

# Research on Teacher Team Construction and Educational Human Resource Management

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## Abstract

This study explores the theoretical foundations and strategic integration of teacher team construction and educational human resource management (HRM). It examines how HRM practices—including recruitment, allocation, professional development, performance evaluation, and incentives—can enhance teacher team cohesion, instructional quality, and organizational performance. Drawing on systems theory, teacher effectiveness theory, resource dependence, and stakeholder perspectives, the study highlights the interdependence of structural, relational, and contextual factors in optimizing teacher teams. Conceptual models illustrate how strategic HRM aligns with school objectives to foster collaboration, professional growth, and equitable distribution of resources across diverse educational settings, including urban and rural schools. Although primarily theoretical, the analysis provides actionable insights for educational administrators and policymakers. The study also identifies directions for future empirical research to validate these frameworks and assess their impact on teacher retention, team stability, and overall educational effectiveness.

## 1. Introduction

Teacher team construction and educational human resource management (HRM) occupy a central role in modern educational systems, serving as critical factors in enhancing educational quality and promoting sustainable school development (Flamand, Tuytens, Vekeman, & Devos, 2024). A high-quality teacher team not only improves classroom effectiveness but also fosters a collaborative culture within schools, facilitating educational innovation and institutional improvement (Fullan, 2007). Despite these benefits, current educational practice faces challenges such as uneven distribution of teaching resources, underdeveloped professional growth mechanisms, and insufficient team collaboration, which significantly constrain overall system effectiveness.

In this context, focusing on teacher team construction and HRM holds substantial theoretical and practical significance. From a theoretical perspective, teacher team development is informed by multiple management and educational theories, including Systems Theory, Teacher

Effectiveness Theory, and Resource Dependence Theory, providing a conceptual framework for understanding school organizational operations (Stronge, 2018; Freeman, 1984). From a practical management perspective, effective HRM strategies—such as recruitment, professional development, and performance evaluation—can optimize teacher allocation, strengthen team cohesion, and support the improvement of educational quality and institutional sustainability (Flamand et al., 2024).

The purpose of this study is to systematically review the core theories underlying teacher team construction and educational HRM, exploring their interactions and potential impact on educational system effectiveness. Through theoretical analysis, this study aims to provide strategic insights for educational administrators, supporting policy formulation and internal school management to achieve comprehensive goals, including professional capacity enhancement, improved team collaboration, and the promotion of educational equity and quality.

## **2. Literature Review**

### **2.1 Teacher Team Construction**

Teacher team construction is a multidimensional concept that encompasses team collaboration, professional development, and leadership dynamics within educational organizations. Effective teacher teams function as collaborative units, sharing expertise, co-developing curricula, and providing peer feedback, which enhances instructional quality and supports student learning outcomes (Fullan, 2007). Core elements of team construction include clearly defined roles, mutual accountability, and structured professional learning communities, all of which contribute to a sustainable culture of continuous improvement (Flamand, Tuytens, Vekeman, & Devos, 2024).

The composition and functional distribution of teacher teams vary based on school size, subject specialization, and institutional goals. Typical configurations involve lead teachers or coordinators, subject specialists, and support educators, where tasks are divided across curriculum planning, instructional delivery, assessment, and mentorship (Stronge, 2018). Such structured division of labor ensures that each team member's expertise is optimally leveraged while fostering collective responsibility for student achievement. Moreover, teacher teams often operate within nested hierarchies, linking departmental teams with school-wide committees, which allows for both specialized focus and broader strategic alignment.

Comparative analyses of urban and rural education systems reveal substantial differences in team structure and functionality. Urban schools typically have more resources, access to professional development programs, and diverse subject expertise, which facilitate more complex and interdisciplinary team formations. Conversely, rural schools often face challenges related to limited personnel, resource scarcity, and geographic isolation, which constrain team collaboration and require adaptive strategies to maintain instructional quality (Fuad, Musa, & Hashim, 2020). Discipline-specific differences also influence team dynamics; for instance, STEM-focused teams often emphasize collaborative problem-solving and innovation, whereas humanities-focused teams prioritize content alignment and pedagogical reflection (Flamand et al., 2024). Understanding these contextual variations is crucial for designing effective teacher team construction strategies tailored to diverse educational environments.

### **2.2 Educational Human Resource Management (HRM)**

Educational HRM plays a strategic role in shaping teacher performance, team cohesion, and organizational effectiveness. Its primary functions include recruitment, allocation, training, performance evaluation, and retention, all aligned with broader institutional objectives. Strategic

HRM approaches emphasize the integration of human resource policies with educational goals, ensuring that teacher competencies, motivations, and professional trajectories support school improvement initiatives (Fullan, 2007; Freeman, 1984).

Human resource allocation involves matching teacher skills to instructional needs, optimizing team composition, and ensuring equitable distribution of workloads. Performance management systems incorporate objective assessment metrics, including classroom observation, student performance indicators, and peer evaluation, which inform promotion, tenure, and incentive decisions (Flamand et al., 2024). Incentive mechanisms may include financial rewards, career advancement opportunities, and recognition programs, which collectively enhance teacher motivation and engagement.

Professional development is central to HRM, encompassing formal training, mentorship programs, and collaborative learning opportunities. Structured professional learning communities allow teachers to continuously update their pedagogical knowledge, exchange best practices, and align instructional strategies with evolving curricular standards (Stronge, 2018). By fostering ongoing professional growth, educational HRM contributes to both individual teacher efficacy and overall team performance, creating a virtuous cycle of instructional improvement and organizational resilience.

## **2.3 Theoretical Foundations**

### **2.3.1 Systems Theory**

Systems theory conceptualizes schools as open, dynamic systems composed of interdependent subsystems, including leadership, curriculum, human resources, and community stakeholders (Bray & Thomas, 1995). Within this framework, teacher teams and HRM interact to maintain organizational equilibrium, adapting to internal and external changes while promoting student achievement. Feedback loops allow continuous monitoring and adjustment, ensuring alignment between team objectives, HR policies, and institutional goals.

### **2.3.2 Teacher Effectiveness Theory**

Teacher effectiveness theory posits that instructional quality is influenced by teacher competencies, including subject knowledge, pedagogical skills, and reflective practice (Stronge, 2018). HRM policies that support recruitment, professional development, and performance appraisal enhance teacher effectiveness, which in turn contributes to student learning outcomes. This theory underscores the direct relationship between well-managed human resources and educational quality.

### **2.3.3 Resource Dependence and Stakeholder Theories**

Resource dependence theory highlights how educational institutions manage relationships with external stakeholders to secure critical resources, including funding, personnel, and policy support (Freeman, 1984). Stakeholder theory extends this view, emphasizing that schools must balance the interests of multiple constituencies, including teachers, students, parents, and policymakers. Effective HRM strategies ensure that teacher teams are equipped to meet these diverse demands, maintaining organizational stability and responsiveness.

### **2.3.4 Transformational Leadership and Constructivist Learning Theory**

Transformational leadership promotes vision-driven, innovative educational practices by inspiring and motivating teachers, encouraging collaboration, and fostering professional growth (Fullan, 2007). Constructivist learning theory supports this process by emphasizing active engagement, reflection, and knowledge co-construction within teacher teams. Together, these theories provide a conceptual foundation for understanding how leadership and pedagogical principles shape teacher team development and HRM practices, facilitating adaptive, high-performing educational environments.

### **3. Analysis of Teacher Team Construction**

Teacher team construction can be conceptualized as a structured system in which individual roles, responsibilities, and expertise are aligned to achieve collective educational goals. The composition of teacher teams typically involves lead teachers, subject specialists, and supporting educators, each contributing to curriculum design, instructional implementation, and professional mentorship (Flamand, Tuytens, Vekeman, & Devos, 2024). Theoretical frameworks emphasize that clearly defined roles and functional differentiation are critical for optimizing team performance and ensuring that teaching expertise is effectively utilized across multiple domains (Stronge, 2018).

Team effectiveness is influenced by multiple interrelated factors, including collaboration, communication, and professional diversity. Collaboration enables the sharing of pedagogical strategies and resources, fostering a culture of continuous learning and reflective practice. Effective communication channels support coordination, clarify expectations, and facilitate conflict resolution, which are essential for sustaining productive team dynamics (Fullan, 2007). Moreover, professional diversity—such as varying teaching experience, disciplinary backgrounds, and pedagogical approaches—can enhance creativity and problem-solving within teams, although it requires deliberate integration strategies to mitigate potential conflicts and ensure cohesion.

Several theoretical challenges arise in teacher team construction, including cross-disciplinary integration and urban-rural disparities. Cross-disciplinary teams must navigate differences in terminology, instructional methodology, and assessment priorities, necessitating structured protocols for knowledge exchange and collaborative decision-making (Fosse, Abelsen, Gaski, & Grimstad, 2023). Urban-rural disparities present additional constraints, with rural teams often facing resource limitations, fewer professional development opportunities, and geographic isolation, all of which can impede team functionality (Flamand et al., 2024). Addressing these challenges requires adaptive management strategies, such as leveraging digital collaboration tools, establishing mentorship networks, and implementing targeted professional development programs to bridge expertise gaps and promote equitable teacher team performance.

Through theoretical analysis, it becomes evident that the effectiveness of teacher teams depends not only on individual competencies but also on structural, relational, and contextual factors. By understanding and strategically managing these elements, educational administrators can optimize team composition, enhance instructional quality, and foster sustainable professional growth within schools.

### **4. Theoretical Exploration of Educational HRM**

Educational human resource management (HRM) encompasses strategic practices that influence teacher recruitment, allocation, motivation, and overall team effectiveness (Flamand, Tuytens, Vekeman, & Devos, 2024). Teacher recruitment and allocation strategies are critical for matching individual competencies to instructional needs, optimizing team composition, and addressing both urban and rural educational disparities. Effective allocation ensures that specialized knowledge is appropriately distributed, allowing schools to maximize instructional quality and meet diverse student learning requirements.

Incentive mechanisms, including financial rewards, promotion opportunities, recognition programs, and career progression pathways, are essential components of educational HRM. These mechanisms enhance teacher motivation, promote engagement, and encourage retention,

contributing to the stability and cohesion of teacher teams (Fullan, 2007). By aligning incentives with organizational goals, schools can cultivate a culture of performance excellence and continuous improvement, which supports both individual and collective achievements.

Teacher career development and professional training are fundamental HRM strategies for sustaining educational quality. Structured professional development programs, mentorship networks, and collaborative learning opportunities enable teachers to update pedagogical skills, acquire subject-specific knowledge, and engage in reflective practice (Stronge, 2018). Such initiatives not only enhance individual competencies but also reinforce team collaboration, creating a shared knowledge base and promoting adaptive instructional strategies.

Performance evaluation in education serves as both a management and developmental tool. Theoretical models emphasize formative and summative assessment approaches, integrating classroom observation, student outcomes, peer feedback, and self-reflection (Flamand et al., 2024). Performance appraisal systems inform HR decisions, including promotions, professional development assignments, and incentive distribution, thereby linking teacher evaluation directly to organizational effectiveness and accountability (Freeman, 1984).

Overall, HRM practices have a direct theoretical influence on the stability and efficiency of teacher teams. By implementing comprehensive recruitment, allocation, training, motivation, and evaluation systems, educational institutions can ensure that teacher teams remain cohesive, responsive, and capable of sustaining high-quality instruction. These strategies reinforce interdependence between individual teacher competencies and team performance, thereby strengthening organizational resilience and educational outcomes.

## **5. Integration of Teacher Teams and HRM**

In educational organizations, the integration of teacher team development and human resource management (HRM) represents a strategic approach to align workforce practices with broader school goals, thereby enhancing instructional quality and organizational performance. From a theoretical standpoint, HRM provides the structural mechanisms and policy frameworks that support the conditions in which teacher teams can thrive. Conceptual research in educational HRM suggests that HR practices should be bundled into coherent systems that combine ability-enhancing, motivation-enhancing, and opportunity-enhancing components, following the ability-motivation-opportunity (AMO) model, which posits that performance is maximized when employees' skills, incentives, and opportunities to contribute are simultaneously addressed (Runhaar, 2017).

Teachers' participation in team learning and collaboration is influenced by HRM processes that explicitly promote teamwork and joint problem solving. Team-oriented HRM (THRHM) refers to integrated practices such as team-based recruitment, joint professional development, and team evaluation systems that promote collective responsibility and shared learning (Runhaar, Bednall, Bouwmans, & Yang, 2025). Scholars argue that when HRM aligns with strategic school objectives—such as fostering innovation or enhancing instructional coherence—teacher teams become vehicles for enacting organizational priorities rather than operating as isolated work groups. This alignment between HRM and organizational strategy contributes to greater coherence and consistency in practice, which in turn enhances teachers' perceptions of HR support and their commitment to team goals (Runhaar, 2017).

Theoretical models of integration often emphasize HRM system strength and strategic alignment. System strength refers to how distinctive, consistent, and consensual HRM practices are perceived by organizational members; strong systems reinforce shared expectations, support

behavioral norms, and promote a unified culture that values collaboration and continuous learning (Runhaar, 2017). In the context of teacher teams, strong HRM systems would coordinate recruitment, professional development, performance evaluation, incentives, and team support so that each practice reinforces the others rather than operating in silos. Such coherence increases the likelihood that HRM activities will meaningfully contribute to team functioning and organizational goals.

Several conceptual frameworks illustrate this integration. One widely referenced framework aligns HRM practices with teacher performance competencies and school goals, showing how recruitment, selection, induction, professional development, compensation, and performance management can be systematically aligned to support instructional excellence (Heneman & Milanowski, 2009). In this model, HRM functions are not separate administrative tasks; they are interdependent components of a comprehensive system that fosters teacher competence and team effectiveness. Similarly, the conceptual work on strategic team composition argues that strategic decisions about team membership and functional roles should be integrated with other HR activities to enhance organizational flexibility and responsiveness to dynamic educational environments (Mathieu, Maynard, Rapp, & Gilson, as synthesized in Boon, Eckardt, Lepak, & Boselie, 2018).

Table 1. Strategic Teacher Workforce Management Model

<b>HRM Component</b>	<b>Integrated Function</b>	<b>Impact on Teacher Teams</b>
Recruitment & Selection	Align selection with team competencies	Enhances team capability and diversity
Professional Development	Team-based training linked to instructional goals	Builds collective expertise and shared practices
Performance Evaluation	Team and individual assessment	Promotes accountability and reflective improvement
Incentive & Rewards	Recognition linked to team outcomes	Strengthens motivation and retention

To further clarify these theoretical integrations, Table 1 presents a strategic teacher workforce management model. This model conceptualizes how aligned HRM practices—recruitment, team-based professional development, performance evaluation, and incentive structures—work together to enhance teacher team capacity and organizational outcomes. The framework underscores that HRM integration should be strategic, context-sensitive, and focused on empowering teacher teams to engage in meaningful collaboration and innovation.

## 6. Discussion

In synthesizing the theoretical perspectives on teacher team construction and educational human resource management (HRM), it becomes evident that multiple conceptual lenses offer complementary but distinct insights into how educational organizations can cultivate effective

and sustainable teaching workforces. Systems theory foregrounds the importance of interdependence and feedback within educational organizations, emphasizing that teacher teams and HRM practices must function as interconnected subsystems rather than isolated functions. From this perspective, systems that integrate recruitment, professional development, performance appraisal, and incentives are more likely to produce adaptive and resilient teams (Day, Gu, & Sammons, 2016). In contrast, human capital theory focuses on the investment in individual teacher competencies, suggesting that strategic HRM that enhances teachers' skills and motivations leads directly to improved instructional capacity (Hanushek, 2011). Organizational justice theory adds another layer of understanding by highlighting how perceptions of fairness in HR policies—such as transparent performance evaluations and equitable incentive systems—shape teachers' commitment to team goals and organizational missions (Colquitt, Conlon, Wesson, Porter, & Ng, 2001).

Comparing these theoretical approaches reveals that effective teacher team construction and HRM strategies must balance structural coherence with attention to individual motivations. Systems theory encourages administrators to consider how HRM practices align with broader institutional goals and feedback mechanisms, ensuring that policies reinforce rather than contradict one another. Human capital theory underscores the need for targeted professional development and career pathways that build both individual and collective capacity. Organizational justice theory reminds leaders that the perceived legitimacy of HRM practices influences team cohesion and teacher retention. When these theories are integrated into strategic planning, they provide a rich, multidimensional explanation for why some teams succeed while others struggle, offering deeper insights than any single perspective alone.

For educational administrators, these theoretical insights yield practical implications that extend beyond abstract models. First, leaders should design HRM systems that are strategically aligned with organizational goals, ensuring coherence across recruitment, professional growth, performance assessment, and incentives. Strategic alignment enhances teachers' understanding of how their professional roles connect to institutional missions, thereby strengthening both team identity and organizational commitment. Second, developing transparent and participatory evaluation systems can enhance perceptions of fairness and build trust within teams, which empirical studies have linked to higher job satisfaction and lower turnover intentions. Third, investing in structured collaboration opportunities—such as cross-disciplinary learning communities and mentorship networks—reinforces shared practices and deepens professional dialogue, which in turn strengthens collective efficacy and instructional coherence (Vangrieken, Meredith, Packer, & Kyndt, 2017).

From a policy perspective, the integration of teacher team construction with HRM provides a foundation for proactive and equitable educational reforms. Policymakers should consider establishing frameworks that support differentiated HRM strategies, recognizing that rural and under-resourced schools may require additional incentives and capacity building support to attract and retain qualified teachers. Policies that promote ongoing professional development and national standards for teacher evaluation can help create consistency in HR practices while also accommodating local contexts. Importantly, legislation that encourages data informed decision making—such as tracking workforce trends and linking them to professional development outcomes—can assist leaders in identifying bottlenecks in teacher workforce systems and adjusting HR strategies accordingly.

In sum, the theoretical discussion highlights that teacher team construction and HRM are mutually reinforcing processes that require strategic coherence, fairness, and professional investment. Educational leaders who apply these insights can build stronger, more adaptive teams

that contribute to improved student outcomes and organizational sustainability. Continual refinement of HRM strategies, informed by theory and reflective practice, will be essential as educational environments evolve in response to social, technological, and policy changes.

## 7. Conclusion

This paper has examined the theoretical foundations and strategic integration of teacher team construction and educational human resource management (HRM). Through conceptual analysis, it highlights that teacher teams function most effectively when HRM practices are strategically aligned with organizational goals, support professional development, and promote collaborative norms. Drawing on systems theory, human capital theory, and organizational justice theory, the discussion reveals that structural coherence, investment in teacher competencies, and perceptions of fairness are key determinants of both team functionality and HRM effectiveness. The integration framework presented illustrates how recruitment, professional development, performance evaluation, and incentive systems can operate as a cohesive whole to strengthen instructional quality and organizational resilience (Runhaar, 2017; Heneman & Milanowski, 2009; Colquitt et al., 2001).

In terms of theoretical contribution, this study synthesizes divergent strands of literature to propose an integrative perspective that underlines the interdependence between HRM and teacher team development. By combining insights from leadership, strategic HRM, and educational psychology, the analysis offers a multidimensional lens for understanding how HRM can support dynamic and adaptive teacher teams. This conceptual synthesis contributes to a more nuanced theoretical understanding of workforce strategies in education and emphasizes the value of cross disciplinary integration in future scholarship (Day, Gu, & Sammons, 2016).

Despite its theoretical contributions, the scope of this study is bounded by its non empirical approach. Without direct empirical validation, the proposed models and theoretical integrations remain conceptual and require testing in diverse educational contexts. Future research should incorporate empirical methods, such as case studies, surveys, and longitudinal designs, to assess how integrated HRM systems impact teacher collaboration, instructional outcomes, and organizational performance in both urban and rural settings. Longitudinal studies could further illuminate how HRM interventions influence teacher retention and team stability over time. Additionally, comparative research across international contexts would enrich understanding of how cultural, policy, and systemic differences shape the effectiveness of teacher team and HRM strategies.

In conclusion, advancing theory on teacher team construction and educational HRM requires both rigorous conceptual work and robust empirical validation. By bridging theoretical insights with empirical evidence, future studies can enhance the practical relevance of HRM strategies and support the development of teacher teams that are capable, cohesive, and aligned with evolving educational goals.

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