

ABSTRACT

This doctoral dissertation, titled “**Human Resource Management in Educational Institutions,**” focuses on the creation of a new model of human resource management (HRM) tailored to the specifics of the Polish educational sector, particularly in the context of primary schools. The author justifies the choice of this topic by highlighting a significant research gap in suitable HRM models for the educational sector, which could address contemporary educational challenges. Human resource management in education requires urgent reforms, especially in light of changing needs, the growing role of technology, and globalization-related demands. The primary objective of this study is to develop an innovative HRM model for educational institutions that considers sector specifics and integrates modern management methods and strategies. This process aims to improve school functioning and enhance the quality of work of teaching staff. Specific objectives include systematizing existing research in the area of HRM (C1) and knowledge management (C2), identifying HRM tasks specific to educational institutions (C3), determining HRM activities that support effective school functioning (C4), developing conceptual and methodological assumptions for the new model (C5), and providing practical guidelines and recommendations for educational institutions (C6).

The first chapter, titled “The Essence of Human Resource Management,” is devoted to analyzing the theoretical foundations of HRM, with particular attention to its strategic importance in the context of organizational success. This chapter addresses the specific objective of systematizing the research in HRM (C1). The author proposes the specific hypothesis H1, which posits that HRM strategy correlates with the success of an educational institution, emphasizing that appropriate HRM strategies, including recruitment, professional development, motivation, and employee evaluation, can contribute to increasing the efficiency and reputation of educational institutions. The chapter’s methodology is based on a literature review and critical analysis of HRM approaches, which enables an understanding of their importance in achieving long-term success in educational institutions.

In the second chapter, titled “The Essence of Knowledge Transfer in the Organization in the Aspect of Human Resource Management,” the author conducts a conceptual analysis of knowledge management as a basis for creating an effective HRM model, thereby fulfilling the specific objective of systematizing the research in knowledge management (C2). The specific hypothesis H2 is verified here, which states that the knowledge management process forms the foundation for developing an HRM model in educational institutions. In this chapter, through a

A handwritten signature in black ink, enclosed within a circular scribble. The signature is stylized and difficult to decipher, but appears to be a personal name or initials.

systematic literature review, the author emphasizes the importance of knowledge as a key resource in education, contributing to the quality of teaching, and underscores the need for effective knowledge management as the foundation of the HRM model.

The third chapter discusses human resource management within the specific context of educational institutions. It focuses on analyzing the characteristics and challenges of HRM in educational institutions. Specific hypotheses H3 and H4 are tested. Hypothesis H3 asserts that no HRM model has been created to date that fully addresses the specifics of educational institutions, while hypothesis H4 additionally assumes that the HRM process in educational institutions must respond to contemporary global challenges. This chapter addresses two specific objectives of the study: identifying HRM tasks within educational institutions (C3) and determining activities that support effective functioning of these institutions (C4). The author discusses the specific needs of HRM in education and points out contemporary challenges, such as digitization and globalization, which require adaptation of HRM processes in schools.

In the fourth chapter, titled “Human Resource Management in Educational Institutions – Author’s Analysis and Solutions,” the author presents analyses based on literature research and her own professional experience. This chapter achieves the objective of identifying priority HRM areas within educational institutions (C5) and allows for an in-depth analysis of the role of knowledge management in HRM (C6). The specific hypothesis H5 is verified, assuming that effective human resource management requires a comprehensive approach encompassing knowledge management, employee development, and modern management methods. The critical analysis of the literature and descriptive methodology applied in this chapter allowed for an original approach to HRM issues and the proposal of solutions dedicated to the educational sector.

Chapter five, entitled “Conceptual and Methodological Assumptions of the Research,” focuses on discussing the adopted research methods and assumptions necessary for developing an innovative HRM model. The specific hypothesis H6, suggesting that the methodological assumptions of the study allow for the construction of an innovative HRM model in educational institutions, is verified. This chapter fulfills the specific objective of developing conceptual and methodological assumptions for the HRM model in educational institutions (C7). A secondary data review and the use of surveys enabled the collection of essential information to create the theoretical foundations of the proposed model.

The sixth chapter, “Human Resource Management in Educational Institutions, an Attempt at Conceptualizing the Issue in a Model Approach,” constitutes the realization of the main goal of the study: the development of an innovative human resource management model that takes into account the specifics of the educational sector. In this chapter, the author integrates previous theoretical findings and research results, developing a detailed HRM model dedicated to educational institutions. This model combines modern approaches, such as the use of digital technologies, personalized professional development, and the promotion of a culture of collaboration. The proposed model also includes regular employee evaluations and psychological support for staff, aimed at counteracting burnout and enhancing the quality of teachers’ work. The analysis conducted in this chapter verifies the main hypothesis, which suggests that human resource management in educational institutions requires improvement through the implementation of a model that reflects the specifics of the educational sector and uses modern HRM methods and strategies.

A comprehensive methodology is applied in the study, including literature review, document analysis, empirical research, statistical analysis, and humanistic interpretation. To analyze the collected data, the author used the SPSS program, and the chi-square test was applied to assess dependencies, enabling a thorough verification of the hypotheses and realization of the intended objectives.

The conclusions drawn from this doctoral dissertation, “Human Resource Management in Educational Institutions,” clearly indicate the necessity of introducing a new, innovative HRM model that fully corresponds to the specifics and needs of the educational sector. The literature review and conducted research reveal significant shortcomings in the currently functioning HR systems in educational institutions, which fail to account for the dynamic changes in technology, globalization, and the increasing role of knowledge and soft skills management. Human resources, as the cornerstone of educational quality, require a more integrated and personalized approach, which would contribute to increased work efficiency, motivation, and job satisfaction among the staff.

An important observation arising from the research is the need to link the HRM process with knowledge management to optimize the skills and experience of employees. Knowledge management, a central element of the second chapter of the study, is identified as essential and prioritized for teaching quality, as a well-organized knowledge transfer between employees allows the educational institution to be better prepared for evolving educational challenges,



especially in recent years. Therefore, one of the main conclusions is the need to build a system that enables active knowledge transfer and information collection and utilization in such a way as to support the professional development of employees and their preparation to work in a modern, digital environment.

This study demonstrated that implementing an HRM strategy that considers professional development and a personalized approach to employees forms the basis for an educational institution's success. Another significant conclusion is the need to introduce a system of regular employee evaluations and psychological support for teachers, which is included in the proposed HRM model. Cyclical assessments and feedback help identify strengths and areas for improvement among teachers, making them an essential part of effective human resource management. The analysis in the following chapter, focusing on the challenges of HRM in educational institutions, also highlighted the importance of psychological support and programs to prevent burnout. Research indicates that teachers working in an environment offering appropriate support and development opportunities are more engaged and loyal to the institution, which directly impacts teaching quality. Therefore, the conclusion is the need to incorporate actions into the HRM model that not only develop professional competencies but also support mental health and counteract stress.

One of the fundamental aspects of the new HRM model is also the integration of technology and modern management tools. As demonstrated, digital technologies can significantly streamline organizational processes, improve communication, and enable better planning and control of actions. Educational institutions that implement modern solutions, such as integrated information systems, show a higher level of HRM effectiveness and are better prepared for contemporary educational challenges. The literature review confirmed that using new technologies positively impacts the organization of teachers' work, allowing greater flexibility and adaptation to changing educational requirements. The model proposal presented in the sixth chapter attempts to address the needs of the educational sector in Poland. This model, encompassing personalized professional development, the use of modern technologies, and an employee evaluation system, was developed to improve the quality of HRM in Polish educational institutions. The author emphasizes the need to promote educational leadership and create conditions conducive to collaboration, trust, and openness to diversity. Modern HRM should support inclusivity and eliminate barriers in recruitment and professional development, which should determine the formation of teams more socially representative and better responding to students' needs.