

INTRODUCTION

Human resource management (HRM) in educational settings has increasingly become a focal point for ensuring the effective administration of schools. HRM practices influence various aspects of educational institutions, including teacher performance, student outcomes, and overall school efficiency. Hubei University of Arts and Science under Hubei Province, under Henan Province, serves as a critical case study for examining how HRM practices can be optimized to enhance administrative functions and educational outcomes. The significance of HRM in schools lies in its ability to attract, develop, and retain competent educators who are essential for delivering quality education. Effective HRM practices ensure that schools can respond to the evolving educational demands and maintain a high standard of teaching and learning. The role of administrators in managing human resources is pivotal, as they are responsible for implementing policies and practices that create a conducive working environment for teachers and staff.

In recent years, there has been a growing recognition of the need for robust HRM practices in educational settings. The global educational landscape is changing rapidly, with increasing demands for accountability, transparency, and efficiency in school administration. In China, educational reforms have emphasized the need for effective HRM practices to improve the quality of education and address the challenges faced by schools in various regions (Wang et al., 2022). The Hubei University of Arts and Science under Hubei Province, like many other schools in China, faces challenges related to teacher recruitment, retention, professional development, and performance management. One of the primary challenges in HRM within educational institutions is the recruitment and retention of qualified teachers. Studies have shown that teacher quality is one of the most significant factors influencing student achievement (Zhang et al., 2020). Therefore, it is crucial for schools to implement

effective recruitment strategies to attract highly qualified educators. Additionally, retention strategies must be in place to ensure that experienced teachers remain in the profession and continue to contribute to student success. At Hubei University of Arts and Science under Hubei Province, addressing these challenges is essential for maintaining high educational standards and improving student outcomes.

Professional development is another critical aspect of HRM in schools. Continuous professional development (CPD) opportunities are necessary for teachers to update their skills and knowledge, adapt to new teaching methodologies, and stay informed about the latest educational trends. Effective professional development programs have been linked to improved teacher performance and student achievement (Li et al., 2021). At Hubei University of Arts and Science, providing comprehensive CPD programs for teachers is vital for fostering a culture of continuous improvement and innovation in teaching practices. Performance management and appraisal systems are also integral components of HRM in educational settings. These systems help administrators evaluate teacher performance, provide constructive feedback, and identify areas for improvement. Effective performance management systems are characterized by clear criteria, regular evaluations, and supportive feedback mechanisms. Research has indicated that performance appraisals that are perceived as fair and constructive can enhance teacher motivation and job satisfaction (Chen & Huang, 2021). At Hubei University of Arts and Science, implementing a transparent and supportive performance management system is crucial for ensuring that teachers are motivated and committed to delivering high-quality education. Employee training and organizational development are essential for building a skilled and competent workforce in schools. Training programs should be aligned with the school's goals and objectives, and should address the specific needs of teachers and staff. Organizational development initiatives, such as team-building activities and leadership training, can enhance collaboration and communication among staff members, leading to a more cohesive and effective school environment (Liu et al., 2020). At the Hubei University

of Arts and Science, investing in employee training and organizational development is necessary for creating a supportive and dynamic educational environment.

Reward systems and compliance are also critical components of HRM in schools. Effective reward systems recognize and reward the achievements and contributions of teachers and staff, thereby enhancing their motivation and job satisfaction. Compliance with educational policies and regulations is essential for maintaining the integrity and credibility of the school (Sun et al., 2020). At the No.19 Middle School of Zhengzhou, developing fair and motivating reward systems and ensuring compliance with educational standards are key to fostering a positive and productive school culture.

The significance of this research lies in its potential to provide valuable insights into the HRM practices at the Hubei University of Arts and Science. By examining the various aspects of HRM, including recruitment, retention, professional development, performance management, employee training, reward systems, and compliance, this research aims to identify best practices and recommend strategies for improving HRM in schools. The findings of this research can contribute to the body of knowledge on HRM in educational settings and provide practical guidance for school administrators in Zhengzhou and beyond.

In conclusion, the effective management of human resources is crucial for the success of educational institutions. HRM practices that focus on recruitment, retention, professional development, performance management, employee training, reward systems, and compliance can significantly enhance the quality of education and the overall functioning of schools. At the Hubei University of Arts and Science, optimizing HRM practices is essential for addressing the challenges faced by the school and ensuring that it can provide a high standard of education to its students. This research aims to contribute to the understanding of HRM in educational settings and provide practical recommendations for school administrators to improve their HRM practices.

Research Objectives

1. To study the level of Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province
2. To compare Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei 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 Hubei University of Arts and Science under Hubei Province as shown in Figure 1:

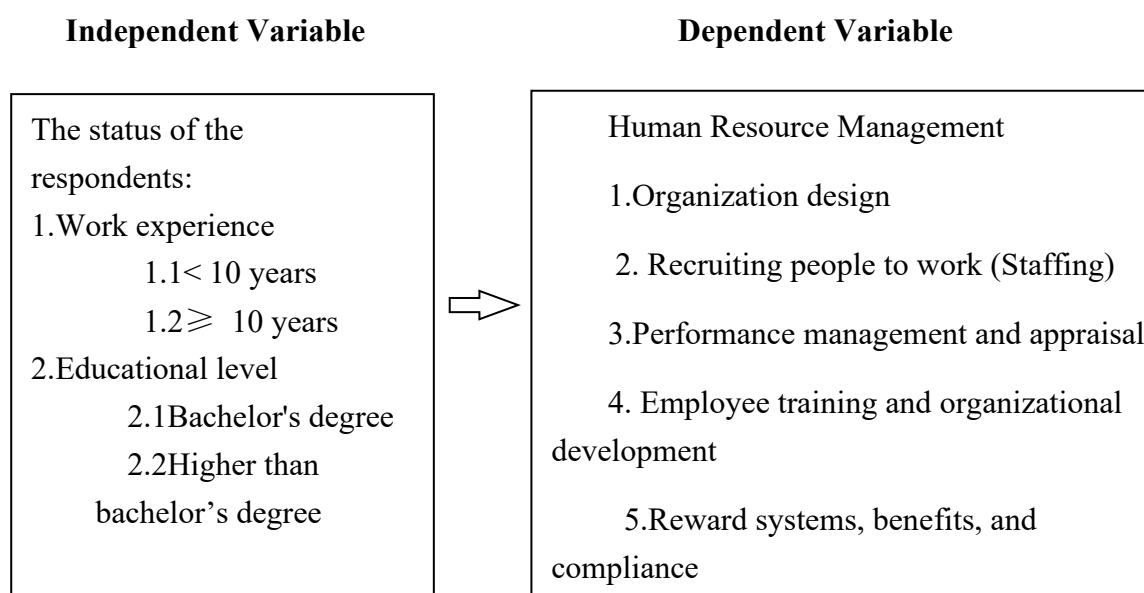


Figure 1 – Research Framework

Methods of conducting research

Population: The population were teachers' Hubei University of Arts and Science under Hubei Province in year 2025 consisted of 860 teachers.

Sample: The sample consisted of 269 teachers' the sample size is determined by 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:

The instrument used in this study was a questionnaire. This questionnaire is divided into two 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 Hubei University of Arts and Science under Hubei 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

3. This research title was “Human Resource Management of the administrators in Hubei university of arts and science under Hubei Province”. The objectives:
(1) To study the level of Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province (2) to compare Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province classified by work experience and educational level .

Data analysis results

Table 1 General information of the respondents:

(n=269)

General Information	Frequency	Percentage
1.Educational Level		
1.1 Bachelor's degree	112	45.19
1.2 Higher Bachelor's degree	157	58.51
Total	269	100
2. Work Experience		
2.1 < 10 years	86	31.90
2.2 ≥10 years	183	68.10
Total	269	100

Table 1 was found that the administrators of Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province had the respondents had a Higher Bachelor's degree 157 people representing 58.51%, and 183 people have more than 10 years of work experience, representing 68.10%.

Table 2: Show the Mean, Standard Deviation, and level of the Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province, overall and in each aspect

(n=269)

No.	Learning organization of administrators	\bar{X}	S.D.	Level
1	Organization design	2.41	1.07	Low
2	Staffing	2.37	1.05	Low
3	Performance management and appraisal	2.36	1.03	Low
4	Employee training and organizational development	2.40	1.05	Low
5	Reward systems, benefits, and compliance	2.40	1.04	Low
Total		2.39	0.99	Low

Table 2 was found that the Human Resource Management of Administrators in in Hubei University of Arts and Science under Hubei Province : overall and in each aspect at a low level ($\bar{X} = 2.39$). Considering and in each aspect, Organization design had the highest mean ($\bar{X} = 2.41$), followed by Employee training and organizational development, Reward systems, benefits, and compliance ($\bar{X} = 2.40$), and Performance management and appraisal had the lowest mean ($\bar{X} = 2.36$).

Table 3: Comparison of Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province, classified by educational level, overall aspect.

(n=269)

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	112	2.29	1.03	158	2.46	1.09	- 1.198	0.232
2.Staffing	112	2.26	1.03	158	2.43	1.05	- 1.200	0.231
3.Performance management and appraisal	112	2.28	1.80	158	2.40	1.04	- 0.904	0.367

4.Employee training and organizational development	112	2.23	1.01	158	2.48	1.05	- 1.846	0.066
5.Reward systems, benefits, and compliance	112	2.23	0.87	158	2.48	1.10	- 1.803	0.072
Total	112	2.26	0.94	158	2.45	1.02	- 1.463	0.145

Table 3: t-test, teachers with different educational levels came to recognize the Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province, classified by educational level, overall was not different .

Table 4: Comparison of Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province, classified by work experience level, overall aspect.

(n=269)

Human Resource Management	Work Experience						t	Sig.
	< 10 years			≥10 years				
	N	\bar{X}	S.D.	N	\bar{X}	S.D.		
1.Organization design	86	2.53	1.15	184	2.35	1.03	1.336	0.183
2.Staffing	86	2.42	1.09	184	2.35	1.03	0.493	0.662
3.Performance management and appraisal	86	2.40	1.06	184	2.35	1.01	0.437	0.662
4.Employee training and organizational development	86	2.49	1.04	184	2.36	1.05	1.006	0.315

5.Rewardsystems, benefits, and compliance	86	2.46	1.08	184	2.37	1.02	0.619	0.536
Total	86	2.46	1.03	184	2.35	0.98	0.823	0.411

Table 4: was found that, teacher with different work experience came to recognize the Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province, classified by educational level, 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 level of Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province, overall and in each aspect at a low level. Considering all aspects comprehensively, it is found that all aspects are at a low level. Organization design highest, followed by Employee training and organizational development, Reward systems, benefits, and compliance and Performance management and appraisal had the lowest average.

(1) Organization design was found, the level of Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province overall at a low level. This indicates that administrators place significant importance on job security, stable economic conditions, and welfare systems, which are fundamental to their professional satisfaction and performance. This study's findings are consistent with Maslow's (1943) hierarchy of needs theory, which posits that fulfilling basic existence needs is essential for individuals to focus on higher-level motivations. Specifically, the high level of existence needs satisfaction among administrators underscores the institution's effectiveness in providing a secure and supportive work environment. The highest-rated items, such as welfare systems (e.g., paid leave) and basic needs during work hours, highlight the critical role of institutional support in

fostering teacher motivation. These results align with Herzberg's (1959) two-factor theory, which identifies job security and working conditions as hygiene factors that prevent dissatisfaction and create a foundation for motivation.

The high level of existence needs satisfaction in Mechanical and Electrical Vocational College equips the institution to retain skilled administrators and maintain a stable workforce. This study's findings are consistent with recent research by Li (2020), which demonstrated that addressing basic needs is pivotal for reducing turnover rates in educational institutions. Li emphasized that institutions prioritizing welfare systems and job security are more likely to foster long-term commitment among staff, thereby enhancing overall educational quality.

(2) Staffing was found, the level of Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province overall at a high level. This suggests that administrators value interpersonal relationships, recognition, and a supportive work atmosphere, which contribute to their sense of belonging and professional fulfillment. The highest-rated aspect, a supportive and inclusive working atmosphere, reflects the institution's success in cultivating a collaborative culture. This study's findings are consistent with Deci and Ryan's (2000) self-determination theory, which highlights relatedness as a core psychological need that drives intrinsic motivation. The emphasis on recognition and respect from colleagues and leaders further aligns with studies by Wang (2019), who found that positive social interactions in the workplace significantly enhance job satisfaction and performance.

The strong focus on relatedness needs among administrators in Mechanical and Electrical Vocational College underscores the institution's ability to foster a cohesive and inclusive environment. This study's findings are consistent with Zhang (2018), who argued that educational institutions with strong interpersonal networks are better positioned to navigate challenges and adapt to changes. The high level of relatedness needs satisfaction also suggests that administrators feel valued and integrated into the institution's mission, which is critical for sustaining motivation and engagement.

(3) Performance Management and appraisal was found, the level of Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province overall at a high level, though slightly lower than existence and relatedness needs. This indicates that administrators are motivated by opportunities for professional development, career advancement, and personal growth. The highest-rated item, obtaining guidance from senior administrators, highlights the importance of mentorship and continuous learning. This study's findings are consistent with Vroom's (1964) expectancy theory, which posits that individuals are motivated when they believe their efforts will lead to desired outcomes, such as skill development and career progression. The slightly lower scores for growth needs may reflect areas for further institutional investment, such as expanding professional development programs and innovation opportunities.

The emphasis on growth needs aligns with broader research on teacher motivation, such as that by Chen (2021), who found that career advancement opportunities and professional autonomy are key drivers of teacher retention and performance. The findings suggest that while the institution is effective in meeting basic and social needs, there is potential to further enhance growth-oriented initiatives to fully realize teacher potential.

(4) Employee training and organizational development was found, the level of Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province was found that at a low level. That raining programs address both institutional objectives and individual career aspirations had the highest, followed by that A system for sharing knowledge and best practices internally is established to promote organizational learning, and that Cross-departmental learning and collaboration opportunities foster team cohesion had the lowest . indicates insufficient opportunities for holistic professional growth and inter-departmental synergy. This can hinder the development of a cohesive and adaptable workforce and limit the sharing of best practices, which are essential for continuous improvement in teaching practices (Li et al., 2021; Bernadine, 2009).

(5) Reward systems, benefits, and compliance was found, the level of Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province was found that at a low level. That The reward system is regularly reviewed and updated based on feedback from staff members. had the highest, followed by that Incentive mechanisms are in place to effectively motivate and recognize high-performing staff, and that Administrators uphold fairness and transparency in the allocation of rewards and benefits had the lowest. Suggests a significant concern regarding the equitable and clear distribution of rewards. If teachers perceive unfairness or a lack of transparency in reward allocation, it can severely undermine motivation and job satisfaction (Sun et al., 2020). Bernadine (2009) emphasizes a total rewards perspective that includes both extrinsic and intrinsic rewards, with ethical behavior and compliance as fundamental pillars. The findings suggest that these fundamental aspects of fairness and transparency need substantial improvement

2. Discussion about major findings of objective 2

The comparative analysis results from the level of motivation of administrators in Mechanical and Electrical Vocational College under Henan Province, classified by education and work experience.

Administrators with different educational levels came to recognize the level of was found, the level of Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province, classified by educational level overall was not different. This suggests that both bachelor's degree holders and those with higher qualifications share similar levels of motivation across existence, relatedness, and growth needs. Consistent with Brown (2017), who found that educational attainment does not necessarily correlate with differences in workplace motivation when institutional support and job conditions are uniformly strong. The results imply that the institution's policies and environment are equally effective in motivating administrators regardless of their educational background. This might imply that the current HRM policies and

practices, being perceived at a low level, affect all teachers almost uniformly, regardless of their formal educational attainment.

Administrators with different work experience came to recognize the level of was found, the level of Human Resource Management of Administrators in Hubei University of Arts and Science under Hubei Province, but classified by work experience overall have a significant difference in the existence needs aspect of motivation. Administrators with less than 10 years of experience reported higher satisfaction with existence needs compared to their more experienced counterparts.

This study's findings are consistent with Johnson (2019), who noted that early-career administrators often prioritize job security and basic benefits as they establish their professional lives. The lack of significant differences in relatedness and growth needs suggests that the institution successfully meets these needs across all experience levels, fostering a uniformly supportive and growth-oriented environment. These results highlight the importance of tailoring support mechanisms to address the specific needs of administrators at different career stages.

Recommendations of research

1) Enhance the welfare and security system to boost administrators 'sense of security. Given the significant needs of administrators, it is essential to further improve the welfare and benefits system, including: offering more attractive paid leave policies. Optimizing medical insurance, pension, and housing subsidies. Ensuring that basic living needs are fully met during work, such as providing good meals and rest areas. Meeting administrators' needs for a stable and secure life, enhancing their sense of belonging and loyalty to the school.

2) Create a supportive and inclusive work environment. Research indicates that positive interpersonal relationships and a supportive work atmosphere significantly

impact administrators' motivation. It is recommended to establish more democratic and open communication channels, promptly listen to administrators' opinions and suggestions. Strengthen collaboration and communication among colleagues, regularly organize team-building activities and cultural events to foster harmonious relationships. Encourage leaders to provide administrators with positive feedback, timely recognition, and affirmation, stimulating their enthusiasm for work. By building a strong interpersonal support system, enhance administrators' sense of belonging and job satisfaction.

3) Provide systematic career development and promotion paths. Administrators have high expectations for personal growth, so clear development plans should be established, including: regularly organizing teacher training, academic lectures, and teaching ability enhancement programs. Encourage administrators to participate in academic research, innovation projects, and domestic and international exchanges. Clearly define the career advancement mechanism, providing administrators with fair development opportunities and evaluation systems. Let administrators see the possibilities for personal growth and promotion, enhancing their professional achievement.

4) Focus on the Basic Needs of Young Administrators. The survey indicates that administrators with less than 10 years of experience are more concerned about their needs, and targeted measures should be taken to address these concerns: offer more competitive base salaries and stable financial support. Establish a care mechanism for young administrators, such as living allowances, accommodation support, and mental health counseling. Help young administrators quickly adapt to their roles by providing job training and practical guidance. Stabilize the young teacher workforce, reduce turnover rates, and boost their work enthusiasm.

5) Enhance the Mentorship and Resource Support System. The need for guidance from experienced administrators is a significant driving force for teacher development. It is recommended to establish a mentorship system where senior administrators provide one-on-one guidance to young administrators. Provide more teaching and

research resources, such as project applications, research platforms, and teaching and research equipment. Encourage administrators to form academic teams to support each other and grow together. Help administrators continuously improve in their teaching and research, enhancing their professional skills and sense of belonging.

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