

RESEARCH ARTICLE

Foreign Experience In Implementing Hr Management In The Education System: Strategies For Academic Excellence And Organizational Sustainability

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VOLUME: Vol.06 Issue02 2026

PAGE: 47-49

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Abstract

This article analyzes the stages of development of HR management systems in educational institutions internationally. It also focuses on the "trust-based" models of Finland, the "meritocratic" of Singapore, and the "data-based" models of the United States. The results show that the quality of education is directly related to HR autonomy and the continuous professional development of teaching staff.

KEYWORDS

HR management; educational institutions; international experience; teacher workforce management; professional development; digital HR technologies.

INTRODUCTION

Today, the education sector is not only a place for knowledge transmission, but also a strategic system for preparing competitive human capital for the global labor market. Therefore, transforming personnel management systems in schools and higher education institutions from traditional bureaucratic approaches to modern strategic human resource management models has become an urgent task.

Foreign experience plays a critically important role in the development of education systems. The purpose of studying international experience is not blind imitation, but rather the identification and adaptation of the most effective management instruments, taking into account the specific characteristics of the national education system.

Global Transformation of HR in Education

In the twenty-first century, schools and universities have evolved from rigid bureaucratic structures into learning organizations. Global experience shows that successful educational institutions view the HR function not merely as a personnel department, but as a key strategic unit that drives

educational quality.

Two major theoretical frameworks are commonly applied in implementing foreign HR models:

- **AMO Theory:** Performance is the result of Ability, Motivation, and Opportunity.
- **Harvard Model:** Emphasizes the influence of stakeholders (teachers, parents, and the state) and situational factors in shaping HRM systems.

Finland's Trust-Based Approach

Finland maintains its global leadership through a strong emphasis on social status and trust:

- **High entry barriers:** Only about 10 percent of applicants are admitted to teacher education programs, which significantly reduces the need for subsequent control.
- **Professional autonomy:** Teachers are recognized as pedagogical experts. HR managers focus not on monitoring teachers, but on providing resources for research and

professional development.

Singapore’s Meritocratic System

Singapore has one of the most structured systems in the world for managing teachers’ professional growth.

A three-track career system allows teachers to advance without transitioning into administrative positions:

1. **Teaching track** – for those who wish to remain master teachers.
2. **Leadership track** – for school principals and administrative leaders.
3. **Specialist track** – for curriculum developers and educational experts.

The Anglo-Saxon Model

The Anglo-Saxon model, characteristic of the United States and the United Kingdom, is dominated by the principles of New Public Management, including:

- **Performance-based pay:** Salaries are determined not by seniority, but by improvements in students’ test results.

- **Addressing teacher turnover:** In the United States, approximately 44 percent of new teachers leave the profession within the first five years. To prevent this, HR departments have implemented induction (adaptation) and mentoring programs.

Digital HR Technologies in Education

One of the most recent trends in international practice is the use of digital HR technologies in education:

- **Burnout prediction:** Artificial intelligence analyzes teachers’ workloads and psychological states and alerts HR managers to provide support before resignation occurs.
- **Simulation-based recruitment:** Job candidates are assessed through virtual simulations involving scenarios such as dealing with aggressive parents or classroom conflicts.

Simulation (from the Latin *simulatio* – imitation) refers to the modeling of real objects, processes, or phenomena using technical, mathematical, or computer-based tools.

Comparative Overview of Global HR Practices

| Indicator | Scandinavia (Finland) | Asia (Singapore) | Anglo-Saxon (USA) |
|-------------------|------------------------------|-------------------------|--------------------------------|
| Core principle | Trust and equality | Meritocracy | Competition and accountability |
| Career growth | Horizontal (expertise-based) | Vertical (three tracks) | Market-based |
| Evaluation method | Self-assessment | Competency analysis | Test results |

DISCUSSION

Ethical Dimensions of Algorithmic Management

The use of artificial intelligence in education raises a number of important questions. Evaluating teachers solely through numerical indicators, such as test scores, may not fully reflect their pedagogical competence. International experience shows that while reliance on data is beneficial, the loss of the human factor can lead to declining teacher motivation.

As international practice moves toward Digital HR, new ethical boundaries have emerged. The use of artificial intelligence and big data in managing teaching staff creates several controversial issues that must be addressed by school leadership.

The “Black Box” of Performance Indicators

The Value-Added Modeling system applied in the Anglo-Saxon model is often criticized for its lack of transparency. When

algorithms determine teacher effectiveness solely based on student test scores, they frequently fail to account for socio-economic variables, such as students' family backgrounds.

Ethical risks include the phenomenon of teaching to the test, where the humanistic goals of education are sacrificed to algorithmic compliance. Additionally, the use of sentiment analysis and digital monitoring to track professional burnout may be perceived as workplace surveillance.

A crisis of trust emerges when HR data are used for punishment rather than support, leading to the breakdown of the psychological contract between teachers and institutions and, ultimately, the deterioration of the moral climate.

CONCLUSION

The synthesis of international experience suggests three key recommendations for modern educational institutions:

1. Separate evaluation from development:

Following the Singapore model, formative feedback aimed at growth should be independent from summative evaluation linked to salary or promotion.

2. Invest in middle-level leadership:

HR departments should prioritize the training of department heads and methodological leaders, as they function as primary HR managers in teachers' daily professional lives.

3. Prioritize professional capital:

Teachers should be viewed not as costs to be managed, but as capital to be invested in, drawing on Scandinavian principles of high entry standards and strong professional trust.

International analysis demonstrates that the most effective HR systems are those that move away from control toward empowerment. In the context of Uzbekistan, it is recommended to adapt the best aspects of foreign models—particularly Singapore's career pathways and Finland's selective recruitment filters—to the national mentality and institutional environment.

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