

Maintaining Teacher Performance and Motivation: Challenges and Strategies for Human Resource Management in the Education Sector

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ABSTRACT

Teachers need recognition and gratitude for their efforts and guidance and help to improve their performance. The purpose of this study is to analyze the challenges and strategies for human resource management in education to maintain teacher performance and motivation. The research uses a systematic literature review method. The database used in this study is Scopus. Data collection involves 260 publication documents in total. Limitations are made to select better data, in which case only documents from final articles using English. Data was obtained after the limitation of 196 publication documents. Data analysis is performed using NVivo software. Results show that efficient human resource management (SDM) strategies in the process of maintaining educational performance and motivation are essential and difficult to execute effectively. To succeed in overcoming these obstacles, human resource management must adopt strategies that include all of them and demonstrate sensitivity to the specific requirements of each educator. Then educational institutions must be able to develop an atmosphere that encourages, motivates, and maintains high-performing teachers when they execute efficient plans for human resource management (HDM).

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1. INTRODUCTION

Teacher performance and motivation are critical to achieving quality educational goals in the education sector. However, there has been an alarming decline in teacher performance and motivation in recent years (Dickhäuser, Janke, Daumiller, & Dresel, 2021; Hughes, Wu, & West, 2011; Tambunan, Sinaga, & Widada, 2021). This can negatively affect students' learning outcomes and overall educational system progress (Ahmad, Shamsuddin, & Abu Seman, 2018; Amtu, Makulua, Matital, & Pattiruhu, 2020; Tambunan et al., 2021). Therefore, it is important for us to understand the

origin of problems affecting teachers' performance and motivation and to devise strategies to overcome these obstacles.

Heavy workload is one of the problems affecting teachers' performance and motivation. In addition to preparing study materials, teaching in class, correcting tasks, and engaging in extracurricular activities, teachers often face complex demands (Ratnasari, Sutjahjo, & Adam, 2020; Suratman, Wulandari, Nugraha, & Narmaditya, 2020; Suriagiri, Akrim, & Norhapizah, 2022). All of this can lead to physical and mental fatigue that negatively affects teacher motivation and performance (Chakraborty & Biswas, 2019; Maslach & Leiter, 2016; Purwanto, 2020). In addition, less conducive working conditions can also be a factor in the teacher's performance and motivation problems. Some schools are struggling with inadequate infrastructure, facilities, and classroom conditions (Dickhususer et al., 2021; Suriagiri et al., 2022). This inconvenience can disrupt teachers' concentration and spirit in performing their duties, as well as reduce their job satisfaction (Leit pero, Pereira, & Gonçalves, 2019; Phytanza & Burhaein, 2020; Suratman et al., 2020).

The lack of support and recognition from human resources management (SDM) in the education sector is a further challenge to maintaining teacher performance and motivation (Purwanto, 2020; Ratnasari et al., 2020; Suratman et al., 2020; Suriagiri et al., 2022). Often, teachers do not receive adequate recognition for their efforts and achievements, and they feel they are not listened to when they have concerns or complaints about their working conditions (Fabelico & Afalla, 2020; Phytanza & Burhaein, 2020). This can lead to considerable frustration and demotivation. Changes in educational policy can also cause problems affecting teachers' performance and motivation. When there is a change in the curriculum, teaching method, or student assessment, teachers are often faced with new challenges and must immediately adjust (Hameed & Khwaja, 2023; Leitoo et al., 2019; Maslach & Leiter, 2016; Su, Pu, Yadav, & Subramnaiyan, 2022). If teachers lack the resources and training necessary to adapt to these changes, they may feel overburdened and lose motivation to provide the best education to their students (Nature, 2021; Han & Yin, 2016; Heyder, Weidinger, Cimian, & Steinmayr, 2020).

In some cases, the lack of opportunities for professional development also causes problems maintaining teacher performance and motivation. Teachers who do not have the opportunity to develop skills and knowledge can constantly lose motivation and become mired in their daily routines (Chakraborty & Biswas, 2019; Darling-Hammond, Hyler, & Gardner, 2017; Hameed & Khwaja, 2023; Han & Yin, 2016; Leitoo et al., 2019). Human resources management (SDM) strategies can be used to maintain and improve teachers' performance and motivation in response to these challenges (Ahmad et al., 2018; Chakraborty & Biswas, 2019). First and foremost, educational institutions provide teachers with continuous training and professional development programs (Abad, 2013; Darling-Hammond et al., 2017; Fabelico & Afalla, 2020; Purwanto, 2020). This will help teachers improve their skills and knowledge and provide an opportunity to update their teaching techniques.

In addition, education management must provide teachers with a pleasant and conducive working environment. This includes the provision of adequate facilities, recognition of achievements, and decision-making approaches involving teachers in the policymaking process (Gibson & Dembo, 1984; Leito et al., 2019; Mailool, Retnawati, Rogahang, Weol, & Waney, 2020). It is also important to give teachers constructive and regular feedback to maintain their performance and motivation (Nature, 2021; Han & Yin, 2016). Teachers need recognition and gratitude for their efforts, as well as guidance and assistance to improve their performance.

Teachers should also take care to maintain a healthy work-life balance. Maintaining teachers' health and motivation requires policies that encourage flexible work schedules, proper rest intervals, and chances for mental and physical refreshment. (Allen, Gray, Baumeister, & Leary, 2022; Chakraborty & Biswas, 2019; Hameed & Khwaja, 2023; Leitoo et al., 2019). Finally, collaboration between teachers, school administration, and the educational community can help overcome the fundamental barriers to maintaining teacher performance and motivation (Jamieson & Thomas, 1974;

Lillejord & Bürte, 2016). By collaborating, they can develop comprehensive and long-term strategies to improve teachers' working conditions, foster high motivation and performance, and realize better educational goals. This study answers the problem of the formulation of human resource management strategies and the challenges faced in their implementation by teachers.

2. METHODS

2.1 Identify research topics

This study is a comprehensive overview of previous studies. According to Kitchenham (2004) and Okoli & Schabram (2010), a systematic literature review is an in-depth analysis of research findings. The review has two main objectives: the first is to identify, categorize, and evaluate the effectiveness of the review. and summarize existing research on effective human resource management strategies that help maintain the performance and motivation of teachers working in the field of education; the second is identifying the challenges faced in implementing effective human resource management strategies for teachers and opportunities for future research. The systematic literature study stages of the documentation for the review process can be found below.

2.2 Research questions

The following is a list of research questions specifically addressed by this study:

RQ1: How effective are human resource management strategies in helping to maintain teacher performance and motivation in education?

RQ2: What are the challenges faced in implementing effective human resource management strategies for teachers?

2.3 Information source search and selection

Guidelines on how to organize search processes can be found in Webster & Watson (2002), Kitchenham et al. (2009), and Okoli & Schabram (2010). These guidelines are used to configure the search process (table 1).

Table 1. Search keywords in the Scopus database

Subject	Results
Search keywords	TITLE-ABS-KEY ("Teacher Performance" AND "Motivation" OR "Challenges" OR "Strategies for Human Resource Management" OR "Education Sector") AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (SRCTYPE , "j"))

Teacher Performance" AND "Motivation" OR "Challenges" OR "Strategies for Human Resource Management" OR "Education Sector" is the term sought in this study (Figure 1). Finding papers whose quality is supported by research is the main goal here. Since significant contributions are usually included first in journals, researchers begin research by examining publication archives in the Scopus database. We selected related articles from the categories Teacher Performance, Motivation, Challenges, Human Resource Management Strategy, and Education Publication. In total, we traced 260 documents in the Scopus database. We put our limits on ourselves and will only accept submissions in the form of complete journal articles written in English. After the data limitation was carried out, 196 documents were collected. In accordance with the suggestions given by Webster & Watson (2002), we also examined the quotations found in the papers found at an earlier stage.

Scopus

Search Sources SciVal

The new, enhanced version of the search results page is available. Try the new version

260 document results

TITLE-ABS-KEY ("Teacher Performance" AND "Motivation" OR "Challenges" OR "Strategies for Human Resource Management" OR "Education Sector")

Edit Save Set alert

Search within results...

Refine results

Limit to Exclude

Open Access (91)

Documents Secondary documents Patents View Mendeley Data (210515)

Analyze search results Show all abstracts Sort on: Date (newest)

All CSV export Download View citation overview View cited by Save to list

Document title	Authors	Year	Source	Cited by
The Influence of Servant Leadership on	Anshori, I. I., Titicari, P., Setiawati,	2023	Quality - Access to Success	0

Figure 1. Data search results via the Scopus database

2.4 Data Analysis and Processing

There are 15 articles that have met the needs of further research and can be analyzed. The next step is to analyze the data that has been obtained and determine whether it meets the criteria. This will take the process to the next stage. The researcher detected the main code found in this study by using the NVivo program while conducting data analysis. It has been proven by Bazeley & Jackson (2013) and Brandoo (2015) that NVivo is an efficient tool for managing and evaluating qualitative research data content. Therefore, the researchers behind this study decided to conduct an analysis based on the following procedures: (1) encoding data; (2) verifying and purging data; (3) collecting data; (4) making data requests; and (5) analyzing data. Researchers rely on the Nvivo program to help them perform accurate analysis of the data they collect.

3. FINDINGS AND DISCUSSION

In this section, the findings from the review will be presented. The answers to our research questions are presented and discussed below.

3.1. RQ1: Effective human resources management strategies for helping to maintain teachers' performance and motivation in the education sector

Human resource management (SDM) strategies that are effective in maintaining educational performance and motivation include the following:

Sustainable Professional Development: Providing teachers with opportunities to attend regular training, workshops, or vocational development programs can help them improve their skills, knowledge, and understanding of education. By improving their competence, teachers will feel more confident and motivated to provide quality instruction (Darling-Hammond, 2017; Darling-Hammond et al., 2017; Gibson & Dembo, 1984; Harris & Sass, 2011; Szumski & Karwowski, 2019).

Recognition and Appreciation: Recognizing and appreciating teachers' achievements and efforts is essential to maintaining their motivation. Human resources management must actively reward teachers who achieve good performance, achieve targets, or make real contributions to school development. This can be done through awards, certificates of appreciation, or public recognition (Han & Yin, 2016;

Hughes et al., 2011; Ratnasari et al., 2020; Spruyt et al., 2021). Constructive Feedback: Providing constructive and sustainable feedback to teachers is an important strategy for maintaining their performance. HR management should involve teachers in the performance evaluation process, provide clear feedback on strengths and areas for improvement, and provide guidance for further development (Montgomery & Baker, 2007; Ramani & Krackov, 2012; Suratman et al., 2020).

Coaching and Mentoring: Building a coaching relationship between more experienced teachers and instructors or school management can provide the support, direction, and guidance needed to improve teacher performance and motivation. Through coaching and mentoring, teachers can gain new insights, find emotional support, and feel supported in their professional development (Ellis, Alonzo, & Nguyen, 2020; Hobson, Ashby, Malderez, & Tomlinson, 2009). Work-Life Balance in Harmony: Human Resources Management must ensure a healthy balance between job demands and teachers' personal needs. Managing reasonable workloads, providing flexibility in work schedules, and encouraging healthy stress management practices will help teachers stay motivated and maintain their well-being (Miryala & Chiluka, 2012; Phytanza & Burhaein, 2020; Silva & Fischer, 2020).

Participation in Decision Making: Engaging teachers in decision-making processes related to school policy and curriculum changes can increase their sense of ownership and motivation. Teachers who feel they have a voice and are involved in decision-making will feel more actively involved in dealing with challenges and finding solutions (Brezicha, Ikoma, Park, & LeTendre, 2020; Cain, Brindley, Brown, Jones, & Riga, 2019; Wayman, 2005). Fulfillment of Career Needs and Long-Term Development: It is the responsibility of HR management to create opportunities for educators to advance their careers in class. This may include access to leadership development programs, promotions, or other possibilities for further professional growth. Teachers will feel compelled to continue their professional development if they are given a clear career path and long-term growth possibility (Dickhususer et al., 2021; Hughes et al., 2011; Mailool et al., 2020; Phytanza & Burhaein, 2020).

Collaborative Learning and Collaborative Collaboration: Teachers' levels of motivation and outcomes can be improved if they are given more opportunities to collaborate with each other, both within the teaching team and through the professional learning community. Teachers can help each other overcome the obstacles they face, share experiences, ideas, and best practices with each other, and collaborate to do so (Amtu et al., 2020; Gibson & Dembo, 1984; Leitoo et al., 2019; Szumski & Karwowski, 2019). A Supportive Work Environment: In maintaining teacher efficacy and motivation, one of the most important factors is to create a friendly and encouraging work environment. Human resources management must ensure adequate facilities, effective administrative assistance, and a healthy working climate. As part of this, a culture of mutual trust, respect for other points of view, and collaborative efforts must be built (Spruyt et al., 2021; Timmermans et al., 2016).

Wise Conflict Management: Conflicts have the potential to disrupt teachers' performance and motivation. As a result, human resource management must be able to handle conflicts intelligently, help teachers communicate well with each other, and seek solutions that benefit all parties involved. An inclusive approach and fair settlement of disputes will help maintain a harmonious and highly motivated working relationship (Cain et al., 2019; Miryala & Chiluka, 2012; Ramani & Krackov, 2012; Tambunan et al., 2021). Wise Conflict Management: Conflicts have the potential to disrupt teachers' performance and motivation. As a result, human resource management must be able to handle conflicts intelligently, help teachers communicate well with each other, and seek solutions that benefit all parties involved. An inclusive approach and fair settlement of disputes will help maintain a harmonious and highly motivated working relationship (Cain et al., 2019; Miryala & Chiluka, 2012; Ramani & Krackov, 2012; Tambunan et al., 2021).

Educational institutions should be able to create an atmosphere that encourages, motivates, and maintains high-performance instructors when they execute efficient plans for human resource management (Ahmad et al., 2018; Chakraborty & Biswas, 2019). This will have a beneficial effect on

the overall quality of education provided, strengthen the education system, and achieve better goals in developing innovative and productive learning environments.

3.2 RQ2: challenges faced in implementing effective human resource management strategies in teachers

Several obstacles may be encountered, including during the process of implementing efficient human resource management (HDM) strategies for educators. Figure 2 shows the results of an analysis performed using NVivo. The sub-themes are described as follows:

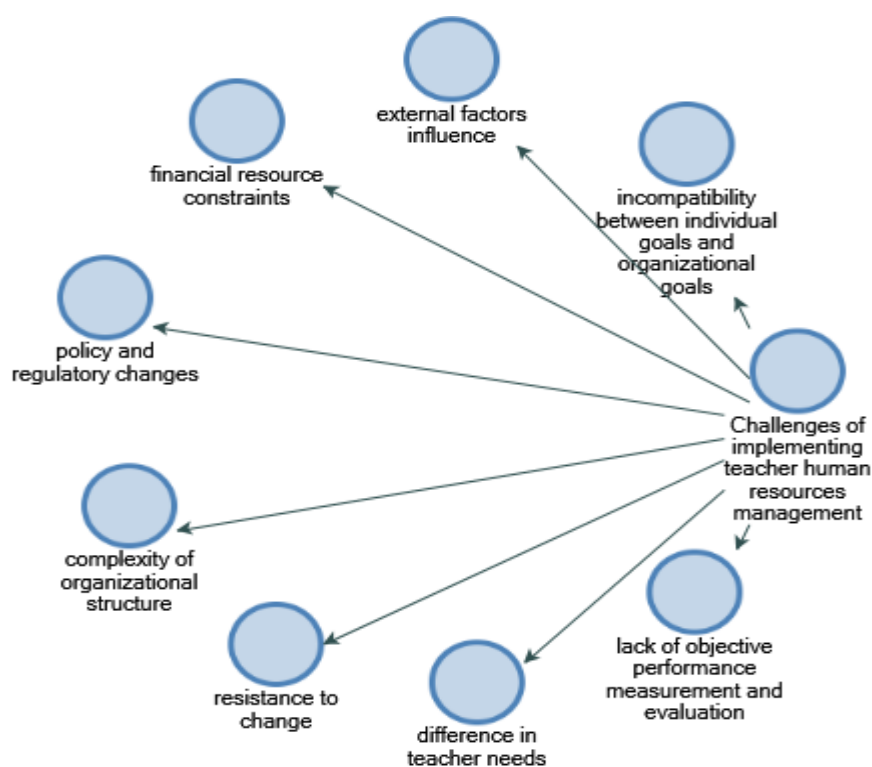


Figure 2. Main Theme Network NVivo Coding Results

Financial Resource Limitations: One of the most significant obstacles is the lack of financial resources, which can make it difficult for educational institutions to provide appropriate professional development, training, and incentives for instructors (Ahmad et al., 2018; Chakraborty & Biswas, 2019). This is one of the main problems. Because of this obstacle, the management capacity of human resources to offer essential support and motivation to maintain teacher efficacy can be negatively affected (Han & Yin, 2016; Phytanza & Burhaein, 2020). **Policy and Regulatory Changes:** Efficient implementation of human resource management plans can be complicated by periodic adjustments made to education policies and laws. Teachers and those responsible for human resources management need to adapt to this development and have a strong understanding of what it means for human resources management practices. This task requires in-depth knowledge of relevant policies and the flexibility to react quickly to changing circumstances (Chakraborty & Biswas, 2019; Heneman III & Milanowski, 2004).

Differences in Teacher Needs: Each educator has a unique set of requirements and tendencies. The difficulty lies in understanding the specific requirements of each educator and producing a human resources management solution that is able to meet these requirements satisfactorily (Phytanza & Burhaein, 2020; Purwanto, 2020; Szumski & Karwowski, 2019). To effectively manage this diversity, a customizable and individual approach is needed for the implementation of human resources management solutions (Ahmad et al., 2018; Heneman III & Milanowski, 2004). **Resistance to**

Change: Changes in corporate culture, work structure, or old management practices are often required to facilitate successful implementation of the human resources management plan (Annisa, Akrim, & Manurung, 2020; Heneman III & Milanowski, 2004). The reluctance to change on the part of teachers and other staff members presents difficulties that must be overcome. Human resources management needs to overcome this aversion by using effective communication, a comprehensive understanding of teachers' needs and concerns, and change management strategies that emphasize participation (Nature, 2021; Darling-Hammond et al., 2017).

Lack of Objective Performance Measurement and Evaluation: Another challenge is the lack of objective performance measurement and evaluation to identify strengths and areas for teacher performance improvement (Amtu et al., 2020; Chakraborty & Biswas, 2019; Purwanto, 2020; Sue et al., 2022; Szumski & Karwowski, 2019). Without proper monitoring and evaluation, implementing effective human resources management strategies can be difficult. It is important to have a good performance evaluation system that allows objective measurement and provides constructive feedback to teachers (Chakraborty & Biswas, 2019; Sub-Seal, 2022).

Incompatibility between individual goals and organizational goals: Another obstacle to overcome is the mismatch between the individual goals of teachers and organizational goals. It is possible that teachers have various priorities and reasons to do what they do, and the task of the human resources management team is to develop ways to effectively integrate individual goals with the organization's overall vision and mission (Harris & Sass, 2011; Leit et al., 2019; Miryala & Chiluka, 2012). Implementation of an efficient human resource management plan needs to address a number of problems, including the management of expectations and the creation of links between individual aspirations and mutually beneficial corporate goals. This can be achieved through open and transparent communication, good career development, and the provision of growth opportunities tailored to the specific needs of each employee (Allen et al., 2022; Cain et al., 2019; Darling-Hammond, 2017; Silva & Fischer, 2020).

Complexity of Organizational Structure (Cain et al., 2019; Chakraborty & Biswas, 2019; Leitoo et al., 2019; Miryala & Chiluka, 2012; Ratnasari et al., 2020): Applying an efficient approach to human resource management can be difficult when organizations have overly complex and bureaucratic structures. Efficiency in human resource management can be hindered by the presence of multiple hierarchical layers, convoluted procedures, and delayed decision-making. To aid in the successful implementation of strategic plans, human resources management needs to ensure that the organizational structure is flexible and strives to streamline the decision-making process.

Influence of External Factors: Another obstacle to overcome is the influence of external factors that may affect teacher performance and motivation. These influences include the social and economic situation, community needs, and changes in national policy (Phytanza & Burhaein, 2020; Purwanto, 2020; Szumski & Karwowski, 2019). Human resource management must be able to recognize these aspects and devise responsive and adaptive ways to address the effects of these factors on teacher performance and motivation (Darling-Hammond et al., 2017; Ramani & Krackov, 2012; Ratnasari et al., 2020).

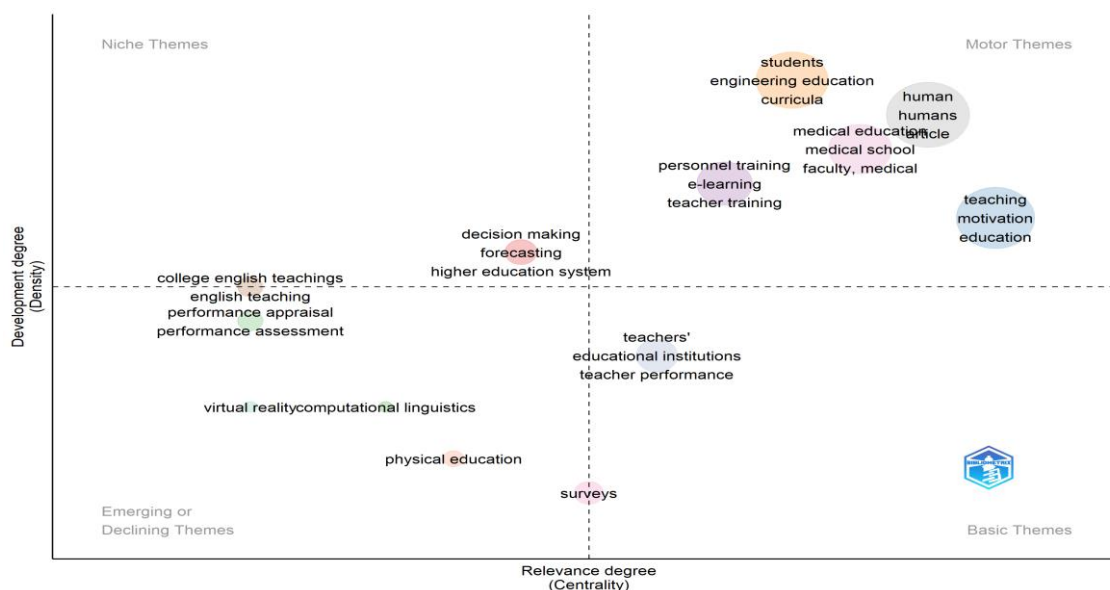


Figure 3. Future themes that are still in demand

To address this problem and practice an efficient human resources management plan, requires a holistic, sustainable, and mainstream approach to each educator's needs (Ahmad et al., 2018; Chakraborty & Biswas, 2019). In order for the management of human resources to support the best performance and motivation of teachers, they need to pay attention to the dynamics of business, establish strong relationships with teachers, and always try to improve the management process of human resources (Annisa et al., 2020; Heneman III & Milanowski, 2004; Hughes et al., 2011). Based on this study, there are several recommendations on research topics that are considered to be of interest in the future. Figure 3 shows the themes that are still expected to be examined based on analysis using Rstudio. Some of these themes include students engineering education, curricula, medical education, medical school, training personnel, e-learning, teacher training, teaching, motivation, and education.

4. CONCLUSION

The previous discussion led us to conclude that efficient human resource management (SDM) strategies in maintaining educational performance and motivation are essential and difficult to implement effectively. To successfully implement this strategy, there are a number of obstacles that must be overcome. These obstacles include limited financial resources, changing policies and regulations, varying needs among teachers, resistance to change, a lack of objective performance measurement and evaluation, a mismatch between individual goals and organizational goals, complex organizational structures, and the influence of external factors. To succeed in overcoming these obstacles, human resource management must adopt strategies that include all of them and demonstrate sensitivity to the specific requirements of each educator. Strategies such as continuing professional development, recognition and appreciation, providing constructive feedback, coaching and mentoring, maintaining a healthy balance of work life, participating in decision-making, meeting long-term career and development needs, collaboration and collaborative learning, workplace environmental support, wise conflict management, and understanding changes in education are all applicable strategies.

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