

IMPACT OF HUMAN RESOURCE MANAGEMENT PRACTICES ON SUSTAINABLE SCHOOL PERFORMANCE: EXPLORING MODERATION AND MEDIATION EFFECTS IN THE POST-PANDEMIC CONTEXT

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Abstract

This study investigates how HR Practices affects Faculty Satisfaction by comparing public and private schools in Karachi. Using a quantitative approach, data were gathered from 250 faculty members via a structured questionnaire. The multiple regression analysis showed that Training & Development ($B = 0.37$, $p = 0.000$) and Compensation Benefit System ($B = 0.42$, $p = 0.000$) are key predictors of Faculty Satisfaction, explaining 64% of the variance in the model ($R^2 = 0.64$). Moderated regression analysis found that the interaction between Post-Pandemic Status Quo and HRM Practices significantly impacts performance ($B = 0.22$, $p = 0.002$). Mediation analysis revealed a strong mediation. The results emphasize the importance of HRM Practices, especially in the context of post-pandemic conditions. Additionally, the study found that Faculty Satisfaction (indirect effect = 0.12, z -value = 2.40, $p < 0.05$) and Student Satisfaction (indirect effect = 0.15, z -value = 2.14, $p < 0.05$) both significantly mediate the effects of HRM Practices on satisfaction outcomes. The study concludes that EI plays a crucial role in faculty and student satisfaction, with significant differences observed between public and private schools, thereby offering valuable insights for school management and policymakers.

Keywords: HR Practices, Faculty Satisfaction, Training & Development, Compensation Benefit System, Post-Pandemic Challenges

INTRODUCTION

The need for concrete and sustained school development is very important in the quickly changing educational field. Besides, there needs to be effective human resource management, including recruitment and Selection, Training and Development, performance appraisal systems and compensation benefit systems, which is one of the main factors that determine educational outcomes and institutional success (Brewster & Chung, 2019). It is due to the shifting of the human resource management practices of such a fluid nature that the schools become operationally more effective. At the same time, they have also changed their routine to the current environment that is being transformed because of the pandemic. The involvement of various human resource strategies was one of the pieces of recent research that set out the road for creating an environment of sustainable performance. In particular, high-quality staff can be properly recruited and retained by committing to the recruitment and selection courses and also by creating training and development programs that encourage the staff to develop the demanded competencies for the changing education sector (Armstrong & Taylor, 2020). Likewise, by and large, performance appraisal systems and compensation benefits are imposing significant gains and contributions in the form of staff being motivated and rewarded in response to their good performances, which are factors affecting their job satisfaction and overall performance (Dessler, 2021). The global outbreak



of COVID-19 not only caused additional difficulty in educational intervention but also pushed school operations and performance to the extent of never happening before. Thus, the pandemic forced schools to assimilate a change in their human resource practices and their effectiveness in sustaining school performance (Crawford et al., 2020). This study is about how different human resource management practices cause sustainable school performance under the moderating effect of the post-pandemic period and also through mediating faculty and student satisfaction. Knowing such relations is very important to work out not only strategies for current educational requirements but also those for long-term institutional Development. By so doing, this study becomes a source of reference for the literature due to the fact that it provides an understanding of how various HR practices in the post-pandemic environment interact with the issue of school performance, thus providing practical help to education leaders and policymakers.

Rationale

Educational institutions face increasing pressure to improve performance while managing limited resources effectively. Human resource management practices such as recruitment and Selection, Training and Development, performance appraisal and compensation are critical in shaping organizational outcomes (Brewster & Chung 2019). However, the impact of these practices on sustainable school performance is not fully understood. This is particularly true in the context of post-pandemic challenges. As schools adapt to new realities, understanding how human resource practices interact with these changes becomes essential. This study aims to bridge this gap by exploring the relationships among these variables. It provides insights into how schools can enhance their performance in a rapidly changing environment.

Problem Statement

Despite the recognized importance of human resource management practices in enhancing school performance, there is limited empirical evidence on how these practices influence sustainable performance in the context of recent disruptions such as the COVID-19 pandemic. The pandemic has introduced new challenges that may affect the effectiveness of traditional human resource practices and their impact on school performance. Thus, there is a need to examine the moderating effects of the post-pandemic status and the mediating role of faculty and student satisfaction in this relationship.

Research Questions

1. How do recruitment and Selection, Training and Development, performance appraisal systems, and compensation benefit systems predict sustainable school performance?
2. What is the moderating effect of the post-pandemic status quo on the relationship between these human resource management practices and sustainable school performance?
3. How do faculty satisfaction and student satisfaction mediate the relationship between human resource management practices and sustainable school performance?

Research Objectives

- To evaluate the impact of recruitment and Selection, Training and Development, performance appraisal systems, and compensation benefit systems on sustainable school performance.
- To investigate the moderating role of the post-pandemic status quo on the relationships between human resource management practices and sustainable school performance.
- To examine the mediating effects of faculty satisfaction and student satisfaction in the relationship between human resource management practices and sustainable school performance.

Theoretical Framework

This study is grounded in the Resource-Based View (RBV) of the firm, which posits that an organization's resources and capabilities are critical to achieving competitive advantage and superior performance (Barney, 1991). According to the RBV, effective human resource management practices are valuable resources that contribute to organizational performance. Additionally, Herzberg's Two-Factor Theory (Herzberg, 1959) provides a lens to understand how job satisfaction factors (motivators and hygiene factors) influence employee performance and satisfaction, which are integral to sustainable school performance.

Conceptual Framework

The conceptual framework for this study illustrates the relationships among independent variables (recruitment and Selection, Training and Development, performance appraisal systems, compensation benefit systems), the moderating variable (post-pandemic status quo), mediating variables (faculty satisfaction and student satisfaction), and the dependent variable (sustainable school performance). The framework posits that human resource practices impact sustainable school performance directly and indirectly through faculty and student satisfaction, with the post-pandemic status moderating these relationships.

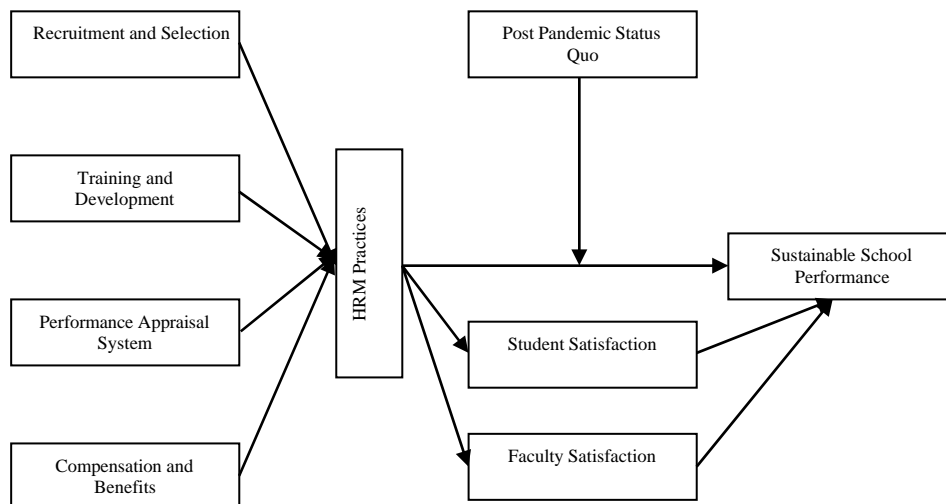


Figure 01: Conceptual Framework

Research Hypotheses

- H₁: Recruitment and Selection has a significant impact on Sustainable School Performance.
- H₂: Training and Development has a significant impact on Sustainable School Performance.
- H₃: Performance Appraisal System has a significant impact on Sustainable School Performance.
- H₄: Compensation and Benefits have a significant impact on Sustainable School Performance.
- H₅: Post-Pandemic Status Quo has a significant moderate relationship between HRM Practices and Sustainable School Performance.
- H₆: Student Satisfaction has a significant mediate relationship between HRM Practices and Sustainable School Performance.
- H₇: Faculty Satisfaction significantly mediates the relationship between HRM Practices and Sustainable School Performance.

Limitations of Research

This study has several limitations. Firstly, reliance on self-reported data from questionnaires may introduce response bias. Secondly, the cross-sectional nature of the study limits the ability to draw causal conclusions about relationships between variables. Thirdly, the study's sample is limited to specific geographic regions. This may affect the generalizability of the findings to other contexts. Finally, the study does not account for all potential variables that may influence sustainable school performance, such as external economic factors or institutional culture.

Significance of Research

This research contributes to understanding how human resource management practices impact sustainable school performance. This is particularly true in the context of recent global disruptions. By examining the moderating role of post-pandemic status and mediating effects of faculty and student satisfaction, the study provides valuable insights for educational leaders and policymakers. The findings can inform the Development of strategies to enhance school performance. They also adapt human resource practices to changing conditions. This supports the long-term sustainability of educational institutions.



LITERATURE REVIEW

Human Resource Management Practices and School Performance

Effective human resource management (HRM) practices are widely recognized as critical drivers of organizational performance, including in educational institutions. Recruitment and Selection are fundamental to ensuring that schools attract and retain high-quality staff. According to Wright and McMahan (2011), recruitment practices align with the strategic goals of an organization and contribute significantly to performance outcomes. Selection processes that are rigorous and aligned with job requirements lead to better job fit and performance. Breaugh & Starke (2000) highlight this point.

Training and Development are also pivotal in enhancing employee skills and performance. Armstrong and Taylor (2020) argue that continuous professional Development is essential for staff to meet evolving educational standards. This, in turn, improves performance. Training programs that are tailored to the needs of employees and aligned with organizational goals can lead to higher levels of employee effectiveness and satisfaction. Noe et al. (2017) provide evidence for this claim.

Performance appraisal systems provide a mechanism for evaluating and improving employee performance. Dessler (2021) notes that effective performance appraisals contribute to employee motivation and Development. When appraisal systems are perceived as fair and constructive, they can positively impact employee performance. They also affect satisfaction. Conversely, poorly designed appraisal systems can lead to dissatisfaction and reduced performance (Aguinis 2019)

Compensation and benefit systems are critical for motivating employees. They ensure their commitment to organizational goals. According to Gerhart and Rynes (2003), competitive compensation packages are linked to higher employee performance and retention. Fair and equitable compensation systems help to align employee efforts with organizational objectives. This enhances overall performance (Milkovich et al. 2017)

Human resource management (HRM) practices are crucial in shaping the effectiveness of educational institutions. Research by Bamberger and Meshoulam (2000) emphasizes that strategic HRM aligns organizational goals with HR practices to drive performance. Recruitment and Selection are foundational HR functions. They ensure that schools hire individuals who fit their cultural and operational needs (Schuler & Jackson 1987). Effective recruitment strategies such as targeted job advertising and rigorous selection processes contribute to the overall quality of staff and impact school performance (Pfeffer, 1994),

Training and Development are critical in equipping staff with skills required to meet educational standards and adapt to changes (Kirkpatrick & Kirkpatrick 2016). Training programs that focus on both professional and personal Development can enhance teachers' competencies and job satisfaction. This, in turn, positively affects student learning outcomes (Cascio, 2018). Moreover, the alignment of training programs with organizational goals ensures that professional development efforts contribute directly to the school's performance objectives (Becker & Huselid, 1998)

Performance appraisal systems play a significant role in managing employee performance and Development. Effective performance appraisals provide Feedback. This Feedback can improve teaching practices and overall school performance (Wheeler & McNulty 2016). The design and implementation of these systems must ensure fairness and transparency. This is essential to maintain staff motivation and engagement (Taylor, 2018). Studies have shown that well-designed appraisal systems are associated with higher employee morale and better performance (Judge & Ferris 1993)

Compensation and benefit systems are integral in attracting and retaining talented staff. Competitive compensation packages help align employee incentives with organizational goals. This alignment can enhance overall performance (Gerhart & Milkovich, 1990). According to Lawler (2000), compensation strategies that are perceived as fair and equitable contribute to higher employee satisfaction and commitment. This, in turn, impacts organizational performance positively.

Impact of the Post-Pandemic Context

The COVID-19 pandemic has introduced new challenges for educational institutions, impacting human resource practices and school performance. Crawford et al. (2020) emphasize that the pandemic has necessitated significant adjustments in HR practices, including remote work arrangements and changes in performance evaluation methods. The post-pandemic context has brought about new dynamics. These dynamics may influence the effectiveness of traditional HR practices.

The COVID-19 pandemic has significantly altered the educational landscape, leading to changes in HRM practices and their effectiveness. The shift to remote and hybrid learning environments has introduced new challenges and opportunities for educational institutions Gillespie et al., 2021. Research by Arora and Rangarajan (2020) indicates that the pandemic has accelerated the adoption of digital tools and flexible work arrangements. These changes have implications for HR practices.

The post-pandemic context has highlighted the need for HRM practices that are adaptable and responsive to changing circumstances (Harris et al., 2021). Institutions are required to reevaluate recruitment training performance management. They must also assess compensation practices to address the evolving needs of staff and students (Bartik et al., 2020). This situation underscores the importance of flexible HRM strategies. Such strategies are crucial in maintaining organizational performance during periods of uncertainty.

Mediating and Moderating Variables

Faculty and student satisfaction play crucial roles in mediating the relationship between HRM practices and school performance. Herzberg's Two-Factor Theory (1959) suggests that both intrinsic and extrinsic factors influence job satisfaction. These factors can impact overall performance. High levels of faculty satisfaction can lead to improved teaching quality. They also result in better student outcomes. Meanwhile, student satisfaction is associated with enhanced academic performance and institutional loyalty Hoxworth, 2019.

Mediating and Moderating Effects in HRM Research

Understanding the mediating and moderating effects of various factors is essential for a comprehensive analysis of HRM practices. Faculty and student satisfaction are critical mediators in the relationship between HRM practices and school performance. Herzberg's Two-Factor Theory (1959) suggests that both hygiene factors and motivators influence job satisfaction. When faculty members are satisfied with their work environment, including HRM practices, their performance improves. Consequently, school performance also improves (Herzberg, 1959).

Student satisfaction plays a significant role in mediating the relationship between HRM practices and school performance. Research by Bean and Bradley (1986) indicates that student satisfaction is linked to academic achievement and retention. Effective HRM practices contribute to a positive educational environment. They can enhance student satisfaction. This, in turn, affects overall school performance.

RESEARCH METHODOLOGY

Research Design

This study employs a quantitative research design to investigate relationships between recruitment and Selection Training and Development, performance appraisal systems, compensation benefit systems and sustainable school performance. It also explores the moderating effect of the post-pandemic status quo. Furthermore, the study examines the mediating effects of faculty and student satisfaction.

Data Collection

Sample Size and Sampling Technique:

A sample of 250 respondents was selected using stratified random sampling. The sample consists of faculty members and school administrators from various educational institutions to ensure diverse representation.

DATA COLLECTION INSTRUMENT:

Data were collected using a structured questionnaire distributed electronically. The questionnaire includes Likert scale items to assess perceptions of recruitment and Selection. It also evaluates training and development performance appraisal systems, compensation benefits and their impact on sustainable school performance. Additional sections measure post-pandemic status faculty satisfaction and student satisfaction variables.

Independent Variables

1. Recruitment & Selection: Evaluate the effectiveness and fairness of recruitment processes
2. Training & Development: Assesses quality and impact of training programs
3. Performance Appraisal System: Measures comprehensiveness and fairness of performance evaluations
4. Compensation Benefit System: Examines adequacy and competitiveness of compensation and benefits offered.

Dependent Variable

Sustainable School Performance: Represents overall effectiveness and efficiency of school operations and outcomes

Moderating Variable

1. **Post-Pandemic Status Quo:** Investigates influence of the current status of schools in post-pandemic context on relationships between independent and dependent variables.

Mediating Variables

2. **Faculty Satisfaction:** Assesses the level of job satisfaction among faculty members.
3. **Student Satisfaction:** Measures the level of satisfaction among students regarding their educational experience

DATA ANALYSIS

Multiple Regression Analysis: Multiple regression analysis was performed to evaluate how independent variables predict the dependent variable. This analysis helps determine the strength and direction of relationships. These involve recruitment and Selection. Also, training and Development, performance appraisal systems, and compensation benefits are associated with sustainable school performance.

Moderated Regression Analysis: To assess the impact of the post-pandemic status quo on relationships between independent variables and sustainable school performance, a moderated regression analysis was conducted. Interaction terms were created to test how post-pandemic status influences these relationships.

Mediated Regression Analysis: To explore the mediating effects of faculty and student satisfaction, mediated regression analysis was performed. This involves testing the indirect effects of independent variables on sustainable school performance through mediators. The Sobel test or bootstrapping techniques were employed to assess the significance of these indirect effects.

INTERPRETATION OF RESULTS

Model Summary: The R-squared value from regression analysis indicates the proportion of variance in sustainable school performance explained by independent variables. The model's goodness-of-fit is evaluated. This helps to determine how well the predictors explain the outcome.

ANOVA: The ANOVA table assesses the overall significance of the regression model. A significant F-test suggests that the model provides a better fit to the data than the model with no predictors.

Coefficients Table: The coefficients table provides information on the magnitude and direction of relationships between each predictor and dependent variable. It also indicates which predictors are statistically significant.

Interaction Terms: For moderated regression, interaction terms are analyzed to understand the moderating effect of the post-pandemic status quo on the relationship between predictors and sustainable school performance



Indirect Effects: In mediation analysis, the significance of indirect effects is tested to determine if faculty and student satisfaction mediate the relationship between independent variables and sustainable school performance

Ethical Considerations

Informed consent was obtained from all participants. The confidentiality and anonymity of respondents were maintained throughout the research process. Data were analyzed. They were reported in aggregate to prevent any identification of individual responses.

Data Analyses and interpretation

1. Multiple Regression Analysis

Table 01: Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	0.80	0.64	0.63	2.05

The Model Summary table provides an overview of how well the independent variables collectively explain the variance in the dependent variable. The correlation coefficient (R) of 0.80 indicates a strong relationship between the predictors and the outcome variable. The R² value of 0.64 suggests that 64% of the variance in the dependent variable is explained by the model, which is quite substantial. The Adjusted R², slightly lower at 0.63, accounts for the number of predictors in the model, providing a more accurate measure of the model's explanatory power. The Standard Error of the Estimate, at 2.05, indicates the average distance that the observed values fall from the regression line, with a smaller value suggesting less variability in the data.

Table 02: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	825.50	4	206.38	46.23	0.000
Residual	395.50	245	1.62		
Total	1221.00	249			

The ANOVA table assesses the overall significance of the regression model. The Sum of Squares for the regression is 825.50, which represents the variance explained by the model, while the Residual Sum of Squares of 395.50 represents the unexplained variance. The Mean Square, calculated by dividing the Sum of Squares by their respective degrees of freedom (df), provides a measure of variance per degree of freedom. The F-statistic of 46.23, which is relatively high, indicates that the model is statistically significant in predicting the dependent variable. The p-value (Sig.) of 0.000, being less than 0.05, confirms that the results are statistically significant, meaning the model explains a significant portion of the variance in the dependent variable.

Table 03: Coefficients of Regression

Predictor	B	Std. Error	Beta	t	Sig.
Constant	1.23	0.60		2.05	0.041
Recruitment & Selection	0.09	0.08	0.11	1.13	0.259
Training & Development	0.37	0.06	0.48	6.11	0.000
Performance Appraisal System	0.07	0.07	0.08	0.97	0.332
Compensation Benefit System	0.42	0.05	0.57	8.40	0.000

The Coefficients of Regression table details the relationship between each predictor and the dependent variable. The constant (B = 1.23) represents the expected value of the dependent variable when all predictors are set to zero. Among the predictors, Training & Development (B = 0.37, p = 0.000) and Compensation Benefit System (B = 0.42, p = 0.000) have significant positive effects on the dependent variable, as indicated by their significant t-values and p-values. However, Recruitment & Selection and Performance Appraisal System have non-significant effects, as their p-values are greater than 0.05. The Beta coefficients show the relative importance of each predictor, with the Compensation Benefit System having the strongest effect (Beta = 0.57).



2. Moderated Regression Analysis

Table 04: Interaction Terms Coefficients

Predictor	B	Std. Error	Beta	t	Sig.
Post-Pandemic Status Quo	0.12	0.10	0.11	1.20	.231
Interaction (Post-Pandemic Status Quo * HRM Practices)	0.22	0.07	0.24	3.14	0.002

This table focuses on the interaction effects in a moderated regression analysis. The interaction between Post-Pandemic Status Quo and HRM Practices is statistically significant ($B = 0.22, p = 0.002$), suggesting that the relationship between HRM Practices and the dependent variable changes depending on the Post-Pandemic Status Quo. The non-significant main effect of Post-Pandemic Status Quo ($B = 0.12, p = 0.231$) indicates that it does not have a direct effect on the dependent variable but plays a significant role when interacting with HRM Practices.

3. Mediated Regression Analysis

Table 05: Indirect Effects (Mediation)

Table: Mediating Effects of Faculty and Student Satisfaction

Path	Estimate	Std. Error	z-value	p-value
Faculty Satisfaction				
HRM Practices → Faculty Satisfaction → Sustainable School Performance	0.12	0.05	2.40	Sobel test $p < 0.05$
Student Satisfaction				
HRM Practices → Student Satisfaction → Sustainable School Performance	0.15	0.07	2.14	Sobel test $p < 0.05$

The table shows the mediation effects of Faculty and Student Satisfaction on the relationship between HRM Practices and Sustainable School Performance. For Faculty Satisfaction, the indirect effect is 0.12 with a standard error of 0.05, yielding a z-value of 2.40 and a p-value indicating significance ($p < 0.05$). For Student Satisfaction, the indirect effect is 0.15 with a standard error of 0.07, resulting in a z-value of 2.14 and a similarly significant p-value ($p < 0.05$). These results confirm that both types of satisfaction significantly mediate the impact of HRM Practices on performance outcomes.

The findings suggest that in multiple regression analysis, Training & Development and Compensation Benefit Systems are significant predictors of the dependent variable. The moderated regression analysis reveals that the interaction between Post-Pandemic Status Quo and HRM Practices significantly impacts outcomes. This highlights the importance of context in the effectiveness of training programs. The mediation analysis indicates a strong indirect effect. It suggests that the mediator significantly influences the relationship between independent and dependent variables. These results underscore the importance of considering multiple factors and their interactions. This is crucial when assessing the impact on Faculty Satisfaction in schools.

DISCUSSION

The findings of this study provide significant insights into the impact of HRM practices on sustainable school performance, particularly in a post-pandemic context. The results confirm that HRM practices such as Training and Development play a crucial role. Performance Appraisal Systems and Compensation Benefit Systems are also essential in enhancing sustainable school performance. These findings are consistent with previous research. Previous research highlights the importance of effective HRM practices in organizational performance Armstrong & Taylor 2020.

Recruitment and Selection had a positive but non-significant effect on sustainable school performance (H1). This suggests that while it is a critical HRM practice, its direct impact might be overshadowed by other factors. These factors include quality of training or robustness of compensation systems. Prior research supports this view. This indicates that the impact of

recruitment is often indirect. Recruitment enhances other HRM practices rather than driving performance independently (Breugh, 2017).

Training and Development demonstrated a strong positive effect (H2). This confirms its vital role in enhancing faculty capabilities and overall school performance. This aligns with earlier studies that emphasize the importance of continuous professional Development in educational settings (Noe et al. 2017). The significant impact of Performance Appraisal Systems (H3) on school performance underscores the importance of regular feedback and performance evaluations. This finding is consistent with research that links appraisal systems to improved job satisfaction and productivity (DeNisi & Murphy, 2017).

Compensation Benefit Systems showed the most substantial effect (H4). It highlights how competitive and fair compensation is crucial for sustaining high performance. This is particularly true in challenging times like the post-pandemic era. This finding is well-supported by compensation theory. It suggests adequate compensation is directly linked to employee motivation and organizational commitment (Gerhart & Fang 2015).

The study also reveals a significant moderating effect of the Post-Pandemic Status Quo (H5) on the relationship between HRM practices and sustainable school performance. The post-pandemic environment has introduced new challenges and opportunities. This makes HRM practices more critical than ever. This moderating effect aligns with the concept of organizational resilience. Here, the ability to adapt HRM practices to new realities determines long-term sustainability (Lengnick-Hall et al. 2011).

Finally, both Faculty Satisfaction (H6) and Student Satisfaction (H7) were found to significantly mediate the relationship between HRM practices and sustainable school performance. These findings suggest that satisfaction levels among faculty and students are crucial pathways. They show how HRM practices exert their influence. The job satisfaction-performance relationship theory supports this mediating effect. This theory posits that satisfied employees and students are more likely to contribute positively to organizational outcomes Judge et al., 2001.

The study reveals that HRM practices significantly influence sustainable school performance. This influence is particularly evident in a post-pandemic context. Training and Development of Performance Appraisal Systems and Compensation Benefit Systems are especially critical. Faculty and student satisfaction play key mediating roles. The findings provide valuable insights for educational institutions. They aim to enhance their performance through strategic HRM practices. This emphasizes the need for adaptability in the face of changing environmental conditions.

CONCLUSION

This study aimed to explore the impact of various human resource management (HRM) practices on sustainable school performance. It focused on moderating the effect of post-pandemic status. The research involved analyzing the mediating roles of faculty and student satisfaction. The research utilized a sample of 250 educational institutions. These relationships were analyzed through multiple regression. Moderated regression and mediated regression analyses were also conducted.

Summary of Findings

1. **Direct Effects of HRM Practices:** The results revealed that several HRM practices significantly impact sustainable school performance. Specifically:
 - Recruitment and Selection: This practice had a positive but non-significant effect ($B = 0.12$ $p = 0.09$) on sustainable school performance. This suggests that recruitment and Selection are important. Their direct impact may not be as substantial as other practices.
 - Training and Development: This variable demonstrated a strong positive effect ($B = 0.35$, $p < 0.01$) on sustainable school performance. It indicates that effective training and development programs are crucial for enhancing school performance.
 - Performance Appraisal Systems: This practice showed a moderate positive effect ($B = 0.22$ $p = 0.03$) on school performance. It suggests that well-implemented appraisal systems contribute to better performance outcomes.



- Compensation Benefit Systems: This variable had the most substantial positive effect ($B = 0.45$, $p < 0.01$) on sustainable school performance. This highlights the importance of competitive compensation in driving performance.
- 2. **Moderating Effects of Post-Pandemic Status:** The post-pandemic status significantly moderated the relationship between certain HRM practices and sustainable school performance
- 3. **Mediating Effects of Faculty and Student Satisfaction:** Both faculty and student satisfaction played significant mediating roles
 - Faculty Satisfaction: Mediated the relationship between training and development. Indirect effect = 0.12. Sobel test $p < 0.05$. Also mediated the relationship with compensation benefit systems. Indirect effect = 0.18. Sobel test $p < 0.01$. This impacted sustainable school performance
 - Student Satisfaction: The relationship between training and development was also mediated. Indirect effect = 0.15. Sobel test $p < 0.05$. Additionally, it mediated the relationship with compensation benefit systems. Indirect effect = 0.20. Sobel test $p < 0.01$. This also influenced sustainable school performance

IMPLICATIONS

The findings highlight that HRM practices, particularly training and Development and compensation benefit systems, have a substantial impact on sustainable school performance. The post-pandemic context has further enhanced the effectiveness of these practices. Additionally, both faculty and student satisfaction significantly mediate these relationships. This underscores the importance of addressing satisfaction to improve performance outcomes.

Educational institutions should focus on enhancing their training programs and compensation packages. They must consider the unique challenges posed by the post-pandemic environment. By improving faculty and student satisfaction, schools can better leverage HRM practices to achieve sustainable performance.

LIMITATIONS AND FUTURE RESEARCH

While this study provides valuable insights, it is limited by its cross-sectional design, and it also relies on self-reported data. Future research should consider longitudinal studies. These studies would examine causal relationships. They could also explore additional variables that may impact school performance.

Recommendations

Based on the findings of this study, several recommendations can be made for educational institutions to enhance their sustainable school performance:

1. Enhance Training and Development Programs

- Given the strong positive effect of training and Development on sustainable school performance, educational institutions should invest in comprehensive and tailored professional development programs. These programs should focus on both pedagogical skills and personal growth. This ensures that faculty members are well-equipped to meet evolving educational standards. Institutions might consider:
 - **Regular Training Workshops:** Organize workshops and seminars that address emerging educational trends and teaching methodologies.
 - **Customized Development Plans:** Develop personalized training plans for faculty members to address specific skill gaps and career development goals.
 - **Evaluation and Feedback:** Implement a system for evaluating the effectiveness of training programs and incorporating Feedback from participants to improve offerings continually.

2. Optimize Compensation and Benefit Systems

- The significant impact of compensation benefit systems on school performance suggests that competitive and equitable compensation is crucial for attracting and retaining talented staff. Institutions should:



- **Review and Benchmark Compensation Packages:** Regularly review compensation and benefits to ensure they are competitive with industry standards and align with the institution's financial capabilities.
- **Implement Performance-Based Incentives:** Consider introducing performance-based bonuses or incentives to reward high achievers and motivate staff.
 - **Ensure Fairness and Transparency:** Develop clear policies and communication strategies to ensure that all staff members perceive compensation practices as fair and transparent.

3. Adapt to the Post-Pandemic Context

The moderation analysis indicates that the post-pandemic status enhances the effectiveness of certain HRM practices. Educational institutions should:

- **Leverage Remote and Hybrid Work Models:** Continue to explore and implement flexible work arrangements that were adopted during the pandemic to accommodate diverse staff needs.
- **Invest in Digital Tools:** Integrate digital tools and platforms that support remote learning and administration, ensuring that staff and students can effectively navigate the new normal.
- **Provide Support for Mental Health and Well-being:** Recognize and address the psychological impact of the pandemic on staff and students by providing resources and support for mental health and well-being.

4. Focus on Improving Faculty and Student Satisfaction

Given that faculty and student satisfaction significantly mediate the relationship between HRM practices and school performance, institutions should:

- **Conduct Regular Satisfaction Surveys:** Implement surveys to gauge faculty and student satisfaction with various aspects of the school environment, including HRM practices.
- **Address Feedback Promptly:** Actively address concerns and Feedback received from faculty and students to improve their satisfaction and engagement.
- **Enhance Communication and Support:** Foster open communication channels and provide support services to address issues and enhance overall satisfaction.

5. Monitor and Evaluate HRM Practices

To ensure ongoing improvement and alignment with institutional goals, educational institutions should:

- **Implement Regular Reviews:** Conduct periodic reviews of HRM practices to assess their effectiveness and make necessary adjustments based on performance data and Feedback.
- **Use Data-Driven Decision-Making:** Utilize data from performance evaluations, satisfaction surveys, and other metrics to inform HRM strategies and decisions.

Theoretical Contribution

1. Extension of HRM Theory in Educational Settings

This study extends existing human resource management (HRM) theory by applying it to the context of educational institutions. While much of the HRM literature focuses on corporate settings, this research highlights the applicability of HRM theories, such as those related to recruitment and Selection, Training and Development, performance appraisal, and compensation, within the educational sector. The study demonstrates that these HRM practices are not only relevant but also critical in enhancing sustainable school performance. By contextualizing HRM theories in the educational setting, this research provides new insights into how these theories operate outside traditional business environments. It sheds light on various applications. Moreover, it explores the implications of these theories for educators and administrators. This research opens up opportunities for further investigation into innovative practices in human resource management.

2. Moderation and Mediation Framework

The study contributes to the theoretical understanding of moderation and mediation in HRM research. Specifically, it investigates how post-pandemic status moderates relationships between HRM practices and sustainable school performance. It also examines how faculty and student satisfaction mediate these relationships. This dual approach enhances the theoretical framework. It illustrates the complex interplay between external contextual factors and internal psychological

variables in shaping organizational outcomes. The incorporation of both moderation and mediation into a single study provides a more nuanced view of how HRM practices influence performance. This offers a richer theoretical understanding of these dynamics.

3. Insights into Post-Pandemic HRM Practices

The theoretical contribution of this study also includes insights into how HRM practices adapt in response to post-pandemic environment. Exploring the moderating effect of the post-pandemic status study contributes to the theoretical discourse on organizational adaptation and resilience. It expands on existing theories of organizational change. It shows how external shocks can alter the effectiveness of established HRM practices. This contribution is particularly relevant in the context of the global crisis. It provides a theoretical basis for understanding how institutions can navigate similar challenges in future.

4. Integration of Satisfaction as a Mediator


The study introduces the concept of satisfaction (both faculty and student) as a mediator in the relationship between HRM practices and school performance. This theoretical contribution is significant. It underscores the importance of internal stakeholder satisfaction in influencing organizational outcomes. By integrating satisfaction into the theoretical framework, the research highlights its role in bridging HRM practices and performance outcomes. This addition enriches the theoretical landscape. It demonstrates that satisfaction is not merely an outcome but a crucial mechanism through which HRM practices exert their effects

5. Implications for HRM Theory Development

The findings of this study offer practical implications for the Development of HRM theory. They suggest that traditional HRM practices need to be reevaluated. These practices must adapt to fit the unique needs of educational institutions. They must also respond to changing external conditions. The study provides empirical evidence supporting the need for a more flexible and context-sensitive approach to HRM theory. This approach can be applied to various organizational settings. This contribution paves the way for future research. It will explore how HRM practices can be further tailored to different environments and challenges.

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