a strong level of SHRM awareness although the case study in Saudi higher education faced major problems around human resource development, especially faculty members and needed to pay more attention to their SHRM practices. And (Kaçmaz & Serinkan, 2014) find that the presence of successful practices in human resources can make up for deficiencies in ISES, which then invests in people and education to bring it into the future through the current management of teachers and managers. (Allui & Sahni, 2016) observed that the universities studied had a strong level of SHRM awareness although the case study in Saudi higher education faced major problems around human resource development, especially faculty members and needed to pay more attention to their SHRM practices. And (Kaçmaz & Serinkan, 2014) find that the presence of successful practices in human resources can make up for deficiencies in ISES, which then invests in people and education to bring it into the future through the current management of teachers and managers. (Allui & Sahni, 2016) observed that the universities studied had a strong level of SHRM awareness although the case study in Saudi higher education faced major problems around human resource development, especially faculty members and needed to pay more attention to their SHRM practices. And (Allui & Sahni, 2016) find that the presence of successful practices in human resources can make up for deficiencies in ISES, which then invests in people and education to bring it into the future through the current management of teachers and managers.

The articles reviewed closely match the background established by other research devoted to the topic of SHRM. One of the core principles of SHRM is to regard employees not as human resources but as qualities and capacities that can be a source of competitive advantage for an organization (Leopold & Harris, 2009). This employee capacity, which includes knowledge, skills, talents, and abilities, is usually referred to as human capital (Boon, et al., 2017).

What is most interesting to me is that the current state of SHRM research is imperfect as research ignores global HR issues that are widely applied in corporations. Because the principles of HR management are basically equivalent in both corporate and educational institutions, all that remains is to make adjustments according to the

needs of the organization. To the extent understood by the authors of the reviewed articles, the authors wish to point out that SHRM is related to all organizational levels, from individuals to entire industries. However, the entire argument the researchers were trying to make seemed unclear to the authors of the articles reviewed.

The authors of the articles reviewed note that scholars are very concerned about applying research results to practitioners. The authors of the reviewed articles share this concern because the authors of the reviewed articles believe that research should be aimed at providing feasible solutions to the problems HR managers face in their practice. Therefore, if the reviewer had the opportunity to ask three questions of the author, the reviewer's questions would be related to the relationship between research and practice. First, the authors of the reviewed articles will ask whether it is possible to conduct context-specific research that will help develop context-specific HR strategies in Indonesian educational institutions. The second question from the authors of the reviewed articles is the following: if such research is possible, are the results generalizable to a particular context? Finally, the authors of the reviewed articles will ask, to what extent is it practicable and ethical to examine the application and impact of certain HR practices in educational institutions, especially in the private sector

4. Conclusion

Implementation of SHRM in educational institutions is intended to align HR practices with the strategic objectives of the institution, as well as achieve consistency between these practices. Researchers found the implementation of human resource management in different educational institutions in several countries but have in common that managing education requires a combination of consultative, collegial approaches and strong human resource management. The articles reviewed treat the topic of SHRM differently, but, overall, they identify existing gaps in SHRM research and point to the importance of aligning HR practices with organizational objectives particularly in the management of core teachers and managers.

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