

# Impact of Human Resource Management on The Implementation of Physical Education Program in Selected Universities in Guizhou Province: Basis for Inputs to Policy Reformulation

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**Abstract:** This study investigated the impact of human resource management (HRM) strategies on the implementation of Physical Education Programs (PEPs) in selected universities within Guizhou Province, China. Employing a descriptive-correlational research design, data were gathered through self-made questionnaires assessing the implementation of HRM practices and PEPs. The study involved 310 physical education teachers from Guizhou Medical University, Guizhou University, and Guizhou Normal University. Findings revealed moderate to high levels of HRM implementation across various aspects, with room for improvement in employee satisfaction and compensation. Similarly, PEP implementation demonstrated moderate levels across key areas, suggesting opportunities for enhancement. Significant correlations were observed between certain HRM practices, such as performance evaluation, and aspects of PEP implementation, notably curriculum integration. However, other HRM factors showed less substantial impacts on PEP implementation. Based on these findings, recommendations were proposed to optimize HRM practices and improve PEP effectiveness. These included tailored professional development initiatives, revised performance evaluation practices, prioritization of employee satisfaction, enhancement of compensation and benefits, promotion of academic freedom, adoption of a holistic HRM approach, facilitation of collaborative partnerships, and establishment of a culture of continuous improvement and evaluation.

**Keywords:** Human Resource Management; Sports Education; Physical education program.

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## 1. Introduction

Physical education programs in universities play a crucial role in promoting student well-being beyond physical fitness. They offer valuable experiences that contribute to social and emotional development, leadership skills, and lifelong healthy habits. However, ensuring program effectiveness hinges on the quality of human resources and how they are managed. Human Capital Theory (HCT) provides a valuable lens for understanding how investments in teachers and their development can contribute to a program's "competitive advantage" and ultimately, student success. Strong teacher leadership cultivates a positive climate and enhances program effectiveness, according to Schietinger and McAuley (2019). Effective leaders foster collaboration, innovation, and a shared vision among teachers, ultimately leading to improved program quality and student engagement. They create a supportive environment where teachers feel valued and empowered to contribute their ideas and expertise, further enhancing human capital within the program. Managing human capital effectively is crucial for sustainable program success. Tolisano and Collins (2023) suggest practices like competitive salaries, targeted professional development opportunities, and performance evaluation systems focused on growth and development. Such investments attract and retain high-performing teachers, foster their skills and knowledge, and ultimately enhance the program's ability to deliver high-quality instruction and achieve its educational goals.

Kirk and Jones (2021) advocate for applying talent management principles to PE programs. This involves

strategies like talent identification, targeted recruitment efforts, and ongoing mentoring and development programs. By proactively attracting and retaining high-performing teachers, programs can cultivate a strong human capital base, ensuring consistent program quality and attracting a wider range of students. Investing in professional development is another key strategy for enhancing the human capital of PE teachers. Kemp and Collins (2022) highlight the importance of well-designed professional development programs in equipping teachers with the latest knowledge, pedagogical skills, and best practices, enabling them to deliver more effective and engaging instruction. This, in turn, leads to improved student learning outcomes and program satisfaction.

Beyond these core areas, other HCT-informed strategies can further optimize PE programs. Collaborative professional development, as explored by Jewett and Webb (2020), fosters knowledge sharing and strengthens the collective human capital of the program. Additionally, Trowbridge and Falmagne (2022) emphasize investing in human capital development within PE teacher preparation programs, ensuring future teachers are well-equipped to contribute effectively upon entering the workforce.

In conclusion, understanding and applying HCT principles empowers universities to cultivate thriving PE programs that leverage their human resources to achieve a competitive advantage. This translates to attracting and retaining talented teachers, fostering a positive and supportive program environment, and ultimately, delivering high-quality instruction that empowers students to develop the knowledge, skills, and habits necessary for a healthy and fulfilling life.

Given this global existence of the trend, the researcher finds the need to determine the impact of human resource

management strategies in the implementation of Physical Education Programs in selected universities in Guizhou Province, China, thus providing a more contextualized and localized viewpoint on the existing phenomenon.

## 2. Background of the Study

Physical Education (PE) programs within university settings are indispensable components in nurturing physical activity, contributing significantly to the overall health and well-being of students (Sun et al., 2020). These programs serve as essential avenues for instilling positive habits and behaviors, promoting cardiovascular health, and enhancing mental well-being among the student population. The emphasis on holistic development through PE aligns seamlessly with the overarching goal of fostering healthier lifestyles and cultivating well-rounded individuals within the university community.

At the core of the successful implementation of PE programs lies the pivotal role played by effective Human Resource Management (HRM) practices (Hanrahan & Gilson, 2021). HRM directly influences critical aspects such as the recruitment, training, and ongoing professional development of physical education teachers. The alignment of HRM practices with the unique demands of PE is instrumental in creating a supportive environment for educators. This, in turn, empowers them to deliver engaging and effective lessons, maximizing the positive impact of the PE programs on student development.

Within the current landscape, a comprehensive understanding of the intricate interplay between HRM and PE is imperative. It entails a nuanced recognition of the strengths inherent in existing practices, along with a keen awareness of potential challenges. Such insights are invaluable as they provide a foundation for optimizing HRM practices to enhance the overall delivery of physical education. The current condition underscores the necessity of this optimization, especially for universities aspiring to create an environment where PE not only meets academic standards but also aligns seamlessly with broader institutional goals related to student health and well-being.

This recognition of the critical importance of HRM in the context of PE programs extends beyond day-to-day operations. It has profound implications for policy considerations at institutional levels. Policymakers are presented with a compelling case to refine existing policies or introduce new measures that will systematically support the effective management of human resources within the dynamic context of physical education. This strategic approach ensures that PE programs remain aligned with the broader mission of the institution, thereby continuing to positively impact the holistic development of university students.

The multifaceted nature of this understanding also highlights the interconnectedness of various stakeholders. Administrators, policymakers, physical education teachers, HR professionals, and, significantly, students and student-athletes, all form integral parts of this ecosystem. In recognizing the current condition, each stakeholder group is presented with unique opportunities to contribute to and benefit from the optimization of HRM practices in PE programs. Administrators can refine administrative policies, policymakers can draw insights for policy considerations, physical education teachers can advocate for improved working conditions and professional development, and HR

professionals can tailor practices to meet the unique needs of academic and athletic staff within physical education.

In summation, a comprehensive understanding of the current condition of PE programs and their intricate reliance on effective HRM practices is not only essential but also transformative. It lays the groundwork for creating an educational environment that maximizes the positive impact of physical education on the holistic development of university students, ensuring a lasting legacy of well-being and resilience.

## 3. Statement of the Problem

This research project wanted to establish the impact of human resource management on the implementation of physical education programs in selected universities in Guizhou province. The researcher utilized the study results as the basis for inputs to policy reformulation. Consequently, this study intended to find answers to the following questions:

1. What is the level of implementation of human resource management for physical education in the participating university in terms of:

- 1.1 Recruitment and Selection;
- 1.2 Professional Development Opportunities;
- 1.3 Performance Evaluation Practices;
- 1.4 Employee Satisfaction; and
- 1.5 Compensation and Benefits?

2. What is the level of implementation of the physical education program in the participating university in terms of:

- 2.1 Curriculum Integration;
- 2.2 Faculty Qualification;
- 2.3 Facility Availability; and
- 2.4 Student Participation?

3. Is there a significant relationship between the level of implementation of human resource management for PE and the level of implementation of the PE program in the participating university?

4. Do the factors related to human resource management for PE significantly impact the implementation of the PE program in the participating university?

5. Based on the results of the study, what inputs to policy reformulation may be developed?

## 4. Significance of the Study

The results of this study proved beneficial to the following:  
Administrators

Administrators can use the study's findings to refine administrative policies in the Physical Education Department, ensuring optimal support for faculty and staff based on the identified impact of Human Resource Management practices.

Policymakers

Policymakers gain valuable insights from the study to reformulate policies related to HRM in universities, recognizing the critical role it plays in the success and sustainability of physical education initiatives.

Physical Education Teachers

Physical Education teachers can advocate for improved working conditions and professional development opportunities by leveraging the study's evidence on how HRM practices directly influence their roles and responsibilities.

Physical Education Department

The study offers evidence-based strategies for the Physical Education Department to optimize HRM practices,

addressing potential challenges and improving overall departmental functioning.

#### Human Resource Management Professionals

HR professionals can tailor their practices to meet the unique needs of academic and athletic staff within physical education, drawing insights from the study's exploration of challenges and opportunities in this context.

#### Students and Student-Athletes

Students and student-athletes stand to benefit from potential improvements in the delivery of physical education programs, creating a more conducive learning and training environment as a result of enhanced HRM practices.

#### Future Researchers

Future researchers can build on the study's findings to contribute to ongoing discussions, identifying gaps in current research and exploring new avenues to deepen the understanding of the intersection between HRM and physical education.

## 5. Scope and Delimitation of the Study

This study intended to establish the impact of human resource management on the implementation of physical education programs in selected universities in Guizhou province. The researcher utilized the study results as the basis for inputs to policy reformulation. This study involved 310 physical education teachers from Guizhou Medical University, Guizhou University, Guizhou Normal University.

The findings of the study may not be generalizable to physical education programs in universities outside of Guizhou province or those with significantly different contextual factors. The study limited its examination of HRM to specific aspects such as recruitment, professional development, performance evaluation, satisfaction, and compensation and benefits, without exploring other potential HRM factors.

## 6. Conclusion:

To better understand the findings, the following conclusions are drawn.

1. The assessment of the level of implementation of human resource management (HRM) practices for physical education (PE) reveals moderate to high levels of implementation across various aspects, including recruitment and selection, professional development opportunities, and performance evaluation practices. However, there is room for improvement, particularly in areas such as employee satisfaction and compensation and benefits, where implementation is perceived to be somewhat lacking.

2. In terms of the implementation of the PE program itself, the assessment indicates moderate levels of implementation across key areas such as curriculum integration, faculty qualification, facility availability, and student participation. While these aspects are moderately implemented, there are opportunities for enhancement to further optimize the effectiveness of the PE program.

3. The analysis demonstrates a significant relationship between the implementation of HRM practices, specifically performance evaluation practices, and the implementation of the PE program in terms of curriculum integration. However, there is a lack of substantial correlation between the implementation of HRM practices related to compensation and benefits and the implementation of the PE program in

terms of curriculum integration and faculty qualification.

4. Factors related to HRM for PE, such as performance evaluation and employee satisfaction, significantly impact the implementation of the PE program, particularly concerning curriculum integration. However, other factors such as recruitment and selection, professional development opportunities, and compensation and benefits do not show significant impacts on the implementation of the PE program in terms of curriculum integration. These findings provide valuable insights for policy reformulation aimed at enhancing the effectiveness of PE programs in selected universities in Guizhou Province.

5. While HRM practices play a crucial role in shaping the implementation of PE programs, the analysis suggests that certain aspects, such as performance evaluation and employee satisfaction, have a more pronounced impact on curriculum integration. This highlights the importance of focusing on targeted interventions in HRM practices to enhance specific areas of the PE program, ultimately contributing to its overall effectiveness and success.

6. The research underscores the intricate relationship between HRM practices and the implementation of PE programs in universities, providing valuable insights for policy reformulation. By addressing areas of improvement identified through the assessment of HRM practices and their impacts on the PE program, universities can work towards creating a more supportive and conducive environment for faculty and students alike, thereby enhancing the quality and efficacy of PE education.

## 7. Recommendations

The following are recommendations to understand the derived findings and conclusions better:

1. Design and implement professional development programs specifically tailored to the needs and interests of physical education (PE) faculty, focusing on areas such as curriculum integration, pedagogical advancements, and emerging trends in the field. Providing faculty with opportunities for ongoing learning and skill development will enhance their effectiveness in delivering high-quality PE programs.

2. Review and revise performance evaluation practices to ensure they are fair, constructive, and supportive, providing faculty with valuable feedback and guidance for improvement. Implementing transparent and growth-oriented evaluation methods will foster faculty engagement and motivation, ultimately enhancing the quality of PE program implementation.

3. Create a supportive work environment for PE faculty by addressing workload, support systems, and recognition mechanisms to enhance overall employee satisfaction. Investing in initiatives to reduce excessive workloads, provide adequate support, and recognize faculty contributions will contribute to higher morale, retention rates, and availability within the PE department.

4. Review and adjust compensation and benefits packages to ensure they are competitive and reflective of the specialized skills and demands of the PE profession. Offering attractive compensation packages will help attract and retain top talent, ultimately contributing to the quality and continuity of PE program implementation.

5. Uphold and promote academic freedom within the PE department, allowing faculty the autonomy to innovate, explore new ideas, and contribute to curriculum development

initiatives. Fostering an environment of academic freedom will empower faculty to excel in their roles and contribute to the ongoing improvement of PE programs.

6. Take a holistic approach to HRM strategies for PE programs, addressing all facets of faculty development and support, including professional development, performance evaluation, employee satisfaction, and compensation & benefits. By prioritizing a comprehensive approach, universities can create an environment conducive to effective PE program implementation and faculty success.

7. Foster collaborative partnerships between PE faculty, academic administrators, and other relevant stakeholders to promote interdisciplinary collaboration and knowledge exchange. Collaborative initiatives will enrich the PE program, enhance faculty engagement, and create opportunities for innovative curriculum development and implementation.

8. Establish a culture of continuous improvement and evaluation within the PE department, regularly assessing HRM practices and their impact on program effectiveness. By continually monitoring and adjusting strategies based on feedback and outcomes, universities can ensure the ongoing enhancement and optimization of PE programs.

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