

Enhancing higher education quality through strategic human resource planning: evidence from international colleges

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ABSTRACT

This research attempts to improve the quality of education at International College, Rajamangala University of Technology (IC-RMUT), applying qualitative research methods that describe human resources planning (HRP). Interviews, observations, and document review were used to collect data from 27 purposively selected informants at nine RMUT universities-administrators, lecturers, and support staff members of International Colleges. Data collection was conducted through interviews, observation, and review of documentation. The analysis technique uses a qualitative data analysis model with the broadest stages of data collection, analysis, and conclusions. Results of the research relate to preparing HRP and adhering to the vision and mission of the IC-RMUT. Then reviewing and reformulating periodically according to student developments and factors that can influence HRP in its implementation. The paper examines obstacles faced in implementing HRP such as the large number of changes in leadership and lecturers. It also looks at the inconsistent application of the human resources management (HRM) concept and how it affects one target and another activity and ultimately HRP activities become undirected.

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1. INTRODUCTION

Human resources management (HRM) is crucial to higher education's sustainability and performance. Administrators, teachers and staff help universities attain academic quality, institutional effectiveness, and sustainability growth. Greater pressures on quality assurance, accountability, internationalization, and workforce sustainability have increased the need for strategic approaches to managing academic and administrative staff in higher education [1], [2]. In universities with limited resources and changing governance, human resources (HR) decisions significantly impact instructional quality and university capacity [3].

Human resource planning (HRP) is a key managerial function that anticipates worker needs and aligns HR with business goals. HRP is often used in higher education to determine staffing needs, manage academic careers, and support institutional objectives [4], [5]. Recent studies have explored HRP in governance reforms, performance management, and accountability systems using quantitative indicators or policy-level analysis [6], [7]. This literature has helped explain institutional performance and efficiency, but it has prioritized outcomes over processes and provided little insight into HRP in institutions.

Despite HRP's strategic role, empirical information on how institutional HRP improves education is scarce. Policy design, aggregate HR measurements, and outcome-based evaluations dominate research,

leaving planning processes, institutional decision-making, and implementation restrictions unexplored. Studies of international colleges in emerging and transitional higher education systems, where organizational frameworks and governance capacity differ from research-intensive universities, highlight this constraint [8], [9]. Thus, strategic human resource planning (SHRP) and educational quality enhancement procedures are unclear.

This research examines SHRP as an institutional process and its function in higher education quality to address these limitations. The study examines worldwide college HRP structures, cycles, contributing factors, and implementation issues. The study addresses calls for process-oriented higher education management and HR studies by concentrating on institutional practices rather than policy goals [10], [11].

The study uses a qualitative, process-oriented case study to attain these goals. HRP is examined as an institutional mechanism relating strategy intent to implementation performance at the International College, Rajamangala University of Technology (IC-RMUT). An analytical approach links HRP inputs and procedures to quality-related outcomes through implementation performance characteristics like coordination, efficiency, and workload management [3], [7]. This study goes beyond descriptive assessments of HR practices to provide empirical insight into how HRP improves educational excellence in international higher education contexts.

The study offers theoretical and practical value. It addresses gaps in HRM and higher education research by positing that SHRP mediates institutional strategy and educational quality outcomes [2], [5]. The findings show institutional leaders and policymakers how structured HRP can promote workforce stability, task distribution, and quality assurance in international and practice-oriented higher education institutions. The work adds to higher education discussions on sustainable HRM and quality development [1], [3]. The research objectives of the study are: i) to investigate the state of HRP at the IC-RMUT; ii) to examine the norms and patterns used in HRP at the IC-RMUT; iii) to investigate the factors that impact HRP at the IC-RMUT; and iv) to enhance the quality of HRP at the IC-RMUT.

2. LITERATURE REVIEW

2.1. Strategic planning of human resources management

SHRP involves predicting an organization's future workforce requirements by analyzing its current HR, the external labor market, and the anticipated HR landscape in which it will function. Strategic HRM integrates HRM techniques and processes to achieve the firm's mission, strategy, and success while meeting employee and stakeholder needs [7]. The SHRP should be in line with your mission, vision, and values. Strategic planning differs from operational planning in that it involves the examination of external HRM concerns and the development of future scenarios. i) Where are we going? Is the key strategic planning question; ii) How will we create HR strategies to meet our goals under these conditions?; and iii) What skills are needed? Four parts make up the strategic human resources management planning (HRMP) process: i) evaluating HR competencies; ii) projecting HR needs; iii) gap analysis; and iv) HR initiatives that support organizational goals. Five HR methods can help an organization fulfil its future demands. These are: i) training and development strategies; ii) recruiting tactics; iii) outsourcing techniques; iv) collaborative methods; and v) restructuring tactics. Environmental changes, dealing results, estimating needs, and HRP are identified as strategic planning in this study [12]–[17].

2.2. Project management performance

Project management (PM) involves utilizing processes, methods, skills, knowledge, and experience to accomplish defined project goals while meeting the established acceptance criteria and adhering to agreed-upon parameters. Project managers seek assistance detecting performance concerns inside their projects. Diagnosis happens when managers utilize knowledge of previous projects to position targeted projects in the context of past PM performance [18]–[21].

There has been no previous research that blends outside-view data into performance indicators. Through the use of a comparative overrun metric an understanding of PM performance can be gained [12]. This performance metric evaluates a project's overrun in comparison to the overruns of previous similar projects, providing insights into project trends. Unlike traditional overrun metrics, which focus solely on deviations from initial estimates, this approach fosters learning from past experiences. By employing a comparative measure, it assesses how effectively lessons have been applied, addressing a gap in existing quantitative tools for leveraging prior performance. To motivate project managers to adopt these comparative performance indicators, they should be incorporated into performance management systems, supported by incentives that promote ongoing improvement [22]–[24].

PM refers to instances of best practices in PM in organizations [25]–[27]. The goal was to examine the performance indicators of PM in universities. It was discovered that the surveyed institutions do not use indicators to measure the effectiveness of PM. Calculations proved the effectiveness of the authors' proposed

indicators for studying PM efficiency. On this basis, the authors urge that the university administration consider introducing these indicators. This study identifies PM performance as quality, safety, cost, and time.

2.3. A relationship between human resource planning and education quality improvement

The following examines the related research on improving education quality in the university and organizations. It looks at the HRP effect on education quality improvement in improving the education quality [28]–[31]. HRP encompasses recruiting, retention, school tenure and promotion, inclusion and diversity, labor law compliance, faculty development, and employee well-being. Study by Purwanto and Madhakomala [28] used objectives to plan HRM. As part of an effort to improve education, this is especially true for teachers. This study emphasizes recruiting, competency development, performance monitoring, and career development for teachers. This study also examines how technology and social changes affect education HRMP demand.

Qutni *et al.* [29] examined how HRM could improve education. The research focused on improving education through HRM. It also examined barriers to quality-enhancing HRM. It explored HRM variables to improve education and assessed educational quality's importance. HRM at SD Negeri 170 Ogan Komering Ulu (OKU) was effective in enhancement, execution, supporting elements, and educational quality, according to the study.

Riswandi *et al.* [30] studied educational HRP to improve elementary school teacher education undergraduates. All undergraduate primary school teacher education students improved in essential teaching skills by more than 50%. Educational resource planning significantly improved elementary school teacher education programs.

The study by Vnoučková *et al.* [32] examined how university students perceive the quality of lectures, subjects, and lecturers in HRM at a private Czech university. It sought academic staff's major methods. HRM students said subjects, courses, and teachers mostly matched their expectations (average: 1.09 to 1.97). The students said the staff creates a comfortable environment and lets them express themselves, which is important for university students. Research shows a link between teacher effort, student understanding, and instructors' willingness to let students speak.

Malik *et al.* [31] explained numerous HRM implementations. This involved HRP, training, and development to improve early childhood education professionals. Following are the research findings: our HRP system evaluates all tasks and workloads required by all institution components. HR training and development is a formality focused on success regardless of execution and ignores the post-training consequences on participants' behavior and performance in connection to company goals.

Moses and Igwe [33] examined HRP for quality education delivery in Rivers State secondary schools. According to the research, principals believe that limited funding affects HRP. The study also indicated that HRP and program implementation can help Rivers State secondary schools' HRM issues. The recommendations included continuing government subsidies for education, monitoring school administrators' financial management, and helping administrators manage school funds.

Education is crucial to developing the workforce, a valuable resource. Both theoretical and practical techniques have been used to address it, using varied strategies and optimization methodologies that connect with educational development efforts in a worldwide training framework. European analysis [34], [35] identified the need for performance and assessed the theoretical and practical components of the European education performance gap in light of the global crisis. According to research: i) integrating the school with extracurricular activities improves educational achievement if the instructor plans activities with tangible results and a good impact on performance [35]; ii) HRM techniques may support teachers by boosting their status, attracting the community, and working with educational partners; iii) flexibility and better bureaucratic technologies will improve teacher performance; and iv) instructors appreciate high-level management's motivational approaches. The authors seek to use the study's findings to identify the HR's theoretical paradigm and the education system's practical attitude to improve performance and propose short-term actions.

Higher education HRM research has explored its complexities. HRM has become more important as higher education institutions adapt to new challenges and opportunities. This study summarizes the main components, challenges, and trends affecting higher education HRM. Higher education includes recruitment, retention, tenure and progression, diversity and inclusion, labor law compliance, faculty development, and employee welfare. HR managers in this industry must balance the needs of tenured faculty and support staff. Technology, data-driven decision-making, and sustainability are also altering higher education HRM. This report also highlights HRM's challenges, including financial constraints, complex regulations, and the pursuit of academic independence and shared governance. The COVID-19 pandemic has also accelerated remote work and prompted higher education work regulatory reviews [22].

Mera [36] studied teacher performance and HRM in selected secondary schools in Cross Rivers State, Nigeria. It was observed that training and development improved teacher efficiency in public secondary schools in Cross Rivers State, Nigeria. The report suggested management to give adequate teacher development chances to update skills and competency.

Superior, competitive human capital requires higher education. In this globalized era, higher education environments are becoming more complex, needing innovative management to overcome difficulties and improve quality. Tusriyanto *et al.* [37] found innovative ways to improve higher education management through HR development, focusing on communication. The study uses qualitative literature review and academic source literature search. The study found that higher education's increasingly complex dynamics require the successful use of innovative strategies to improve management quality.

PM efficiency in higher education: Gdynia Maritime University [26]. Project or department managers executing projects were interviewed for the study. Selected university initiatives from 2017 to 2021 were evaluated. Research questions included:

- i) What metrics are used to evaluate higher education effectiveness (HEE) PM?
- ii) Does the surveyed HEE estimate PM assessment efficiency?

This article employed indicators to quantify process management effectiveness during project execution in HEE.

3. METHOD

This study uses a qualitative approach with the aim of explaining a phenomenon in depth, related to research data and the importance of details from the data collection being studied. The study targeted RMUT universities with International Colleges or Programs as the accessible population. Institutional census sample was used because RMUT has few campuses with active international programs. The RMUT system contains nine practice-oriented universities. In order to ensure contextual diversity and mission-based comparability, RMUT Krungthep (urban, industry-linked), RMUT Phra Nakhon (metropolitan applied-technology), and RMUT Thanyaburi were chosen. Purposive sampling was employed to identify foreign program administrators, deliverers, and supporters at each university. Nine representatives from each RMUT were chosen (3 administrators, 3 lecturers, and 3 support staff members) for a total sample of 27 participants from 3 RMUT universities (9 responders $\times$ 3 institutions).

Data collection technique, in compiling this study, the researcher at the IC-RMUT used observation, interviews, and documentation. HR and academic administrators at the International College, RMUT were interviewed semi-structured. Individual interviews averaged 45–60 minutes. The existence and role of a HRM unit, the current status of HRP, planning guidelines and patterns, influencing factors, implementation constraints, and educational quality improvement outcomes were examined using a six-question interview protocol. With informed consent, all interviews were recorded and transcribed verbatim.

The instrument used in the study was an interview. The interview guidelines used were to convey several questions as:

- Is there a special division that manages HR at the IC-RMUT?
- What is the picture of HRP at the IC-RMUT?
- Are there guidelines and patterns used in HRP?
- What are the factors that can influence HRP?
- What are the obstacles faced during implementation in order to improve the quality of HRP?
- What is the output produced from the implementation of HRP that has been prepared for educators and education personnel in improving the quality of education?

Data was analyzed thematically. To learn the data, transcripts were read several times. Using inductive coding, meaningful segments addressed HR structures, planning procedures, influencing conditions, restrictions, and outcomes. Themes emerged from clustering related codes into analytical groups. We compared interviews throughout the research to refine categories and maintain analytical consistency.

The trustworthiness of the study was addressed through established criteria of credibility, dependability, and confirmability. Triangulating data from foreign college administrators, academic personnel, and institutional papers ensured consistency and precision of interpretations, boosting credibility. Clearly defined and documented data collection, analytical, and coding methods promoted dependability and made the study process transparent and auditable. A clear chain of evidence, including interview records, analytical memoranda, and reflective notes, reduced researcher bias and guaranteed that the findings were based on data rather than assumptions.

This study employs an interactive data analysis strategy, including data reduction, presenting data, and concluding in order to summarize the data obtained in the previous procedures that have been explained by flowchart, as shown in Figure 1. The figure shows the analytical framework for this qualitative study on

SHRP and higher education quality at an international college. The framework views SHRP as a cyclical process that relates strategic planning to organizational performance. Four interconnected components represent SHRP at the top. Initial environmental changes include policy needs, internationalization demands, quality assurance standards, technological advances, and student expectations. Under these conditions, institutions must constantly adjust their HR strategy. Performance evaluations, quality assurance reports, and stakeholder input evaluate current conditions in the second component, results. This reflective approach helps the institution discover shortcomings and improve.

Based on these evaluations, the institution estimates HR needs, including the number and skills of educators and educational staff needed to meet academic goals. This stage considers staffing, professional competencies, and faculty development. A HR plan operationalizes strategic intent through recruiting, deployment, workload allocation, and professional development based on this analysis.

The framework's bottom level shows how SHRP affects PM performance and HR strategies affect education quality. PM performance is measured by quality, safety, cost, and time to determine the institution's ability to conduct academic and quality initiatives. The two levels' directional relationships show that well-structured HRP improves project implementation efficiency and educational quality. The framework led interactive qualitative data analysis, including data reduction, display, and conclusion drawing.

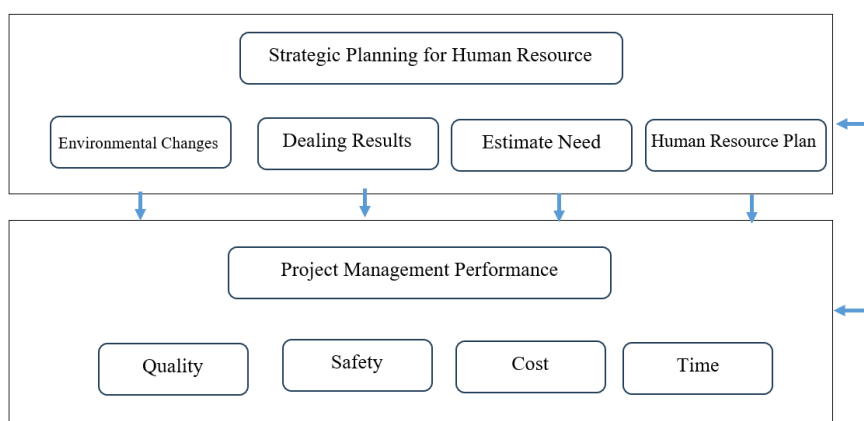


Figure 1. Flowchart of the research methodology

4. RESULTS AND DISCUSSION

Key topics and representative participant quotations are grouped to facilitate interpretations and highlight case-wide tendencies. A table summarizes key concepts, analytical categories, and instances. This method reveals how participant viewpoints inform interpretations while maintaining story coherence, enhancing transparency.

Table 1 lists the interview data's main themes and their questions. Structured governance, annual planning, and projection-based processes institutionalize HRP. HRP reinforces institutional strategy and ensures staffing stability, task balance, and instructional continuity. Representative participant statements show how analytical concepts are empirically based.

HRP provides the possibility for elements of an organization to obtain workers with the right number, sufficient quality, and at the right time [38]. In order to provide convenience in managing HR, IC-RMUT chooses a student leader and educational staff chooses the position of director, deputy director, head academic, and head office/academic staff to implement HRP. HRP at IC-RMUT is carried out at the beginning of each academic year, where all educational staff produced a report on the realization of implementation, evaluation, and also projections for the following year. The realization of projections is a series of activities that must be carried out to create a new design, carrying out stages by determining the activities to be decided into a mandatory task as a reference framework in achieving the college's vision and mission.

The starting point of HRP is to provide value for the organization's future workforce needs and determine the mix of skills needed [38], so that an appropriate HRP strategy is needed to prepare teaching and education personnel who have high skills in dealing with global competition between educational institutions. To find out the good impact of the HRP that has been made, the IC-RMUT at the end of each semester will make an assessment (performance appraisal) better known as a performance assessment for

teaching and education personnel. Mathis and Jackson [12] and Sułkowski *et al.* [39] argue that performance assessment is a stage of evaluating how well the workforce carries out their duties when compared to a set of benchmarks, and then communicating that information to the workforce [40], [41]. Technically in this assessment, the director calls all teaching and education personnel to conduct interviews regarding the extent to which they have capacity in that academic year. The interview was conducted to determine their position in the upcoming academic year focusing on the competencies and abilities of their employees, especially in the existing HRP process.

HRP implemented at the IC-RMUT is under strict supervision. The supervision is carried out on a scheduled basis, both from the director, deputy director, head academic, head office, lecturers, and from the board of committee. Based on research at the IC-RMUT, generally the monitoring activity is carried out around twice in one semester of the academic year. The activities carried out are to conduct analysis, such as what is needed by teachers, students, or academic staff, especially if it is related to skills. Then the results of the analysis will be used by the director as a reference for holding training, evaluation meetings and others that are adjusted to the needs of the IC-RMUT in order to improve the quality of education in accordance with the vision and mission of the organization.

Table 1. Summary of themes aligned with interview questions

No	Results	Analytical theme	Key results	Participant identifiers anonymized.
1	Organizational structure for HRP	Structured HR governance	HRP is supported through formally assigned leadership and academic roles to ensure staffing adequacy and coordination	"HR responsibilities are clearly defined at each management level." (P1) "The director and academic heads coordinate staffing decisions." (P3)
2	Annual HRP cycle	Systematic annual planning	HRP is conducted at the beginning of each academic year through reporting, evaluation, and future projections	"Every year we submit a report on staffing implementation and evaluation." (P2) "Planning always starts before the academic year begins." (P4)
3	Planning mechanisms and projection-based design	Workforce projection	Staffing projections are used to determine personnel needs in terms of number, qualifications, and timing	"Projections help us anticipate how many staff and what expertise we will need." (P1) "We consider both teaching load and staff capability." (P5)
4	Strategic alignment and implementation processes	Alignment with institutional strategy	HRP activities are translated into mandatory tasks aligned with the college's vision and mission	"HR planning is used as a reference for achieving the college's mission." (P3) "All activities must follow the approved strategic plan." (P6)
5	Outcomes of HRP for educational quality	Quality-related outcomes	HRP supports staffing stability, workload balance, and continuity of teaching	"Better planning reduces last-minute staffing problems." (P2) "It helps maintain consistency in teaching quality." (P4)

4.1. Strategy in developing human resource planning

In developing and implementing HRP, IC-RMUT has its own pattern, namely by creating core values that adhere to the vision and mission which greatly influence the quality of education in the college itself. The guidelines that serve as instructions in explaining the governance of college HRM, namely the vision, mission and core values, are as:

- Vision: IC-RMUT-sustainable international learners' interdisciplinary learning center.
- Mission: international life-long learning creativity with technology and innovation.
- Core values: international, challenge, resilience, mobility, unity, talent, and keenness.

4.2. Factors affecting human resource planning

There are several reasons that can affect HRP at IC-RMUT, namely; fluctuating changes in HR that are too quick. This college adheres to free and open HR, so anyone who becomes a worker is allowed to become a leader and may also resign. This has an impact on work program planning because in any case occupying an important position requires adaptation time; so, it can affect the implementation of work program planning.

In addition, the IC-RMUT has many activities to carry out. Therefore, some coaching and training of HR staff may be disrupted as there are many clashes between one activity and another. The director has determined various activities that are considered to provide the possibility to achieve the college's target, all education personnel must make a report on participating in coaching activities outside and the college also holds several coaching for education personnel outside of working days so as not to interfere with the agenda of activities at the college. The college also conducted a comparative study by visiting several universities outside Thailand to compare as a parameter to what extent their college is between the two colleges. The alternative activities have certainly been assessed well in terms of the effects they cause, are easy to

implement, and have a positive impact on the college. Thus, after selecting what activities will be carried out, the college will translate them into action plans.

4.3. Output of human resource planning implementation

The output produced by IC-RMUT in terms of teaching and educational staff is that they can feel more confident, and their general capacity can also increase so that the quality of learning in the college improves. In addition, HRP implemented on campus can make HR focus on their competencies. Students have increasingly better abilities, behavior, knowledge, skills, and insights, for example, being able to have a sense of tolerance towards differences in nation, ethnicity, religion, and culture because the character of students at IC-RMUT adheres to multiculturalism. The instillation of character education instilled by IC-RMUT is carried out through three activities, namely field trips, outbound and cultural days. IC-RMUT also teaches about entrepreneurial activities, through talent development program (TDP) and quality life activities.

The output produced is in line with the principles of the Rajamangala University of Technology Krungthep and can answer the general goals of the country in the field of education and insight. The output results will help IC-RMUT to achieve academic and extracurricular excellence for students who graduate from completing a learning program. In this case, many achievements in academic and non-academic fields have been achieved, in SAR 2020, IC-RMUT provided satisfactory improvement results, both in terms of literacy, numeracy, character, and the learning environment in the college. Therefore, all development and implementation of HRP in the college continues to be analyzed optimally so that it is always able to produce continuous improvement and improvement of output also for the future. It can be concluded that IC-RMUT focuses on developing the intellectual HR to succeed in achieving the vision and mission of IC-RMUT so that the development and implementation of HRP can continue to run optimally.

– Overview of human resource planning

Based on the results of interviews related to HRP through interviews with the director, deputy director, head of academics and, lecturer of IC-RMUT, it was concluded that to provide convenience, this college chooses a student leader who manages all activities and develops HR for students, while for HR, teachers and education personnel are under the direct responsibility of the deputy director of academic. HRP is carried out at the end of each academic year, the time is after the evaluation and realization of projections. The realization of projections is what activities have been carried out by students that need to be evaluated in making a plan. While for educators and education personnel. This is done by making a performance appraisal assessment. The college calls all educators and education personnel to conduct interviews related to the extent to which they have capacity, and to what extent they have developed in the academic year.

– Strategy in developing HRP and factors that influence HRP

IC-RMUT has HRP guidelines, including: i) goals for the college; ii) learning contract for global teachers; iii) work meetings, the college also always invites external parties, where external parties will provide an overview of how education is developing outside; and iv) creating an academic calendar. In addition, factors that can influence HRP at IC-RMUT are as: i) fluctuations in changes in HR. IC-RMUT, so anyone who is considered competent can become a teacher and ii) circulation of positions by trust by the director, anyone can occupy a new position.

4.4. Obstacles in preparing human resource planning

In preparing HRP, IC-RMUT has many obstacles, including the rapid change of officials and trust factors so that HR development is hampered. Generally, HR development is carried out at least 2 times a year by bringing in resource persons or assessors from external parties and then ending with an evaluation meeting at a general coordination meeting. Thus, the obstacles faced by IC-RMUT in implementing work programs so that the implementation of HRP sometimes becomes less than optimally effective.

4.5. Outputs produced

The outcomes achieved in relation to teaching and educational staff include heightened confidence and a significant enhancement of their personal capacities. As a result, the quality of teaching has become more focused and improved, leading to noticeable positive changes in students' character. These include greater tolerance for diversity in ethnicity, religion, and culture, as well as the development of leadership qualities aligned with the institution's vision and mission. The character education instilled by the IC-RMUT is carried out through three main activities, namely:

- Field trip: it is a field study carried out by students to carry out existing learning activities or outside the college.
- Outbound: it is a form of learning all applied sciences that are accumulated and carried out in the open or not, in the form of efficient games and leadership miniatures, which combine intelligence, physical, and psychological.

- Cultural day and career day: cultural day is an activity to introduce various cultures that exist in a nation. Meanwhile, career day is an activity to introduce students to a number of careers that they might work on, this activity also invites speakers who have succeeded in pursuing a career.

IC-RMUT also teaches about entrepreneurial activities, TDP. This entrepreneurial learning process aims to change the mindset so that the entrepreneurial spirit can be conditioned, where students are encouraged to search for and create valuable opportunities, to become innovators who find answers for the public and dare to take measured risks. This activity is divided into two, namely:

- Student company: this is an entrepreneurial activity carried out by students. Each student tries to manage a company through a real organizational structure. They are required to present their business in front of their supervisor and university leaders to provide their confidence.
- Business plan: a business plan is a learning process to design a business carried out in groups. Business designs will be completed to increase students' involvement in entrepreneurial activities.

In the academic field, IC-RMUT has succeeded in winning many championships in the international class. In addition, in the national assessment, students have given many good results for IC-RMUT, both in literacy, numeracy, character, and the character of the learning environment culture in the college. HRP is a systematic annual process at IC-RMUT that follows the academic calendar and institutional strategy. Plans start with evaluation reports and workforce predictions and are managed by leaders. HRP is an institutional governance instrument, not an administrative activity. strategy HRM approaches that prioritize coordination and strategy alignment over workforce levels are supported by this study.

HRP follows institutional standard workload, regulatory, and strategic priorities. Staffing number, qualifications, and timeliness are guided by workforce estimates to guarantee instructional continuity and operational stability. These findings suggest that HRP is integrated in institutional routines, expanding previous studies that considered HRP as regulatory compliance rather than an operational practice.

Enrollment, money, policy, and personnel availability affect HRP implementation. Administrative procedures and coordinating capacity affect plan implementation. These findings support institutional capacity and HR outcomes literature and provide operational evidence that contextual and governance factors limit HRP efficacy. The findings show that SHRP is an institutional process based on organizational practice, not only an administrative function. HRP coordinates planning, workforce forecast, and institutional priorities to improve education. The study emphasizes planning routines, role clarity, and implementation consistency to support the idea that organizational procedures and leadership coordination are essential to higher education HR practices.

The findings also show that implementation performance mediates SHRP and educational quality. HRP and workforce predictions affect job distribution, staffing stability, coordination, and instructional continuity, which affects institutional operation. This clarification fills a gap in HRM–education quality research that has usually investigated HR practices and quality outcomes separately. Thus, the study illuminates how HRP improves quality in international and practice-oriented higher education institutions.

The results clearly distinguish existing information from this study's fresh contributions. HRM improves institutional performance through policy alignment, governance reform, and performance evaluation, however these studies have mostly taken structural or outcome-based approaches. They rarely describe institutional SHRP. This study provides novel empirical evidence that HRP is a structured governance mechanism integrated in annual planning cycles and institutional strategy. More crucially, it links HRP to educational excellence through implementation performance-specifically coordination procedures, task alignment, and personnel stability. The work goes beyond descriptive HR models to explain how HRP improves quality by explaining this process-based mechanism.

4.6. Contribution

This study improves HRM–education quality research by understanding SHRP as a process-based institutional mechanism rather than an administrative function. It explains how HRP affects educational quality through coordination, efficiency, and time management. The study expands HRM and higher education management literature by defining this intermediate linkage. Previous research has focused on HR policies or quality outcomes.

The findings guide leadership decisions on workforce planning, workload allocation, and quality management. International colleges can use the study's analytical approach to assess HRP procedures and identify implementation difficulties. The findings support policy integration of institutional HRP into quality assurance and governance systems. The study shows how good HRP improves educational quality and organizational sustainability, supporting SDG 4 (quality education) and SDG 8 (decent work and economic growth).

5. CONCLUSION

HRP is carried out at the end of each academic year, where the IC-RMUT makes an evaluation and realization of projections, and at the end of each semester makes a performance appraisal assessment of all lecturers, academic staff and students. IC-RMUT has a pattern in compiling HRP, namely by making goals that adhere to the vision and mission of the IC-RMUT using a global structure and creating a college academic calendar. The main factors that influence HRP in the implementation of work programs at IC-RMUT are; fluctuations in changes in HR and job circulation that are too fast. Another obstacle faced by the college in implementing work programs is the conflict that occurs between one activity and another. The output produced by IC-RMUT in terms of teaching staff and education relates to the quality of teaching and learning and how it can be improved. This is in order that the quality of the IC-RMUT continues to improve. Especially for students, IC-RMUT focuses on the character of students. The increasing quality of education is proven by achievements in academic and non-academic fields, as well as the results of national assessments.

This study includes limitations that should be considered when assessing outcomes. The research uses a qualitative sample from a few foreign colleges in one country, which may limit its generalizability. Second, interview results may reflect participants' HRP knowledge rather than implementation. Third, SHRP influences educational performance metrics but is not quantified.

Suggestions for future research, this study provides qualitative insights into SHRP in an international college, but further research is suggested. First, future research might use mixed-methodologies or quantitative methods to experimentally examine HRP practices and education quality results across multiple institutions. Second, comparative research of public and private universities or international institutions in different countries would improve generalizability. Third, to understand how HRP affects institutional performance, future research may examine mediating or moderating characteristics including leadership style, digital HRM systems, or organizational culture. Finally, longitudinal research designs could explore how SHRP affects educational quality, sustainability, and institutional competitiveness across time.

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C : **C**onceptualization

M : **M**ethodology

So : **S**oftware

Va : **V**alidation

Fo : **F**ormal analysis

I : **I**nvestigation

R : **R**esources

D : **D**ata Curation

O : **O**riting - **O**riginal Draft

E : **E**riting - **R**eview & **E**editing

Vi : **V**isualization

Su : **S**upervision

P : **P**roject administration

Fu : **F**unding acquisition

CONFLICT OF INTEREST STATEMENT

Authors state no conflict of interest.

DATA AVAILABILITY

The datasets generated and/or analyzed during the current study are not publicly available because they contain information that could compromise the privacy and confidentiality of the research participants and the participating institution. The datasets are available from the corresponding author upon reasonable request, subject to institutional ethical approval.

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