

Human Resource Management in Teacher Recruitment: A Systematic Review

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Abstract

The quality of education is driven by good human resources. Therefore, in preparing professional educators, every educational institution is required to have the ability and competence in accordance with their field and profession. This systematic literature review aims to analyze teacher recruitment management. Using the PRISMA principles, this literature review successfully identified 12 relevant studies derived from scopus indexed articles (Q1-Q4). The analysis grouped themes and displayed the interconnectedness of the emerging themes using Watase Uake software. The results of the systematic literature review show that research on teacher recruitment strategies is limited and that current teacher recruitment strategies are well-intentioned and likely to play a role in attracting new teachers, but little is known about their effectiveness, and little attention has been paid to important theories and research from sources outside education.

Keywords: *Management Recruitment, Teacher Recruitment, Systematic Literatur Review*

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1. Introduction

Effective administration of educators and other educational staff members can raise their performance, which raises the standard of instruction. According to (Bastas & Altinay, 2019), developing capacity and raising the standard of higher education mostly depend on how educators and other educational staff are managed. In order to raise the standard of higher education, universities need to manage teachers and staff as efficiently as possible.

The goal of the hiring process for teaching staff members is to locate human resources or choose educators with the qualifications necessary for the position in order to enable teachers to provide the best instruction possible. Because it is so significant and carries so much responsibility, administrators of educational institutions must implement the recruitment of educators carried out by formal and non-formal educational institutions to identify competent and experienced educators. Because the methods used in recruitment have a significant impact on the quality of human resources.

The hiring procedure must be in line with the requirements of the college, meaning that the goal of the process should be to find qualified and productive human resources rather than just filling a position in human resources (HR). Universities must therefore take the first step, which is thorough HR planning prior to conducting the hiring process, in order to obtain professional HR (productive and quality). In order to achieve sustained growth in developing nations, the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2016) stated that around 69 million teachers would need to be hired, with 24.4 million being hired at the basic level and 44.4 million at the secondary level.

Gibson (2020) The persistent tendency of teacher shortages is not without exceptions: For instance, Finland has more applicants than spots available for ITT programs; additionally, the COVID-19 pandemic and the ensuing economic unpredictability have increased the number of applicants (Klassen et al., 2021) However, in many developed and developing nations, the inability to draw in and hire a sufficient number of highly qualified applicants poses a threat to the quality of education systems.

The two main steps in many teacher recruitment strategies are (a) identifying areas (geographical areas and/or subjects) where there is a severe shortage and (b) providing applicants with financial incentives for employment or training, which are frequently based on the applicant's academic achievement (See & Gorard, 2020). There are a number of issues with this strategy. First, there is still conflicting evidence regarding the relationship between teachers' general academic aptitude and effectiveness (Bardach & Klassen, 2020). Secondly, hiring practices that heavily emphasize providing candidates with incentives based on cognitive abilities may not be enough to guarantee a supply of qualified educators. Teaching requires a variety of personal qualities that extend beyond cognitive, or "academic," qualities. Interpersonal or "soft" abilities, which are crucial to classroom interactions on a daily basis, are linked to teaching efficiency (Klassen et al., 2021). Second, it is expensive to provide incentives for employment and training, and it is disheartening that there is no evidence on the long-term efficacy of teacher recruitment tactics (Podolsky et al., 2019)

Recruitment tactics that primarily center on offering monetary rewards contingent on academic performance might not produce the best outcomes. Extrinsic financial incentives alone are insufficient to attract high-quality teachers, according to a recent OECD (Organization for Economic Co-operation and Development) report on teacher recruitment policies (OECD, 2018). In fact, the report suggests that such incentives may work to attract applicants whose career decisions are based more on salary levels than on suitability for the profession. Data for the report was taken from the 2015 Program for International Student Achievement. A multitude of factors,

such as the job's standing, the workplace culture, a sense of personal fulfillment, and the financial benefits linked to the career, entice people to pursue certain careers worldwide (Podolsky et al., 2019).

The concept of educators is known that the quality and extent of learner achievement are determined primarily by teacher competence, teacher relationships with students, and teacher motivation, according to (Ankit Chauhan & Poonam Sharma, 2015) "Concept of teacher education - it is well known that these three factors determine learner achievement." Pedagogical competence, personality competence, social competence, and professional competence are examples of teacher competencies. As a result, hiring educators is crucial to producing professional teachers who can impart engaging lessons that students can understand and who can equip students with high-quality information and abilities that will enable them to succeed in the workplace and in the future.

Heryati & Muhsin (2014) Human resources management (HRM) is defined as "the recognition of an organization's workforce as vital human resources contributing to the organization's goals and the utilization of several functions and activities to ensure that they are used effectively and fairly for the benefit of the individual, the organization, and society," (Agia & Sudrajat, 2023). Human resource management understands the value of an organization's workforce as essential human resources that support the organization's objectives and the need to use a variety of functions and activities to make sure they are applied fairly and effectively for the good of the individual, the organization, and society as a whole.

One of the most crucial components in the pursuit of high-quality education is the presence of professional educators, or instructors. Nur et al., 2016) Since a professional needs specialized knowledge to perform his job, it is important to consider how instructors are formed as educators (Agia & Sudrajat, 2023). Meeting the needs of teaching staff in formal and informal educational institutions in terms of quantity and quality involves recruiting and accepting new teachers (Rony & Jariyah, 2021).

From the views presented in the preceding debate, it can be inferred that in addition to the importance of instructors' roles, the performance of formal and non-formal educational institutions may also be measured by the quality of education that students and associated institutions get. Teachers, or professional educators, can make a significant difference for pupils or educational institutions. The teaching institution's recruitment system plays a role in determining the projected success in terms of acquiring or producing professional educators.

The goal of this study is to investigate article descriptions that deal with teacher recruitment and management. It is anticipated that the research findings would result in a report on the idea of managing the recruitment of qualified teachers. The researcher put out the formulation of the research's problem, which is how teacher recruitment is implemented in the field of education.

2. Method, Data, and Analysis

This article was prepared using the Systematic Literature Review (SLR) method. SLR is defined as a method of systematic review and meta-analysis presenting results by combining and analyzing data from various studies conducted on similar research topics in an academic database that has been published in a scientific journal (MacLure, Paudyal, and Stewart 2016).

This review of the literature found 12 papers that were pertinent by applying the PRISMA principles. Using the Watase Uake program and the Scopus database (Q1-Q4), an analysis of clustering topics and a visualization of the links between emerging themes were conducted. The terms "recruitment management, teacher recruitment" were utilized, and each article was found using preset inclusion and exclusion standards. The article's publication year, which fell between 2019 and 2023, was the first condition. This criterion seeks to preserve the topics' applicability while keeping up with the most recent advancements in research subjects linked to the research problem. The second requirement states that the materials must be in the form of articles or complete documents; proceedings and books published in any other format are not acceptable.

The details of the article selection are described using the Prism flow chart in figure 1. After screening, the researcher reads one by one the articles that have complete documents. The aim was to ensure that all articles collected were relevant to the research topic. Conversely, articles that did not meet the criteria were not included in the analysis process.

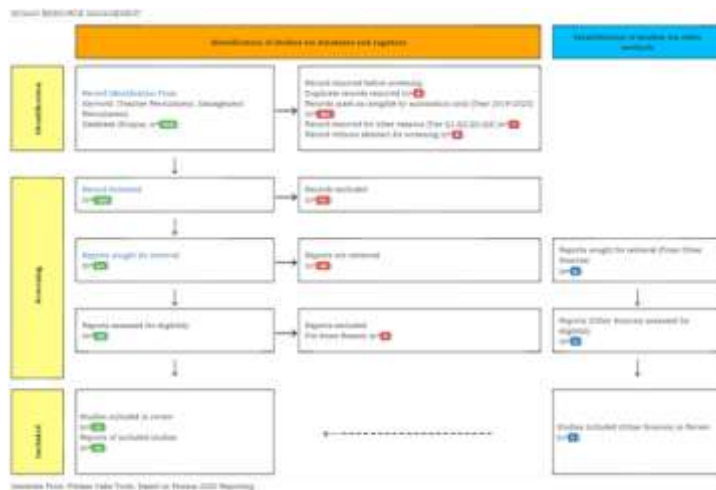


Figure 1. Prisma Diagram

3. Result and Discussion

This study looks at aspects related to teacher recruitment and administration. The goal of the data analysis stage is to generate information that addresses research questions. The outcomes of pertinent publications about managing teacher recruitment using the PRISMA flow steps are listed below.

Table 1. Result Analysis Review

No	Authors	Year	Title	Journal	Citation
1	Gjefsen	2020	Wages, teacher recruitment, and student achievement	Labour Economics	3
2	Lunsmann et al.	2021	Middle level teacher recruitment Challenging deficit narratives	Middle School Journal	1
3	Klassen et al.	2021	Examining teacher recruitment strategies in England	Journal of Education for Teaching	9
4	Glover and Stewart	2023	Using a blended distance pedagogy in teacher education to address challenges in teacher recruitment	Teaching Education	0
5	Hanley and Orr	2019	The recruitment of VET teachers and the failure of policy in England s further education sector	Journal of Education and Work	7
6	Mirhosseini et al.	2021	Policies of English language teacher recruitment in Iran and a glimpse of their implementation	Pedagogy, Culture & Society	5
7	Castro	2020	Tensions Between What Principals Know and Do The Role of Labor Market Conditions on Teacher Recruitment and Hiring	Leadership and Policy in Schools	6
8	Shojaei et al.	2021	English teacher recruitment in Iran A compatibility study with the global standards	Cogent Education	0
9	Tully	2023	Mission impossible A strategic approach to improving the recruitment and retention of further education and training teachers in England	Education + Training	0
10	Kwok et al.	2023	Exploring a Teacher Residency as a Recruitment and Retention Strategy for High-Need Districts	Journal of Education	0
11	See et al.	2020	Teacher Recruitment and Retention A Critical Review of International Evidence of Most Promising Interventions	Education Sciences	24
12	Dos	2019	Recruitment and Retention of International School Teachers in Remote Archipelagic Countries The Fiji Experience	Education Sciences	39

After the screening process related to the predetermined criteria, 12 relevant articles related to teacher recruitment management were obtained. Where the research is the latest research from the publication of various scopus indexed journals in the last 5 years.

Discussion

First prize goes to an essay by (Gjefsen, 2020) with three citations. This study looks at how compensation increases for new teachers affect the recruitment of teachers in a subset of Norwegian schools. The likelihood of recruiting a master's degree-holding teacher rises by roughly 7 percentage points with a 5% wage boost, according to the findings. The reform had no effect on academic performance or the chance of selecting instructors with teaching degrees.

Second prize went to the paper by (Lunsmann et al., 2021). It received one citation. It is crucial for programs to make sure they hire candidates who are student-centered, embrace student agency, and address understanding deficits of middle-level learners. This study found that many teacher preparation programs are focusing on recruitment and selection in the upcoming years due to the current teacher shortages. Consequently, overall student achievement and well-being may be impacted by the recruitment and management of instructors who join classrooms lacking a strong asset orientation toward the students they educate. It is time for educators to take the lead by implementing creative strategies for hiring, training, and retaining students. In order to keep secondary learners from being marginalized, it is their duty to reframe the deficit narrative and address these issues in

The article from (Klassen et al., 2021) with nine citations came in third. This study discovered that factors other than government policy and strategy documents affect teacher recruitment (family background, media coverage of teaching, individual institution recruiting and publicity policies, etc.) It is necessary to conduct additional research on the hiring procedures and tactics used by various ITT providers. Different perspectives on the content presented in the source documents will result from examining recruiting documents through the glasses of many disciplines as well as specialized lenses drawn from theories of educational and organizational psychology. Though there is little research on teacher recruitment tactics, a logical analysis of the materials offers a starting point for talking about the kinds of messages put out by two significant organizations that help find new teachers. The first stage in creating the framework for an integrated teacher recruitment, selection, and development is identifying the essential qualities of teachers (e.g. Klassen et al. 2020).

The fourth, which hasn't been cited before, is an article by (Glover & Stewart, 2023). One significant component of ITE options in Wales is the Open University Partnership PGCE program. According to research, stakeholders, educators, and students all agree that flexible program delivery promotes recruiting. Compared to those who study for a year, the current cohort of student teachers is older on average, and they offer a variety of career and life experiences that will bolster the teacher workforce. Although Welsh speakers have done well in the program, much more has to be done to draw in a more varied student body. It is crucial that the Open University and all of Wales' ITE partnerships keep funding more comprehensive strategic initiatives that will strengthen this, especially the ongoing initiatives to encourage the recruitment of people from ethnic minority backgrounds. The implementation of a flexible integrated distance pedagogy for teacher education is starting to show signs that, despite being a relatively new program and the limitations of the small-scale case studies completed at the start of the program's implementation, the program may be able to address some of the challenges in teacher recruitment.

With seven citations, (Hanley & Orr, 2019) came in fifth place. The results of this study clarify that, although student enrollment in these curriculum areas is often stable or increasing, nearly all stakeholders felt that it is difficult to locate appropriately competent teaching personnel in fields like engineering. This illustrates how universities actively compete with business for talent, and numerous respondents said that this puts universities at a serious disadvantage—primarily because of pay disparities. One of the research's most startling conclusions is that hiring agencies are perceived more as a contributing factor to the issue than as a part of the solution for hiring. They are costly in terms of hourly pay as well as the search fees associated with hiring firms on behalf of institutions. In addition, respondents explained how hiring organizations ban people from the available job pool, making the challenging hiring process even more challenging. The caliber of agency employees differs, and the veracity of CVs is not always guaranteed. Crucially, there were occasions when colleagues at the institution felt that having fewer agency employees present and available outside of the classroom added to their workload.

The work by (Mirhosseini et al., 2021) with five citations came in sixth. This article's study attempts to investigate EFL teacher recruitment practices in Iran's official national papers. Understanding these policies in further detail can aid in comprehending the larger issues of ELT policies, including their advantages and disadvantages in Iran and possibly in many other global situations. Thus, this article presents EFL teacher recruitment as a topic that can be thoroughly studied both theoretically and empirically. On the other hand, it describes policies in this subfield in a particular local context, which can serve as a springboard for further research into related policy issues in other regions of the world.

The research by (Castro, 2022) came in seventh. This study looked at principals' perceptions of suitability, recruiting, and inadequacies in teacher hiring procedures. Prior research has viewed hiring as a crucial decision-making process (Cannata et al., 2017), but few studies have looked at how principals handle hiring in the context of teacher shortages. The results indicate that teacher shortages have a substantial impact on principals' capacity to discover, evaluate, and hire teachers. This, in turn, forces principals to adopt new procedures for making decisions as they strive to strike a balance between their professional judgment and the constraints of

their current situation. Principals are knowledgeable about effective or strategic hiring practices, but transactional and creative hiring shows active negotiation in risk assessment and strategic behavior modification to satisfy internal staffing demands in schools. Principals should ultimately take into account the anticipated costs and advantages of every recruitment strategy, as well as the kind of channel and appropriateness model employed in the teacher hiring process. Especially when school administrators and principals engage in more online and web-based recruiting, this strategic, creative, and transactional conceptualization of recruitment will be a helpful framework to guide and predict recruitment issues among these events

The essay by (Shojaei et al., 2021) ranked eight, has never been cited. This study established the indisputable truth that teachers have a significant impact on pupils' education. Therefore, funding for teacher education and careful teacher selection are crucial for raising student accomplishment levels. This study proposes a framework for recruiting English instructors that outlines the abilities and characteristics needed to be a successful teacher and includes components that show potential teachers possess these attributes. It is summed up in the proposed structure of what they ought to include in teacher preparation programs. Teacher educators should assist trainees in developing the character traits required of an effective teacher, rather than focusing solely on language teaching techniques. The majority of experts emphasize that a teacher's ability to develop positive interactions with pupils is the most crucial attribute. The study's results support this assertion. Since building strong relationships with students has a positive impact on other facets of teaching and learning, teacher trainers should pay particular attention to training prospective instructors how to do this. This study focuses on the characteristics of a successful teacher, the influencing elements, and the best ways to teach language. It is advised that more study be done on the best ways to impart each of these traits to aspiring educators so that teacher educators can offer incredibly successful teacher preparation programs to aspiring educators.

(Tully, 2023) is the ninth; no prior citations have been made for it. According to this survey, challenges with teacher retention and recruiting point to pressure on the industry. It is thought that teaching staff members' welfare is a top priority in this regard. Thus, financial incentives are necessary for specialists in the industry "to cross over" into teaching. In order to support sector decision-making, further research is also required.

A paper from (Kwok et al., 2023) with 0 citations came in at position ten. This qualitative study shows the ways in which different objectives related to teacher recruitment and retention might be fulfilled. The results identify particular opportunities for improvement given the conceptual framework of teacher residency and the qualities of coherent vision, culturally sensitive teaching, shared governance, induction, and community support. High-need districts should be more circumspect in their efforts to recruit teachers as it seems that they have few systems in place to draw in competent candidates. Districts acknowledge the need to draw in more diverse and competent candidates, but many claim budgetary constraints prevent them from paying competitive wages. Rather, districts are reaching out to potential candidates in novel ways, particularly when seeking a diverse pool of candidates.

Eleventh place, the study by (See et al., 2020) with a citation of 24. The study found that financial incentives appear to be promising in attracting new teachers to teaching, and in increasing the number of teachers in challenging schools with many poor or disadvantaged children. However, the impact is stronger in high-performing schools and schools with a lower proportion of disadvantaged children. Research indicates that in order for financial incentives to be effective, they must be sufficiently large to either make up for the salary that teachers would receive in a similar profession or to ease the burden of working in less attractive schools and districts. This is especially true for educators teaching in in-demand fields like science and math, whose graduates typically command better pay in the job market.

The last order is by (Dos Santos, 2019) with 39 citations. From an SCCT standpoint, this research study adds to our understanding of the career choices and professional growth of international school teachers in Fiji. Teachers, school administrators, and other educators working in international schools can create a useful model using the data from this study. Participants' sharing highlighted some of the problems, possible outcomes, leadership philosophies, and motivations for remaining in and departing Fiji and distant overseas schools. This is one of the first studies to focus on the career choices and development of foreign school teachers in the Pacific and other remote locations, according to the available information. Consequently, the outcomes are meant to serve as a guide for those who are interested in developing and enhancing their current educational setting.

4. Conclusion and Implications

Based on the results of the study, it can be seen that recruitment has an impact on teacher quality and there are still schools that pay less attention to recruitment activities. The findings in the literature inform us that schools that do not properly implement the recruitment management process will experience problems with the quality of their teachers. Recruitment activities have a positive impact on improving teacher quality. The current methods of teacher recruiting are well-meaning and probably will help draw in new instructors, but it is unclear how effective they are, and important theories and studies from non-educational sources have received little attention.

We lack a clear understanding of the effectiveness of existing and future teacher recruiting interventions, as well as how to create more successful recruitment tactics, in the absence of long-term experimental and field-tested research. Thus, I'm excited to see education scholars partnering with important education organizations to create a workforce of long-term, highly qualified teachers as well as developing and testing novel approaches to teacher recruiting.

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