Title of dissertation			
Analysis of the Impact of Human Resources Management on Teacher Performance in Upper Secondary Schools in Cambodia			
RONPAKU Fellow			
Name	**Sothy CHHY**		
Position	Human Resources Director	ID No.	R12102
Department	Human Resources		
Institution	Newton Thilay Community	Nationality	Cambodian
Japanese Advisor			
Name	Norimune KAWAI		
Position	Professor	Institution	Hiroshima University

Introduction

In recent years, Cambodia's Ministry of Education, Youth, and Sports (MoEYS) has made considerable efforts to improve the quality of education in line with Sustainable Development Goal 4 (SDG 4), emphasizing inclusive and equitable education and lifelong learning for all. Despite these efforts, significant challenges remain—particularly in the area of human resource management (HRM), which plays a vital role in ensuring teacher quality and performance. Ineffective HRM practices, such as weak recruitment systems, inadequate professional development, uncompetitive compensation, and insufficient performance appraisals, continue to undermine the education sector's progress.

Purpose

The purpose of this study is to examine the relationship between human resource management (HRM) practices and teacher performance in Cambodian upper secondary schools. Specifically, it focuses on how four key HRM functions—recruitment and selection, training and development, compensation and benefits, and performance appraisal—affect teacher performance through the lens of the Ability-Motivation-Opportunity (AMO) framework. By assessing teachers' perceptions of the effectiveness of current HRM practices and identifying challenges and limitations, the study aims to offer evidence-based recommendations for enhancing HRM strategies that support teachers' ability, motivation, and opportunity to perform. The ultimate goal is to inform education policy and practice, thereby improving teacher quality and promoting more inclusive and effective educational systems in Cambodia.

Methods

This study employed an explanatory sequential mixed-methods design and a multiple-case study approach. Quantitative data were collected from 1,238 upper secondary school teachers using a structured questionnaire consisting of 37 items on HRM practices and 28 items on teacher performance, measured on a five-point Likert scale. Data analysis involved descriptive statistics, the Aligned Rank Transform (ART) test, the Mann-Whitney U test, and multiple linear regression to explore relationships and group differences. In the qualitative phase, in-depth interviews were conducted with 24 teachers, and the data were thematically analyzed to explore perceived challenges and contextual insights regarding HRM practices and performance.

Results

The findings revealed five major points. First, teachers generally perceived current HRM practices as moderately effective, with no significant differences based on gender, position, or school type. However, compensation and benefits emerged as the most critical area for improvement. Second, among the AMO components, teacher motivation was rated the lowest, suggesting a need for stronger motivational strategies. Third, all four HRM functions were found to have a statistically significant influence on teacher performance, indicating the importance of comprehensive and well-integrated HRM systems. Fourth, participants identified several persistent challenges in HRM practices, including weak recruitment criteria, inequitable teacher allocation, inadequate continuous professional development (CPD), uncompetitive compensation, and vague or unhelpful performance evaluations. Fifth, the study recommended strategic improvements, such as developing a competency-based recruitment framework, enhancing CPD programs, offering competitive salary and benefits packages, and implementing transparent and formative performance appraisal systems to support teacher growth and accountability.

Discussion

This study underscores the essential role of effective HRM practices in supporting teacher performance in Cambodia's upper secondary schools. The results highlight critical areas—particularly motivation, CPD, and performance feedback—that require urgent policy attention. By presenting a conceptual model grounded in the AMO framework, the study contributes to both theory and practice, offering a basis for future research and actionable insights for policymakers and school leaders. Nevertheless, several limitations should be noted. The study's cross-sectional and self-reported design may affect generalizability and introduce bias. In addition, it did not incorporate alternative evaluation models such as value-added measures (VAM) or fully consider external contextual factors. Future research should adopt longitudinal designs, expand to different educational levels and regions, and explore the link between HRM, teacher performance, and student outcomes in greater depth.

Keywords: Human resources management; impact; teacher performance (AMO); upper secondary schools; Cambodia
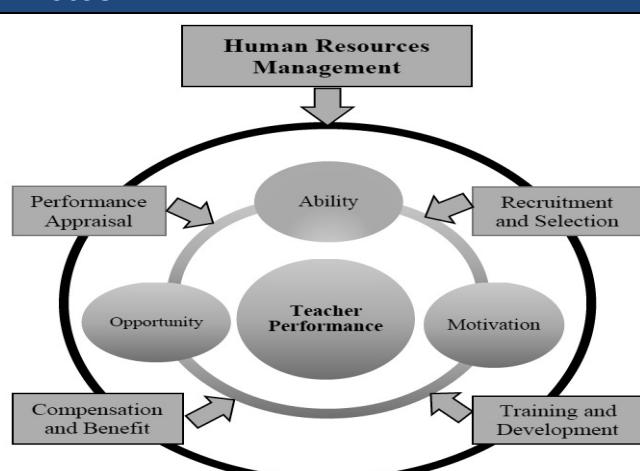
Photos

Figure: Conceptual Framework of the Study on HRM and Teacher Performance

Variables	Constructs	Indicators	Questionnaire
Human resources management practices (Independent variable)	1. Recruitment and selection	8 items	Q.6.1 – Q.6.8
	2. Training and development	7 items	Q.7.1 – Q.7.7
	3. Compensation and benefits	8 items	Q.8.1 – Q.8.8
	4. Performance appraisal	14 items	Q.9.1 – Q.9.14
Teacher performance (Dependent variable)	1. Ability	10 items	Q.10.1 – Q.10.10
	2. Motivation	10 items	Q.11.1 – Q.11.10
	3. Opportunity	8 items	Q.12.1 – Q.12.8

Table: Summary of Measurement Indicators for HRM Practices and Teacher Performance