

**HUMAN RESOURCE MANAGEMENT OF ADMINISTRATORS
IN NO.19 MIDDLE SCHOOL OF ZHENGZHOU
UNDER HENAN PROVINCE**

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Abstract

The objectives of this research were: (1) to study the level of human resource management of administrators in No.19 Middle School of Zhengzhou under Henan Province; (2) are the teacher's perceptions of personnel administration in No.19 Middle School of Zhengzhou under Henan Province classified by work experience and educational level .

The research methodology was survey research. The population consisted of 270 teachers in No.19 Middle School of Zhengzhou under Henan Province, the People's Republic of China. The sample consisted of 159 teachers. The sample size was determined by Krejcie and Morgan's Table and obtained by simple random sampling technique. The instrument used for data collection was a five-point rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, and t-test.

Major findings: (1) human resource management of administrators in No.19 Middle School of Zhengzhou under Henan Province, overall and in each aspect was at a high level; (2) comparison of human resource management of administrators in No.19 Middle School of Zhengzhou under Henan Province, classified by work experience and educational level, overall and in each aspect were not different.

Keywords: Human Resource Management, Administrators, No.19 Middle School of Zhengzhou, Henan Province

Introduction

Human Resource Management (HRM) has become increasingly vital in educational settings to ensure the efficient administration and overall success of schools. HRM practices directly influence various aspects of educational institutions, including teacher performance, student outcomes, and operational efficiency. The No.19 Middle School of Zhengzhou, located in Henan Province, provides a significant case for examining how HRM practices can be optimized to improve administrative functions and educational achievements. The primary objective of HRM in schools is to attract, develop, and retain skilled educators who are essential for delivering high-quality education. Effective HRM practices allow schools to adapt to evolving educational demands and maintain a high standard of teaching and

learning. Administrators play a pivotal role in implementing HRM policies and creating an environment conducive to staff performance and satisfaction. In China, the rapid evolution of the educational landscape, driven by reforms emphasizing accountability, transparency, and efficiency, underscores the need for robust HRM practices. Schools such as No.19 Middle School face challenges in teacher recruitment, retention, professional development, and performance management, which are critical areas for sustaining educational excellence (Wang et al., 2022).

In conclusion, the effective management of human resources is essential for educational institutions to thrive. Implementing comprehensive HRM practices not only strengthens teaching and learning but also promotes a positive school culture and supports institutional objectives. For No.19 Middle School, optimizing HRM is a necessary step toward sustaining educational excellence and addressing the demands of a dynamic educational environment. This research contributes to the growing body of knowledge in HRM and serves as a resource for administrators seeking to enhance their HRM frameworks.

Research Objectives

1.To study the level of Human Resource Management of Administrators in No.19 Middle School of Zhengzhou under Henan Province.

2.Are the teacher's perceptions of personnel administration in No.19 Middle School of Zhengzhou under Henan Province classified by work experience and educational level .

Conceptual Framework

In this research, the researchers the concepts of Bernadine (2009) concept in Human Resource Management. Define a conceptual framework for the Human Resource Management of the administrators in No.19 Middle School of Zhengzhou under Henan Province, as shown in Figure 1:

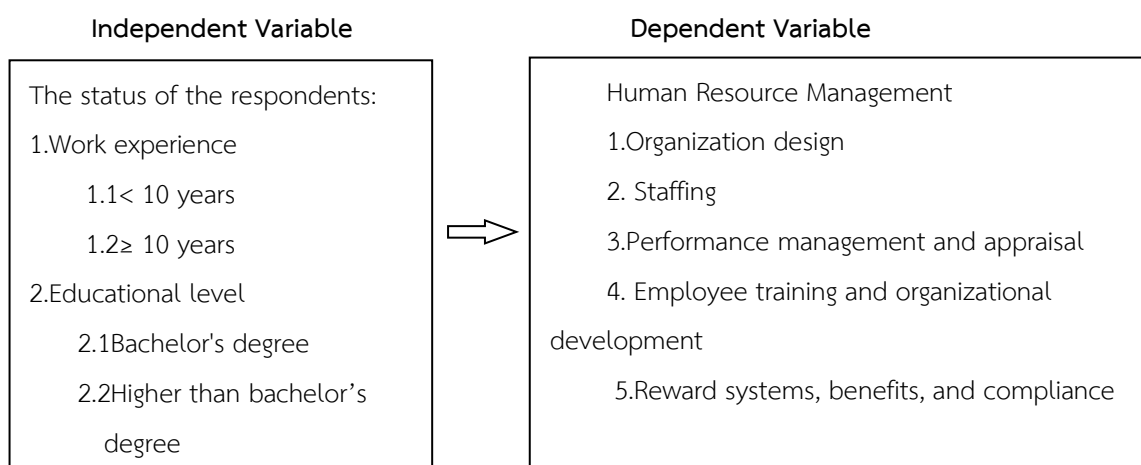


Figure 1 – Research Framework

Methods of conducting research

Population: The population were teachers' No.19 Middle School of Zhengzhou under Henan Province in year 2024 consisted of 270 teachers.

Sample: The sample consisted of 159 teachers' No.19 Middle School of Zhengzhou under Henan Province, the sample size is determined by the table of Krejcie & Morgan's table (1970) and was obtained by simple random sampling.

Research instruments

The instrument used in this study was a questionnaire. This questionnaire is divided into three parts as follows:

Part 1: Questionnaire about the general information of the respondents.

Part 2: The questionnaire on Human Resource Management of the administrators in No.19 Middle School of Zhengzhou under Henan Province, consists of five aspects: 1) Organization design 2) Staffing 3) Performance management and appraisal 4) Employee training and organizational development and 5) Reward systems, benefits, and compliance.

Data analysis

This research title was "Human Resource Management of the administrators in No.19 Middle School of Zhengzhou under Henan Province". The objectives: (1) to study the level of Human Resource Management of the administrators in No.19 Middle School of Zhengzhou under Henan Province (2) Are the teacher's perceptions of personnel administration No.19 Middle School of Zhengzhou under Henan Province. classified by work experience and educational level.

Data analysis results

Table 1 General information of the respondents:

(n=159)

| General Information | Frequency | Percentage |
|------------------------------|-----------|------------|
| 1.Educational Level | | |
| 1.1 Bachelor's degree | 112 | 70.40 |
| 1.2 Higher Bachelor's degree | 47 | 29.60 |
| Total | 159 | 100 |
| 2. Work Experience | | |
| 2.1 < 10 years | 92 | 57.90 |
| 2.2 ≥ 10 years | 67 | 42.10 |
| Total | 159 | 100 |

Table 1 was found that the teachers of No.19 Middle School of Zhengzhou under Henan Province human resource management level had the respondents had a bachelor's degree 112 people representing 70.40, and 92 people have less than 10 years of work experience, representing 57.90.

Table 2: Show the Mean, Standard Deviation, and level of the human resource management of the administrators in No.19 Middle School of Zhengzhou under Henan Province, overall and in each aspect (n=205)

| No. | Learning organization of administrators | \bar{X} | S.D. | Level |
|-------|--|-----------|------|-------|
| 1 | Organization design | 4.19 | 0.31 | High |
| 2 | Staffing | 4.27 | 0.32 | High |
| 3 | Performance management and appraisal | 4.14 | 0.31 | High |
| 4 | Employee training and organizational development | 4.05 | 0.36 | High |
| 5 | Reward systems, benefits, and compliance | 4.12 | 0.31 | High |
| Total | | 4.15 | 0.15 | High |

Table 3: Comparison of human resource management of the administrators in No.19 Middle School of Zhengzhou under Henan Province, classified by work experience level, overall aspect. (n=159)

| Human resource management | Educational level | | | | | | t | Sig. |
|--|-------------------|-----------|------|-------------------------------|-----------|------|--------|-------|
| | Bachelor's degree | | | Higher than bachelor's degree | | | | |
| | N | \bar{X} | S.D. | N | \bar{X} | S.D. | | |
| 1.Organization design | 92 | 4.22 | 0.31 | 67 | 4.15 | 0.30 | 1.384 | 0.168 |
| 2.Staffing | 92 | 4.26 | 0.30 | 67 | 4.28 | 0.33 | -0.344 | 0.731 |
| 3.Performance management and appraisal | 92 | 4.17 | 0.31 | 67 | 4.09 | 0.28 | 1.727 | 0.086 |
| 4.Employee training and organizational development | 92 | 4.04 | 0.40 | 67 | 4.07 | 0.28 | -0.650 | 0.517 |
| 5.Reward systems, benefits, and compliance | 92 | 4.17 | 0.29 | 67 | 4.05 | 0.31 | 2.514* | 0.013 |
| Total | 92 | 4.17 | 0.14 | 67 | 4.13 | 0.15 | 1.858 | 0.065 |

Table 2 was found that the administration human resource management of the administrators in No.19 Middle School of Zhengzhou under Henan Province: overall and in each aspect at a high level ($\bar{X} = 4.15$). Considering and in each aspect, it was found that all aspects were at a high level. Staffing had the highest mean ($\bar{X} = 4.27$), followed by Organization design ($\bar{X} = 4.19$), and Employee training and organizational development had the lowest mean ($\bar{X} = 4.05$).

Table 3: t-test, teachers with different educational levels came to recognize the administration Human resource management in No.19 Middle School of Zhengzhou under Henan Province, classified by work experience level, overall was not different but reward systems, benefits, and compliance in the aspect different was statistically significant at the .05 level.

Table 4: Comparison of learning organization management of administrators in Baoding Preschool Teachers College under Hebei Province, classified by work experience level, overall aspect. (n=205)

| Administration learning organization | Work Experience | | | | | | t | Sig. |
|--|-----------------|-----------|------|-----------|-----------|------|-------|------|
| | < 10 years | | | ≥10 years | | | | |
| | N | \bar{X} | S.D. | N | \bar{X} | S.D. | | |
| 1. Systems Thinking | 112 | 3.88 | 0.99 | 93 | 3.87 | 0.99 | 0.06 | 0.95 |
| 2. Personal Mastery | 112 | 3.92 | 0.90 | 93 | 3.98 | 0.82 | -0.55 | 0.58 |
| 3. Mental Model | 112 | 3.91 | 0.93 | 93 | 3.92 | 0.95 | -0.04 | 0.96 |
| 4. Shared Vision | 112 | 3.85 | 0.95 | 93 | 3.77 | 1.04 | 0.59 | 0.56 |
| 5.Team Learning | 112 | 3.87 | 0.91 | 93 | 3.79 | 0.99 | 0.56 | 0.58 |
| Total | 112 | 3.89 | 0.67 | 93 | 3.87 | 0.70 | 0.19 | 0.85 |

Table 4: t-test, teachers with different work experience came to recognize the administration learning organization management in Baoding Preschool Teachers College under Hebei Province, classified by work experience, overall was not different.

Discussion

Based on the research objectives, the discussion will be presented as follows:

1. Discussion about major findings of objective 1

The study found that the overall level of human resource management among administrators at No.19 Middle School of Zhengzhou under Henan Province, was high across all assessed dimensions. Among these, staffing emerged as the most effective area, followed by organization design, whereas employee training and organizational development had the lowest mean score. The high performance in staffing may be attributed to the school's well-established recruitment policies, structured hiring processes, and emphasis on retaining qualified personnel. These findings align with Zhang (1999), who

emphasized that well-managed staffing practices contribute to institutional stability and enhance overall educational quality.

(1) Organization Design was implemented at a high level, signifying that administrators effectively manage the structure and interdependent components of the institution. This aligns with Zhang (2015), who highlighted that fostering a systems-thinking approach within educational institutions strengthens administrative efficiency and responsiveness to evolving challenges. The administrators' ability to integrate various organizational elements efficiently enables them to maintain operational coherence and support institutional objectives. These findings also align with Liu (2021), who demonstrated that systems thinking within educational institutions contributes to strategic problem-solving and enhances institutional adaptability. Liu's study found that when administrators adopt a holistic perspective, they are better equipped to anticipate and address educational reforms effectively. Similarly, the administrators at No.19 Middle School demonstrated a structured approach to organization design, ensuring seamless coordination and efficient decision-making processes.

(2) Staffing the study identified staffing as the highest-rated HRM component, reflecting the school's ability to recruit, allocate, and retain skilled educators. The strongest aspect within staffing was the ability to transfer knowledge effectively, fostering a culture of mentorship and professional collaboration. This is consistent with Li and Chen (2020), who found that effective staffing strategies in educational institutions are closely linked to improved instructional quality and student outcomes. However, while the recruitment and retention of qualified teachers were rated highly, areas such as staff development for innovation and interpersonal communication were rated comparatively lower. This suggests that while the institution excels in talent acquisition, further efforts are required to enhance professional development programs that encourage innovative teaching methods.

(3) Performance Management and Appraisal were also found to be at a high level. The highest-rated aspect was the ability of administrators to facilitate self-directed learning among staff, encouraging continuous professional development. This finding is consistent with research by Chen and Huang (2021), who highlighted that a well-structured performance evaluation system enhances teacher motivation and commitment to student success. However, areas requiring improvement include fostering adaptability to new perspectives and encouraging personnel to view workplace challenges as opportunities for professional growth. Leithwood and Jantzi (2006) emphasized that transformational leadership plays a crucial role in promoting reflective practice among educators, a component that could be further integrated into the school's HRM practices to enhance adaptability and continuous improvement.

(4) Employee Training and Organizational Development despite being rated at a high level, employee training and development had the lowest mean among all HRM dimensions, indicating a relative weakness compared to other HRM aspects. The highest-rated element within this category was the ability of personnel to align institutional vision with professional practices, reinforcing a strong commitment to organizational goals. Nonetheless, lower scores were observed in structured knowledge-

sharing initiatives and inclusive participation in institutional vision development. These findings align with Wang (2018), who emphasized that for professional development initiatives to be effective, they must be interactive, contextually relevant, and supported by leadership. The results suggest that while training opportunities exist, a more structured approach to collaborative learning and strategic alignment of development programs with institutional needs would further enhance effectiveness.

(5) Reward Systems, Benefits, and Compliance the study found that reward systems and compliance practices were implemented at a high level. A key strength within this dimension was the encouragement of knowledge-sharing and professional dialogue among educators. This aligns with Watkins and Marsick (1993), who found that organizations fostering open communication and peer collaboration experience higher levels of staff engagement and institutional performance. However, areas requiring further enhancement include the development of collaborative learning networks and structured incentive mechanisms to recognize outstanding contributions. These findings align with Christensen (1997), who highlighted that well-defined reward structures play a crucial role in motivating employees and fostering long-term commitment to institutional success.

2. Discussion about major findings of objective 2

The comparative analysis results from the level of human resource management among administrators at No.19 Middle School of Zhengzhou under Henan Province, classified by education and work experience.

Teachers with different educational levels came to recognize the human resource management of the administrators in No.19 Middle School of Zhengzhou under Henan Province, classified by educational level overall was different performance management and appraisal in the aspect different was statistically significant at the .05 level. Similarly, the study found no significant differences in HRM perceptions among teachers with different educational qualifications. Both bachelor's degree holders and those with higher degrees exhibited comparable levels of satisfaction with HRM practices. This finding aligns with research by Schein (1992), who emphasized that organizational culture plays a greater role in shaping HRM perceptions than individual educational background. The results suggest that HRM policies at No.19 Middle School are designed to accommodate diverse professional backgrounds, ensuring consistent implementation across all personnel.

Teachers teachers with different work experience came to recognize the human resource management of the administrators in No.19 Middle School of Zhengzhou under Henan Province, classified by work experience overall was different. but Work Design not different but reward systems, benefits, and compliance in the aspect different was statistically significant at the .05 level. The analysis revealed no statistically significant differences in HRM perceptions between teachers with different levels of work experience. This suggests that regardless of their tenure, educators share a similar understanding of administrative HRM practices. This finding contrasts with earlier research by Li (2017), who suggested that senior teachers often have higher expectations for professional development and performance

evaluation systems. However, the results indicate that HRM policies at No.19 Middle School are relatively uniform in their application, ensuring that all educators—regardless of experience—receive equitable support and resources.

Recommendations of research

1) Future studies should investigate how HRM principles are applied in a broader range of educational institutions beyond No.19 Middle School of Zhengzhou, including universities, vocational schools, and private institutions. Such comparative research would offer deeper insights into how HRM strategies can be tailored to different institutional structures and educational levels.

2) Conducting longitudinal studies would provide a more comprehensive understanding of how HRM practices influence administrators' leadership effectiveness, teacher job satisfaction, and student academic performance over time. This approach would help identify sustainable HRM improvements and assess their long-term viability.

3) Further research should focus on designing and testing specialized training programs that cater to the distinct needs of educational administrators and faculty members. These programs should be developed in alignment with the challenges and evolving expectations faced by educators in different institutional settings.

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