

Enhancing Community School Teachers' Training: A Strategic Approach to Human Resource Development

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Submitted: March 13, 2024; Accepted: July 12, 2024; Published: January 31, 2025

Abstract

The study aims at examining the effects of strategic approaches to human resource development to enhance the quality of teacher training in community schools. Training should be linked with strategic human resource development to achieve the objectives of organizations. This study employs qualitative assumptions and case study research approach. Two research questions focusing on improving the training of community school teachers' and their relationship to the strategic framework for human resource development. This study incorporates six teachers from two community schools within Kathmandu Metropolitan City. The study revealed that strategic human resource development, through targeted professional development programs and continuous performance evaluations, significantly improved the quality of teacher training in community schools. Furthermore, mentorship programs, ongoing professional development workshops and feedback are identified as the most effective techniques in enhancing teacher training. Proper implementation of strategic human resource development methods can assure teachers' ongoing professional development, which will improve instruction and achievement among students.

Keywords: Community school, competency, Kathmandu Metropolitan City, strategic human resource development, teacher training

Introduction

The key element of the school education is the teachers. Students' academic progress can be influenced by a lot of factors. Among them, instructors play a significant role in determining how well pupils achieve academically. The success of a school is heavily influenced by how well its teachers supervise students, impart knowledge, and improve the standard of classroom instruction (Hoque et al., 2023). The contribution of strategic human resource development to improving professional development and teacher training, emphasizes the necessity of focused initiatives to continuously enhance learning environments. The study emphasizes the need of human resource development (HRD) for enhancing organizational and team members

effectiveness (Alnajim, 2022). Strategic human resource development involves implementing initiatives to improve teacher training, thereby enhancing instruction quality and overall educational achievements by coordinating strategies with teacher development demands.

Teachers require professional skill-enhancing training in order to instruct students effectively. "Training" is the process of obtaining knowledge, developing experience, and refining attitudes and behaviors to improve performance. A vital part of teachers' training and development is played by Strategic Human Resource Development (SHRD), which designs and executes specialized programs to raise teachers' competencies (Bhandari et al., 2022). Over the past decade, national governments and development partners have invested heavily in improving educational services, primarily focusing on teacher development, with varying degrees of success (Asian Development Bank, 2017). The success of an academic institution is directly linked to the effective performance of its teachers, who are both satisfied and competent. Strategic human resource development enhances teacher training and advancement by structuring programs, addressing skill gaps, and optimizing resource use, ultimately improving student outcomes and teacher performance (Gudina et al., 2022). Human resource development is a learning and performance-enhancing tool, focusing on learning and performance, and a process aimed at improving overall performance (Ju, 2019). In order to improve the knowledge, skills, education, and talents of their employees, corporations offer training and development programs known as human resource development (Nsirim, 2019). Strategic human resource development is crucial for organizational effectiveness and workforce value optimization, requiring top priority and alignment with strategic objectives in dynamic environments (Clementina O et al., 2016).

The unsatisfactory learner outcomes were attributed to strategic human resource development, inadequate skill development programs, insufficient resources, low educator participation, and an ineffective human resource strategy (Zindi & Sibanda, 2023). Most training programs were not evaluated, and employee participation in the institution's training programs, especially during requirements assessment and identification phases, was minimal (Adzoa, 2015). Strategic HRD integrates human resource practices with talent management to align human resource efforts with organizational goals, bridging the gap between individual development and organizational effectiveness (Sthapit, 2023). Training courses prioritize inclusive practices, student-centered learning, technological integration, and pedagogical

strategies to enhance instruction efficacy (García et al., 2022). Organizational leaders should invest in workforce training and development to enhance productivity, customer satisfaction, profitability, and expansion by addressing skills gaps (Rebecca, 2016).

Teacher professional development is undergoing a pivotal phase, focusing on adaptability, flexibility, and creativity to improve student performance, well-being, and efficiency (Mogonea, 2022). Training is a deliberate procedure to attain acceptable performance by re-engineering, revamping, or modifying attitude, knowledge, skill, and conduct through learning experiences (Alnajim, 2022). Staff development programs and training are periodically made available to employees as an effort to better prepare them for the quick changes in technology and modern operating procedures (Ashmond et al., 2022). HRD strategies are systematic actions implemented by an organization to equip employees with the necessary skills and knowledge for current and future job requirements (Adhikari, 2010). Human resource development management strategies can foster a transparent performance management system, foster a collaborative learning environment, support teachers' professional growth, and improve overall school performance (Hashmi, 2014). The teaching profession is undergoing constant evolution, with innovative and collaborative instructional methods becoming more prevalent in the 21st century (Padillo et al., 2021). The effectiveness of human resource development strategies in Nepalese community schools is crucial in a rapidly evolving market, requiring continuous improvement in training and strategic HRD.

Statement of the Problem

Educational institutions spend a lot of money on teachers' development, yet there is conflicting evidence that this has a positive effect on students' achievement. (Rebecca, 2016). Teachers' involvement in party politics, side jobs, and extreme movements led to public disapproval and a decline the standards of teaching in community schools (Bhandari, 2013). The trainee selection process faces challenges such as geographical issues, scarcity of resources, role of federal structure in training procedures, biasness, and political connections (Rauteda, 2023). Efficient resource management is crucial for the success of any educational institution, with teachers being the most valuable human resource in the educational system (Ramada, 2020). Teachers' skills are crucial for student achievement and innovation in schools. Poor pre-service education causes continuous professional development issues (Borg & Consult, 2023). Educational policy is crucial for promoting high-quality training, including refresher, in-service,

and pre-service training, and enhancing professional accountability through peer and head teacher mentoring (Dhungana & Gnawali, 2023). In Nepalese community schools, these scenarios have hindered the process of teacher development and training. Nepal's public schools often struggle to implement effective HRD practices in teacher education due to the limitations resources, and insufficient financing for professional growth initiatives (Bhandari et al., 2022). The implementation of teacher training programs in Nepalese community schools faces challenges due to insufficient community support, unclear policies, and an ineffective monitoring system (Mahara, 2023). Nepalese educational system lacks widespread use of simultaneous instruction, with a lack of long-term human resource development approaches and robust assessment frameworks for effectiveness of teacher training (Lamsal, 2022).

The Nepalese government has invested heavily in teacher training to enhance students' outcomes and pedagogy, but recent research shows limited progress in this area over the past few decades (Gautam, 2016). Despite a large number of Nepalese pupils attend community schools, the academic performance of these institutions remains inadequate (Parajuli & Das, 2013). The low academic performance of community schools have harmed a quarter of the country's school children (Koirala, 2015). Pupils have experienced difficulty acquiring just the fundamentals of knowledge. Most pupils in grade ten were not able to finish higher level thinking assignments (MOEST, 2020). Even basic learning requirements have been found difficult for students to satisfy, and these problems are frequently associated with teacher abilities. Thus, this study has attempted to improve the teaching-learning environment in schools by addressing these competency-related issues.

The Objective of the Study

The objective of the study is to examine the influence of strategic approaches to human resource development on enhancing the quality of teacher training in community schools.

On the basis of the above objective, this paper aims to answer the following questions:

How does strategic human resource development impact the quality of teacher training in community schools?

What strategic human resource development techniques are effective in enhancing teacher training in community schools?

Review of Literature

Strategic human resource development aims to improve organizational performance by aligning training and development methodologies with goals, but its effectiveness has been questioned by conflicting empirical evidence (Rebecca, 2016). Islam et al. (2018) discovered a positive and significant relationship between training and development, the human resource development focuses on core elements like organizational effectiveness, with principal component analysis, training and development, and job satisfaction influencing an organization's efficacy. According to Pradhan and Shrestha (2022) most career-oriented professionals with strong educational backgrounds are demotivated to give their best work when they do not find a position that advances their future professional development.

Without considering the practical application or after-training effects, human resource development frequently concentrates on formal success. The quality of online instruction can be greatly increased with focused teacher training programs that boost technological proficiency, efficacy, and confidence in light of the growing popularity of e-learning (Ahmmed et al., 2022). Teachers excel in instructional planning, delivery, and classroom management, but feel they don't gain much from professional development activities. Contextual elements and individual perspectives influence perceived advantages (Padillo et al., 2021). The planning, execution, and evaluation of training efforts significantly influence teacher performance, with job satisfaction being a strong correlation with teacher effectiveness (Hasna et al., 2023). The study highlights a positive correlation between strategic innovation capabilities and human resource development strategies, emphasizing the importance of strategic investment in training, development, and empowerment (Ibrahim Wali et al., 2016). The advancement and formation of human resources are crucial to the provision of high-quality education. Human resource development in education requires planning, SWOT analysis, and open conversations (Mumtazah et al., 2023). Technical and outcome evaluations should be balanced effectively.

The study suggests that current pedagogical training, despite its effectiveness, has not significantly improved classroom management or student achievement, highlighting a need for practical implementation (Bhandari et al., 2022). Limited infrastructure and outdated policies hinder effective teacher training, highlighting the need for a structured, systems-based approach despite substantial investments (Asian Development Bank, 2017). The study reveals that HRD dimensions like training, personal and career development, and performance management

significantly improve human resource development, align individual growth with organizational goals, and boost employee engagement (Niraula et al., 2024). Human resource training is often seen as a formality, focusing on successful implementation rather than its post-training impact, such as improved participant behavior and performance aligned with organizational goals (Malik et al., 2022).

To become competently qualified, teachers must undergo training, which is a specialized program, and professional development is a continuing process in which they acquire emerging abilities, methodologies, approaches, and perceptions (Rauteda, 2023). Improving the professionalism of teachers needs training and raising the competencies of every person engaged in instructional activities (Erwin, Mas'ud & AdyDJ, 2023). Training, development, as well as instruction, promotion, health and safety, teacher relationships, and job satisfaction are all significantly positively correlated (Rajeswaran et al., 2023). The training program significantly enhanced teachers' capacity to address issues in education from their point of view (Alsaleh, 2020). Several strategies for enhancing teacher training, such as implementing research-proven teaching techniques, encouraging teacher cooperation, incorporating technology into the classroom, and offering chances for continued professional development (Abbas, 2024). Any academic institution's capacity to succeed rests on how well its instructors do their duties, and happy teachers raise student achievement (Hoque et al., 2023).

Human resource development program implemented by the schools to raise the standard of teacher efficiency like giving teachers more responsibility, authority, and expertise to be more productive and effective; and maximizing human resource development by assigning tasks to teachers as well as possible (Harahap et al., 2020). Strategic human resource development can be difficult due to little investment and a misalignment between training and development (T&D). However, by identifying necessary skills, assessing needs, and putting in place the right programs to ensure that T&D and organizational goals are aligned, SHRD can be improved in Nepalese context (Niraula et al., 2023). The innovative conduct and achievement among teachers were positively impacted by training. Consequently, corporations can employ training as a means of developing their people resources, particularly both novelty and effectiveness (Dalima et al., 2023). For educational organizations to have motivated teachers and guarantee outstanding results, developing their human resources is crucial. Thus, instructors should regularly participate in in-service development and training programs (Marcel & Samuel, 2020). Research shows that

employee attitudes, organizational culture, and performance review procedures positively impact training effectiveness.

Theories of teachers' training and human resource development

Human capital theory, based on neo-classical job market, education, and economic development theories, posits that workers with advanced training are more productive resources (Milhem et al., 2014). A novel theory combines personality economics and neuro-economics, emphasizing the acquisition of cognitive and non-cognitive skills through leisure activities like hobbies and social interactions (Tian & Tóth, 2024). Investing in human capital is crucial for organizations to thrive in today's complex world, with HRD professionals recognizing their staff as their most valuable invisible assets (Rajabhat, 2017). Human resources, including knowledge, skills, and abilities, are crucial for financial and productive performance, with investments in career development, education, and training boosting output and economic growth (Ju, 2019). The creation of wealth and the management of finite resources are at the core of practical economic ideas (Swanson, 2001). According to Swanson and Holton (2008) economic theory of human resource development emphasizes understanding organizational framework, procedures, and strategies for growth, focusing on the input-output ratio to maximize benefits from human resources.

Methodology

The focus of this study is to examine how strategic approaches to human resource development can enhance the quality for teacher training in community schools. The study employed qualitative research assumption and a case study method to perform an empirical study of the issue by participation of teachers of community schools. There are 87 community schools wherein 2055 teachers are working in the Kathmandu Metropolitan City (KMC), which served as the study's population (KMC, 2024). More than five teachers were participated in the interview as sample population (Creswell, 2013). The study falls under multiple realities. Data were collected through unstructured and open ended questions from teachers of the community schools. All the teachers of community schools were the part of teacher training and development, who were interviewed and observed during data collection procedure. A purposive sampling was applied to get precise and complete information from the participants. (Etikan & Bala, 2017). Analyzing qualitative data is a linear procedure rather than a step-by-step one, where data collection and analysis take place simultaneously. (Bougie & Sekaran, 2019). To

identify the major themes, analyze them, and create a final report, the study employed thematic analysis of the data. The data were coded, condensed, and provided for analysis by the researcher.

Results

During the interview, teachers were asked to examine the influence of strategic approaches to human resource development on enhancing the standard of teacher training in community schools. Their responses were as follows:

Teachers may think that more practical skills are provided by strategic training approaches, which improve instruction right away and improve competency development. Teachers' motivation and job satisfaction can also be raised by offering them interesting, specialized training. Effective human resource development enhances instruction quality and student outcomes, with well-prepared and engaged teachers perceived as providing an improved learning environment. Strategic HRD is vital for teachers' professional growth, as purposeful and systematic programs enhance their' skills, job satisfaction, and overall effectiveness. It enhances instruction methods by aligning programs with goals and providing continuous guidance, fostering outstanding performance and continuous education, benefiting both teachers and students (Field note, 2024).

In the interview, teachers were questioned regarding how strategic human resource development impacts the quality of teacher training in community schools. They replied as follows:

Human resource development initiatives enhance teachers' pedagogical approaches and classroom management, increasing motivation and confidence. They provide exposure to new materials, tools, and methods, allowing teachers to remain sharp and creative in their teaching methods. HRD courses enhance career potential, job promotion, and recognition among teachers, while enhancing students' involvement and educational results through pedagogical enhancements. Teachers participate in strategic human resource development programs, fostering an encouraging organizational society through interactive experiences. Community schools-specific programs are valuable for instructors as they enhance their critical thinking and problem-solving abilities, enabling them to handle various classroom scenarios. Teachers think that knowledge and abilities from well-organized human resource development programs

contribute to long-term learning development. These initiatives are essential to sustaining teachers' drive and dedication to lifelong learning (Field note, 2024).

During the interview with teachers were asked the question about what particular strategic human resource development techniques are effective in enhancing teacher training in community schools. Their responses were as follows:

Teachers emphasize the need for human resource development curricula to fit community schools' unique needs, focusing on effective activities with strong administration support, adequate resources, and regular professional growth, rather than relying on single training courses. Regular instruction enhances talents, fosters partnership, and promotes collaborative learning. It encourages innovative ideas exchange and problem-solving, providing hands-on, practical instruction for immediate use in the school setting. Teachers emphasize the importance of practical instruction, continuous feedback, constructive evaluation, and alignment with academic norms and objectives for successful HRD programs, stating that these factors significantly enhance their efficacy as teachers. In the strategic human resource development programs, a helpful and motivating learning organization is essential. Teachers appreciate an environment that encourages experimentation and allows them to make errors and learn from them. It is quite valuable to have access to knowledgeable coaches and instructors who can offer advice and help. Teachers think that receiving instruction from seasoned experts improves the standard and effectiveness of HRD programs (field note, 2024).

Students' academic success indicates that the level of competency acquired by community school teachers through a strategic approach to HRD has not been publicly appreciated. Teachers should be given more responsibility and authority for increased productivity and effectiveness. Human resource development can be maximized through routine monitoring and rewards. Professional development programs, including inclusive practices, student-centered learning, technology integration, and pedagogical techniques, can enhance academic effectiveness.

Discussion

Teachers need job growth strategies, ongoing education, and upskilling to improve students' achievement. E-learning, research-proven teaching techniques, teacher cooperation, technology integration, and professional development opportunities enhance teacher training. Teachers undergo specialized training and professional development to become competent and competitive. Training positively impacts innovative conduct and achievement, ensuring excellent

staffing for the educational institutions. Strategic teacher training enhances skills, motivation, and job satisfaction, improving instruction and student outcomes. Effective HRD enhances teaching quality through systematic professional development. These findings are consistent with Sthapit (2023), Abbas (2024), Rauteda (2023), Dalima et al.(2023), and in contrast to Malik et al.(2022), Asian Development Bank (2017).

Teachers advocate for human resource development programs in community schools, focusing on professional development, administrative support, practical training, feedback, alignment with academic goals, and experienced coaches for effectiveness. The core components of HRD training and development are essential for improving organizational effectiveness in learning environments. Frequent professional development opportunities are crucial for inspiring teachers and enhancing their skills and expertise. These findings align with the study by Islam et al. (2018), Pradhan and Shrestha (2022), Marcel and Samuel, (2020), Erwin, Mas'ud and AdyDJ, (2023), and contradict with Padillo et al. (2021), Rebecca (2016).

During professional growth efforts, teachers have learned the skills of instructional planning, instructional delivery, subject-matter competence, rapport-building with students, and classroom management. The main participants in the educational process are the teachers. It is their achievement, preparedness, and understanding that make educational programs and training effective. Strong teaching skills are essential for an outstanding education, and they are strengthened by an organized approach to HRD. Preparing for human resource development effectively and offering teachers with training helps them grow, which enhances their skills, productivity, engagement, and job satisfaction. Teachers support HRD programs in community schools because they improve effectiveness by providing professional development, assistance, and useful training. The strategy is in line with theories of human resource development and teacher training, which emphasize motivating and supporting teacher development to improve student outcomes in community schools.

Conclusion

The study concludes that well-organized human resource development programs that include rich resources, continuous support, and specialized training greatly improve teacher capacities and instructional growth in community schools. Strategic Human Resource Development is a critical component in Nepalese community schools for teacher training. To instruct students in a highly expressive manner, teachers must undergo training that enables them

to do so as a professional action. With support from the human resource management department along with other authorities, the effectiveness of instruction increases. The study indicates that the standard of instructor training in community schools is greatly improved by planned HRD activities. Strong institutional assistance, continuing professional development, and thorough training are characteristics of successful human resource development programs, which enhance teacher skills and instructional methods. Students' academic success indicates that the level of competency acquired by community school teachers through a strategic approach to HRD has not been publicly appreciated. It is necessary to hold educators more accountable for their work. Instructors maintain up-to-date knowledge of the newest teaching techniques and technological advancements through continuing professional development opportunities provided by training and assistance. Effective human resource development-based strategic teacher training improves skills, motivation, and job satisfaction, leading to improved instruction and enhanced student outcomes.

Implications

This study explores teacher training programs, suggesting improvements in expertise, connections to teaching and learning, and resource alignment. The study examines community school teachers' perspectives on strategic human resource development, aiming to improve training and motivation. It supports policymakers in designing and implementing relevant policies, and provides insights into the value of teacher training and the current state of strategic human resource development in community schools. By emphasizing effective HRD endeavors, schools may improve student achievement and maximize the utilization of resources. Officials can enhance teacher education initiatives by making well-informed judgments with the use of this information. Teachers in community schools benefit from strategic human resource development-based training that improves their efficacy and abilities, which improves student outcomes.

Delimitations

This study is delimited to community schools in the Kathmandu Metropolitan City. The sample size of this study may be small, which could have an influence on the generalizability and analytical strength of the results. Only the opinions of teachers from two schools are taken into consideration. Furthermore, the researcher's expectations, attitudes, and beliefs can influence the design of the study as well as the data collection, analysis, and interpretation.

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