
A COMPARATIVE ANALYSIS OF HUMAN RESOURCE PLANNING AND EDUCATIONAL PLANNING IN DRIVING ORGANIZATIONAL AND SOCIETAL DEVELOPMENT

*¹A.U Osunde, ²Nosa Giwa-Osagie

¹PhD, FIPFC, Faculty of Education, University of Benin.

²PhD, FCILHRM, Faculty of Management, University of Benin.

Article Received: 17 January 2026, Article Revised: 05 February 2026, Published on: 25 February 2026

*Corresponding Author: A.U Osunde

PhD, FIPFC, Faculty of Education, University of Benin.

DOI: <https://doi-doi.org/101555/ijarp.9875>

ABSTRACT

Full cooperation between planning for human resources (HRP) and educational planning can transform organizations and societies. Investment in human capital through human resource systems and education helps firms respond to challenges from shifts in the global economy and the emergence of technology-driven changes. To characterize those links, this analysis adopts the separate yet complementary lenses of strategic human resource management and workforce planning on the one hand, and education systems planning on the other. The approach is demand-led rather than supply-oriented and seeks to compare the features and contributions of each type of planning. That perspective guides investigation of the intersections between HRP and educational planning; the cascading impacts of those intersections at organizational and societal levels; variations in planning relations across different settings; and implications for policy and governance. (Munyeka, 2014)

KEYWORDS: Human Resource Planning, Educational Planning, workforce planning

2. INTRODUCTION

Planning is a broad field concerned with enhancing the realization of future intentions by anticipating future conditions. Information about the future state of systems and the means to manipulate them lies at the heart of emerged models. The diverse fields of spatial planning, urban planning, and regional planning are usually associated with arrangements of spatial activities. In human resource planning, understanding the future state of an organization's people—such as individual capabilities and how these capabilities will evolve—and how to

adjust this consideration to achieve intended ends provides a comparable introduction to an important aspect of planning (Munyeka, 2014).

The understanding of planning can be further clarified by considering the approach utilized to achieve the future state. Edwards (as cited in Nosratabadi & Khedry, 2015) indicates that planning has traditionally been viewed as the formulation of specific projects to achieve anticipated ends. Project-oriented planning is often perceived as too narrow for current needs of society. A broader identification of planning, projects alone may not suffice, for future developments typically entail substantial uncertainty, and far-ranging aspirations are expected to vary during the period (Nosratabadi & Khedry, 2015).

2.1. Human Resource Planning: Definitions, Scope, and Objectives

The importance of human resource planning (HRP) in organizational development can hardly be questioned—yet its scope and objectives warrant closer consideration. HRP may be characterized as a system of interrelated concepts focused on analyzing an organization's current and future workforce needs in terms of skill profiles and personnel numbers, to map the requirements against available workforce portfolios, and to devise strategies to resolve gaps. The expected outcomes of HRP generally include an optimal overall staffing level, continuous availability of key tasks and competency areas, an essential knowledge and competence base, and the overall shape of labor portfolios. An organization not only improves its operational effectiveness but also enhances its strategic capabilities, ingenuity, and adaptability (Munyeka, 2014).

2.2. Educational Planning: Definitions, Scope, and Objectives

Schools and higher education institutions are fundamental to the advancement of modern societies; they promote human potential development and improve the quality of life for many people (C. Papakitsos et al., 2017). Education planning refers to the formulation of the best educational strategies to make the educational system cohesive and effective. Educational planning is a means for overall national development. Education systems planning entails the design of policies and investment decisions for an education system with specific resource needs that must be satisfied in the shortest time period, while educational planning analysis refers to the design or reformation of national educational policies to satisfy specific educational requirements with effective and feasible educational plans.

Education policies are closely related to human resource management. An education system that is planned suitably contributes to the availability of the necessary workforce. A well-planned education system capable of supplying human resources more quickly, conveniently,

and accurately expands the possibility for every child to receive the relevant education and keep pace with labor market development.

3. Theoretical Lenses and Methodologies

Human resource planning (HRP) reflects a distinctive and widely-discussed approach to planning, grounded in human resource management (HRM) and strategic HRM. HRP encompasses the forecasting of future workforce requirements and the proactive design of policies to ensure an appropriate balance between supply and demand for human resources at an organizational level. These policies are typically aimed at satisfying specific organizational goals such as increased productivity, enhanced innovation, and heightened competitiveness (Munyeka, 2014), but they can also encompass social aims aligned with public-sector, not-for-profit, and other social missions. Education systems planning can thus be regarded as a complementary perspective that is particularly relevant to national and regional development.

Although HRP and education systems planning occupy different levels of analysis (the organizational versus the societal) and focus on different, though related domains (the workforce versus education), each can be viewed from a managerial perspective that illuminates their interconnections across forces and instruments shaping both organizational and societal development. Strategic human resource management (SHRM), which retains both the strategic emphasis of HRP and a concern for links to the wider environment in its consideration of human resources, provides a compatible framework within which to explore those connections (A. (Saied) Davoudi & R. (Amin) Kamalian, 2016). Workforce analytics, which entails the analysis of workforces using diverse analytic tools, then enables examination of specific workforce policies aimed at achieving selected development objectives.

3.1. Strategic Human Resource Management and Workforce Analytics

Strategic human resource management is concerned with aligning human resource plans and practices on education and training with the goals, objectives, and priorities of the organization (Munyeka, 2014). It involves evaluating the current workforce with respect to their knowledge, skills, and competencies, and determining whether they possess the qualifications necessary to meet the organization's future requirements (Nosratabadi & Khedry, 2015). Strategic educational planning should be aligned with the mission and objectives of the organization, and must consider the human capital development requirements expressed in the organization's human resource plans.

Workforce analytics is the use of qualitative and quantitative techniques to analyze data about the workforce and make evidence-based decisions about an organization's human capital. The main challenge is to obtain credible data from varied sources about workers and their employment experience, analyze it systematically, and link it to selected outcomes—such as employees leaving, applying for other jobs, or wanting to leave—evidently showing why they occur and selecting interventions that would have the most impact in changing the situation. Sources of data include payroll systems, social security information, human resource management systems, organizational climate surveys, learning management systems, simulation and assessment center data, as well as applicant, applicant tracking, job offer, and exit surveys. The credibility of the information is improved when multiple sources give the same information (BARCAN, 2018). Where appropriate, external benchmarking or market-lateral information from sectoral reports and other information is also included.

3.2. Educational Systems Planning and Policy Analytics

The world has witnessed dramatic changes over the past couple of decades, with the economy moving toward a knowledge-based structure that, among other things, has created competition in output quality. To meet this demand, educational institutions need to prepare qualified and competent graduates who fulfil the desires of the labour market and industry. Well-ordered numbers of students at the education level required, in line with the quality demand of output, need to be determined and considered as these are still under the authority of the education sector. The era directed toward a good supply and demand relationship and a better provision of quality education has begun. (Winarti, 2018)

The HRD system adopted by the government, in conjunction with the obligatory school supplies and the output in the educational system, has still not successfully brought coherence between policy and the HRD system. The quality of human resources, particularly the involvement of educational output in the economic development cycle, needs to be prioritised. Stakeholder mapping or analysis is one way to identify the parties directly involved in the education supply of an economy that can influence the quality and the quantity provided. The quantity and quality of the educational output should match the requirement stipulated in the description of the job, the characteristic of the business turnover, and the economic condition of the country. Tracing those parameters and mapping them toward the education supply could help the education policy-makers in establishing the educational and economic policies. (M. Yawson & Greiman, 2014)

4. Intersections Between HRP and Educational Planning

Human Resource Planning (HRP) and educational planning are interlinked. Human resource planning aims at identifying the available human resources, forecasting future requirements, and the development of existing human resources. Educational planning is linked to educational policy and aims at making education responsive to the needs of society. Education is viewed as a means of developing human resources. The main emphasis in human resource planning is on the development of human resources once they are acquired. In the developing countries however, the emphasis is on acquisition. Hence the links between education and human resource planning. At the macro level human resource planning is necessary to develop a cadre of human resources for particular sectors. Hence it is necessary to carry out human resource projection studies. At the micro level educational planning aims at ensuring that education and training are relevant to the requirements of the labour market (Munyeka, 2014) and that skill mismatch is reduced.

4.1. Talent Development and Lifelong Learning

Planning for talent development and lifelong learning constitutes a critical link between education and workforce planning. Individuals commit considerable time and resources to education and training, which result in skills and competencies that they subsequently signal to the labor market. Priority attention to the development of individual talent and to the provision of conditions conducive to lifelong learning can thus facilitate educational and workforce planning objectives, contributing to the longer-term achievement of improved organizational and societal development. The section focuses principally on the organizational side of the connections.

Through legislation and other means, governments around the world seek to raise the education and training levels of their citizenry. The evident need for continuous upgrading of individual skills and competencies still further enhances the relevance of educational planning. Syllabuses are in a state of continuous evolution in order to prepare young graduates for pressing and constantly evolving skill requirements in the workplace. The establishment of Occupational Standards together with the framing of National Qualifications Frameworks aimed at countries confronted with ever-growing demographic pressures form an obvious complement to the collection of data regularly utilized for Educational Planning. Non-tertiary education, both VET and academic, has a major influence on the framing of Occupational Standards; yet the latter constitute an important input into Early Childhood Development and Non-Formal Education, Training, and Learning Provision (Jeong, 2005).

4.2. Alignment of Education Outputs with Labor Market Needs

The alignment of education outputs with labor market needs is an important aspect of planning. Notably, the mismatch between education and labor market requirements has been examined in various contexts (M. Masika & W. Thinguri, 2017).

Workforce competencies acquired through education influence productivity and are therefore both determinants of and signals to the labor market. The ongoing conceptualization of structural, technological, and skill mismatches within labor markets is relevant for education systems analysis. Educational planning determines the nature and extent of skills and competencies imparted. Educational frameworks that emphasize general education, self-learning, and life skills are more aligned with competency frameworks and employability. Comprehensive analyses of skills and competency needs across economic sectors and domains can inform education planning agendas and outputs.

4.3. Funding, Institutions, and Governance

Funding mechanisms, institutional arrangements, and overarching governance structures differ notably between human resource planning (HRP) and educational planning (EP). In the education sector, financing typically occurs through government budgets and is supplemented by external aid, whereas HRP funding usually emerges from the private sector, with educational institutions bearing the financial costs of various HRP initiatives. A dual-method financing system exists for education, with government provision in compulsory education and investment in higher education typically covered by families or students through tuition and other fees. While the tendency has been toward universal coverage in public education, both fundraising in higher education and privately funded supplementary tuition have gained momentum.

Educational governance predominantly rests with public authorities, although the education sector encompasses both private and public institutions. Conversely, regulation of HRP is chiefly an issue of corporate governance, typically falling outside public regulation. Education planning pertains mainly to education ministries as the central governing body, but public sector education governance in general functions independently of existing HRP provisions and is equally fragmented across the private sector. (Munyeka, 2014)

5. Comparative Impacts on Organizational Development

Management practitioners and scholars widely recognize that a highly productive, innovative, and competitive organization is one that applies strategic human resource management principles and practices to enhance its overall strength, capability, and performance

(Munyeka, 2014). Strategic HRM entails human resource planning for short and long-term organizational success and sustainability. Consequently, the success of corporate organizations depends on how well they implement strategic human resource management concepts and model those concepts in their everyday operations (Al-Frijawy et al., 2019). The focus on strategic human resource management aims to make organizations more resilient to change and better prepared to cope effectively with all forms of external and internal business disruptions. Organizations that neglect human resource planning care very little about future workforce readiness and the competencies necessary for sustained economic prosperity.

5.1. Productivity, Innovation, and Competitiveness

Increasing organizational productivity and enhancing competitiveness have been recognized globally as top policy priorities for many decades. To realise these priorities, managing innovation is widely regarded as a crucial undertaking. Acquiring, developing, and retaining skilled and competent talent contributes significantly to the corporate goal of sustained organisational renewal and innovation (Munyeka, 2014).

Improved human resource planning is found to be transformative in upgrading national skills formation and migration policies and in formalising employment projection and workforce modelling approaches to explore education and training paths. Educational planning – and its associated governance structures, policy instruments, and financing mechanisms – is further related to national economic growth, skill development, and the creation of enabling conditions for inclusive access and social mobility through wider and better employment (Zhang & Chen, 2021).

5.2. Change Management and Organizational Resilience

Whatever strategic choices an organization makes, it must prepare its workforce for the implementation of those decisions. Planning for human resource systems, processes, and activities to facilitate change supports organization-wide initiatives and improves business performance (Olusegun ANINKAN, 2018). The transition from one strategic course to another typically constrains at least part of the workforce's ongoing set of activities. To bridge the gap between the current and future states, organizations need to determine the timing, content, and delivery approach for the transition to the new focus or execution method (Munyeka, 2014).

Change may affect all employees or only specific segments of the workforce. An analysis of the organizational structure and jobs determines which positions will experience a change in the nature of the work. The effort may encompass several different transitions occurring sequentially or in parallel, each requiring a dedicated HRP effort. Planning for more complex

transitions, such as mergers or acquisitions, divestitures, or reductions in force, may entail additional content specifying the required staffing levels and organizational structure during the transition period. More-sophisticated methods allow articulation of employee activities in terms of workflow models that detail interdependencies among jobs. Demand planning can thus encompass both changes in strategic focus and changes in the scope or nature of work.

6. Comparative Impacts on Societal Development

Human Resource Planning (HRP) concentrates on personnel-oriented concerns and intervenes with organizational productivity. Planning seeks information on the labor supply, as well as skill composition and expected changes, and it cannot be separated from the strategic level. Longer planning horizons address strategic and tactical aspects that require the consideration of future developments. Educational Planning (EP) is closely associated with goal-setting and evaluation of educational systems and productivity. EP uses systems analysis and models of educational systems to clarify objectives, identify potential inefficiencies, and devise alternative methods of achieving educational goals. Strong institutional capacity is necessary to ensure effective management and supervision of substantial education policies. Education systems planning prevents competition for scarce resources between central governments and sub-national authorities by establishing a coherent framework.

The corporate world uses HRP to increase competitiveness. The link between HRP and training institutionalization is most evident, as training hinges on knowledge of the supply and demand for rare and strategic skills. Sufficient time to implement certain training initiatives requires long-term strategy. The primary goal of HRP is to institute a Technical Skills Development Plan (TSDP) aimed at sustaining engineering skills and competitiveness. Such initiatives address government expectations about the level and types of learning of the working-age population and involve substantial change for both organizations and training systems.

Economic growth is commonly perceived as a primary outcome of HRP. HRP connects employee productivity and the acquisition of economically relevant knowledge. Certain HRP goals seek to bolster the region's economy, which remains crucial to attractiveness and competitiveness in an international context. EP aims to stimulate growth by supplying and enhancing the quality of labor and basic business-oriented skills and developing soft skills. EP is believed to bolster growth and increase formal employment opportunities in settings characterized by informal employment—the latter tied to a diminished ability to plan and manage skill acquisition (Munyeka, 2014) ; (M. Yawson & Greiman, 2014).

Societal inequalities connect with labor market access, formal employment, and social inclusion (Al-Frijawy et al., 2019). Free access to training for working-age individuals ranks among the most cited EP mechanisms to attend to societal issues and is increasingly in demand. Such arrangements may nonetheless lack substantial political support and are partly transformed into non-eligibility for training for a significant portion of the population. Workforce training constitutes an essential area of skills development in regards to equality of opportunity. Access to training for workers with lower levels of education and in certain firms diminishes significantly as priority is placed on globally competitive engineering skills. Societal development refers to the extent to which the planning process contributes to the establishment of a capable workforce across various levels of society and thereby enhances equal access to opportunities, social mobility, and the overall development of individuals.

6.1. Social Equity, Inclusion, and Access to Opportunities

The arrangements for higher learning are shaped by available resources, stability, and predicated direction. Higher education systems in developed nations are seen as well developed. The government of Zambia illustrates political will in providing for education and training within its political, economic, and development agenda. The Ministry of Education's (MoE) Strategic Framework for the Ministry of Education, Libraries, and Higher Education Policy in Zambia facilitates educational training and employment. Educational reforms and establishment of various post-secondary institutions follow national principles. Access to education varies considerably throughout the country. Some merely need to meet entry requirements, whilst others face difficulties. The socio-political environment has a dramatic effect on higher learning development and planning. Economic conditions considerably influence government income, local investment, private donations, student fees, and society's involvement with higher education (Munyeka, 2014).

Africa is viewed as one of the most educated areas in the world. Nevertheless, subjecting knowledge to pre-Knowledge-Based Economies hampers economic potential. Limited human contradiction makes a Knowledge-Based Economy inaccessible. Scientific and entrepreneurial enthusiasm cannot thrive on limited experiments. Governance that engenders creativity is needed. Knowledge-Generating institutions are necessary. Innovative higher education systems provide impetus.

6.2. Economic Growth, Skill Formation, and Social Mobility

Although organizations can contribute more to economic growth through superior economic strategy formulation, about 70% of productivity mismatch across countries is explained by a country's national attributes—its people, institutions, incentives, and endowments—that

shape an organization's capabilities (Rincon-Aznar et al., 2015). Investment in people raises social productivity—the output per worker that is not attributable to physical or financial capital (Schwalje, 2011). Investments in health, education, and labor contribute substantially to the development of workforce skills; education and training of the population are essential to the composition of the expected future workforce. When forecasted population dynamics supports equal lifetime opportunities for all individuals, skills formation in conjunction with expected economic growth contributes to economic growth since the skills of individuals are conditioned on their educational attainment and opportunities. National characteristics remain critical for sustaining and accelerating overall growth, skills formation together with good governance and other productivity-enhancing measures helps reduce inequality across individuals with higher educational attainment and therefore is economically essential.

7. Case Studies and Regional Variations

An illustrative case from the corporate sector in emerging economies demonstrates significant linkages between human resource planning and educational planning that underlie diverse organizational development outcomes. A contrasting case of governance, funding arrangements, and policy-analysis approaches highlights how public education systems in developed economies often undertake educational planning in relative isolation from human resource planning. Finally, an assessment of education-to-work pathways in transitional contexts involving shifts toward market-based arrangements and learning-focused strategies illustrates how associated policies signal labor-market requirements to youth lacking robust systemic oversight.

Case Studies and Regional Variations

Landlocked and least-developed Zambia has observed a steady enrichment of its educational system since independence in 1964. Education-to-work mechanisms emerged in the corporate sector during the 1990s, complementing state-led efforts to broaden access. The country's strategic human resource planning model focuses on skills, competencies, and behavioral requirements for each position, which inform the internal career-development framework and guide educational inputs. External clients obtain a synthesized version presenting preconditions for entry into key positions. This model integrates human resource planning with the corporate commercial plan, facilitating growth and adaptation to changing products and services. Challenging economic conditions compel frequent revisions to employment projections and skills requirements. The capacity to make credible forecasts and

simultaneously develop diverse human resources, including those outside formal education systems, is central to ongoing transformation (Munyeka, 2014).

Regulated public education systems in advanced economies typically operate through a governance, funding, and policy-analysis framework that separates educational planning from strategic human resource planning, thus inhibiting institutional design, investment, and access decisions aligned with workforce and business needs. Yet labour-market mismatches are an enduring problem. While public education benefits from sophisticated long-range planning models, they seldom inform sequential education-to-work policies, as the latter do not align with corporate strategic planning. Enhanced analytic capacity now enables modelling of key trajectories and development pathways, which can support strategic corporate efforts (Victor Delgado S., 1970).

Transitioning economies experiencing reduced state involvement in education favour open-access or outcome-based enrollment systems over regulatory controls. Some also adopt dual-education or apprenticeships, while others prioritize skills-focused or labour-market signalling strategies. Scarcity of modelling-related capacity and tools hinders formal analysis of these diverse transit patterns, yet systematic academic study is essential to identify resilience-building measures for such economies (Karl Wardlaw, 2019).

7.1. Case 1: Corporate Sector in Emerging Economies

Emerging economies face pressing pressures for the sustained delivery of socio-economic development and strategic citizenry that are essential for elevating the living standards of the citizenry. Human resource planning (HRP) consists of forecasting or anticipating the human resource requirements of a given organization over a specific period of duration, aligning them with the organization's strategic initiatives to influence organizational development. Institutional practices vary across corporate, public, and religious organizations (Munyeka, 2014). Reflective of a deeply entrenched colonial past, the public corporate sector in Zambia focuses more on inputs than outcomes, encumbered by decisions that do not add significant value to societal development. The situation takes a turn for the worse for firms operating in the property management and real estate segments. Educational planning serves as a crucial component of human resource supply with direct influence on the caliber of written communication, public speaking, mathematics and accounting, result analysis and interpretation, and basic computer literacy (Thite et al., 2014). Organizations importing or exporting these services where the Zambian educational system is constrained by delivery systems that do not adequately equip the citizenry for these competencies therefore encounter project and development difficulty. When planning for the HR demand falls short, firms turn

to project-based planning where the evaluation of project feasibility is undertaken, which stretches the HR planning boundaries even wider (Victor Delgado S., 1970).

7.2. Case 2: Public Education Systems in Developed Economies

Public education systems in developed economies are typically financed through taxation within a constitutional framework, creating an apparent correspondence between governance and funding arrangements. However, significant variations persist in institutional organization, accountability, and policy approaches across jurisdictions. Systems in Canada, Japan, and the United Kingdom exemplify differing institutional configurations and the international salience of education systems perspectives. The Canadian case illustrates the distinction between resource allocation determined by ‘patents,’ or governance-related contracts signed by provincial Ministries of Education, and policy variables that are typically influenced by the multi-level configuration of governance arrangements (Walter. Muscio, 1976).

Available educational planning and policy analysis data do not yet permit full examination of the link between educational provision and workforce requirements in these economies. A principal obstacle stems from the increasing salience of approaches and instruments that engage the non-formal sector. Established frameworks such as the PEST and the 4Ps extend the analytical scope to structures and policies outside formal schooling, yet analysis within these dimensions remains in its infancy. Combining insights from established resource-based capability theory with the human-capital formation perspective elaborated in Case 1 might subsequently inform investigation of the implications of education systems frameworks for the educational-planning–HRP nexus (Nagel & W. Jr. Snyder, 2015).

7.3. Case 3: Education-to-Work Pathways in Transitional Contexts

As emerging economies integrate into the global economy, changes in the structure of production and labour markets may lead to more complex youth transitions and education-to-work pathways (Seminario, 2019). Under transitional conditions, youth may confront a disjointed or fragmented set of transitions leading to inequalities in opportunity to access labour markets or secure quality jobs, thereby increasing the importance of relying on relevant data to inform educational planning (Xolisa Mantashe, 2014). Beyond the articulation of education and training to immediate employment opportunities, growing societal expectations mean that education systems are also expected to equip students with competencies to navigate ever more uncertain futures marked by increasingly contingent, multiple, or diverse careers and jobs, thereby heightening the importance of equipping students with foundational (also referred to as generic, soft, or transferable) competencies. To

strengthen paths to work within these transitional contexts, action may be taken to improve labour market signalling and information, enhance articulation with post-secondary education to simultaneously broaden opportunities and support second-chance pathways, or extend the focus of education systems to also support competencies for continual adaptation to rising uncertainties and more diverse workplaces.

8. Policy Implications and Governance Considerations

Successful integration of human resource planning (HRP) and educational planning hinges on addressing core governance, financing, and accountability aspects. First, a strategic governance structure overseeing the integration process is essential to balance diverse constituent needs and preferences while preserving HRP and educational integrity. Second, strong financial linkages between HRP and educational planning can ensure sufficient, efficient, and sustainable resource availability during policy design and implementation. Last, robust accountability systems monitoring progress can safeguard the integrity of both planning processes.

Educational institutions need access to relevant labour-market information and opportunities for continuous knowledge acquisition. Thus, an appropriate funding mechanism is paramount. Several funding methods, from full government sponsorship to privatized financing, cater to varied conditions. The political and resource-dimensional characteristics of an economy can influence financial frameworks and determine the most suitable arrangement for achieving more effective and sustainable impact on organizational and societal development (Khumalo, 2019).

9. Methodological Reflections and Future Research Directions

Unquestionably, research on the connections between human resources planning and educational planning must format different development objectives and must rest on key premises to be sustainable over time. Eight such premises arise, which relate knowledge either to development at various levels—organizational, sectoral, or societal—or to various higher-order activities that maximize human development or the organization of interdependence preparation among entities (e.g., HRP or education-system policy analysis) within each level. Careful comparative analysis calls attention to several demarcation questions regarding two planning activities, leading to a series of potential follow-up opportunities on the analytics available for spotlighting boundary issues among objectives, for linking breadth-of-scope frameworks regarding individual HRP monitoring and

educational preparation, or for relating distinct preparation styles of both planning areas. Two specification enhancements further clarify the interdependence between the two basic routes and, more particularly, the joint examination of HRP and education-system policies (Munyeka, 2014) ; (A. (Saied) Davoudi & R. (Amin) Kamalian, 2016).

10. CONCLUSION

The preceding analysis explored critical dimensions of human resource planning (HRP) and educational planning and their implications for organizational and societal development. Both planning types address the provision and development of human capabilities among local and global populations. HRP seeks to equip workers with competencies that are relevant to their participating organizations' strategies, contexts, and challenges. Educational planning aims to ensure that schooling and curriculum at all levels evolve in alignment with labor market needs for skills and competencies. In theory, these two planning types are mutually reinforcing. Achieving HRP goals signals the need for adaptive workforce input and motivates the search for relevant outputs from the education system. Conversely, feedback from education informs HRP about skills and competencies that can be developed locally (Munyeka, 2014). In practice, however, the relationship is often weaker than expected, particularly when planning approaches remain conventional and commonplace.

A comparative analysis of HRP and educational planning by means of strategic human resource management and workforce analytics offers several insights with implications for research, policy, and practice. HRP and educational planning exhibit parallel development trajectories across diverse organizations and systems around the world. Yet these trajectories yield markedly different outcomes that strongly shape the evolution of each domain. HRP has a direct and specific impact on the development of an organization, whereas the influence of educational planning on broader societal development is indirect and more variable. Nevertheless, the strategic, analytic, and empirical foundations of educational planning provide a useful complement to established HRP theory and practice. Several countries and regions exemplify both the interdependence of HRP and educational development and the diversity of planning models, approaches, and outcomes that may be expected. A systematic comparative framework can help to enhance understanding of the planning nexus and to identify specific HRP inputs, outputs, and processes to which national and sector-level educational planning may be linked (A. (Saied) Davoudi & R. (Amin) Kamalian, 2016).

REFERENCES:

1. Munyeka, W. (2014). *Amidst watershed reforms: A case of strategic human resource planning at a local Zambian telecommunications institution*. Journal of Educational and Social Research, 4(3), 31-32. doi:10.5901/jes
2. Nosratabadi, S., & Khedry, H. (2015). *A descriptive approach for strategic management of strategic resource*.-European Journal of Business and Management, 7(14), 14–17.
3. Papakitsos, E. C., Foulidi, X., Vartelatou, S., & Karakiozis, K. (2017). *The contribution of systems science to planning in local educational administration*. European Journal of Education Studies. Advance online publication. <https://doi.org/10.46827/ejes.v0i0.483>
4. Davoudi, S. A., & Kamalian, A. R. (2016). Application procedures and practices futures human resource planning. International Journal of Advanced Engineering, Management and Science, 2(5), 479–483. <https://www.ijaems.com> b
5. Barcan, M. (2018). Particularities of human resources management in health organizations. Annals of the University of Craiova – Economic Sciences Series, 1(46), 108–115.
6. Winarti, E. (2018). *Perencanaan Manajemen Sumber Daya Manusia Lembaga Pendidikan*. Tarbiyatuna: Jurnal Pendid
7. Yawson, R. M., & Greiman, B. (2014). Stakeholder analysis as a tool for systems approach research in HRD. *Leading human resource development through research: Proceedings of the 21st annual AHRD International Research Conference in the Americas*, 1–28. Academy of Human Resource Development.
8. Jeong, J. (2005). Analysis of the factors and the roles of HRD in organizational learning styles as identified by key informants at selected corporations in the Republic of Korea [Doctoral dissertation, Texas A& M University.
9. Masika, M., & Thinguri, R. W. (2017). A critical analysis of the influence of curriculum dynamics mismatch on the labor market alignment in Kenya. European Journal of Education Studies, 3(6), 253–271. <https://doi.org/10.5281/zenodo>.
10. Al-Frijawy, J., Militaru, C., & Tonoiu, S. (2019). Planning human resources management, development and training of staff, and their impact on organizational performance, in the Iraq oil companies sector. Review of International Comparative Management / Revista de Management Comparat International, 20(5), 519-532.
11. Zhang, G., & Chen, C. (2021). A study on the relationship between learning motivation and learning effectiveness of personnel based on innovation capability. *Frontiers in*

Psychology, 12, Article 762104.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8572978/>

12. Aninkan, D. O. (2018). Organizational change, change management, and resistance to change—An exploratory study. *Problems and Perspectives in Management*, 16(2), 217–225. [https://doi.org/10.21511/ppm.16\(2\).2018.19](https://doi.org/10.21511/ppm.16(2).2018.19)
13. Rincon-Aznar, A., Forth, J., Mason, G., O'Mahony, M., & Bernini, M. (2015). UK Skills and Productivity in an International Context.
14. Karl Wardlaw, M. (2019). Effective Human Resources Recruiting and Hiring Practices for Improving Organizational Performance.
15. Thite, M., Budhwar, P., & Wilkinson, A. (2014). Global HR Roles and Factors Influencing Their Development: Evidence From Emerging Indian IT Services Multinationals.
16. Walter. Muscio, A. (1976). The systematic allocation of teacher to task in education systems: a thesis presented in partial fulfilment of the requirements for the degree of Master of Arts (Education) at Massey University.
17. Nagel, J. & W. Jr. Snyder, C. (2015). International Funding of Educational Development: External Agendas and Internal Adaptations: The Case of Liberia.
18. Seminario, R. (2019). The transnational education to employment transition: Peruvian women and men professional and family trajectories in Switzerland.
19. Xolisa Mantashe, L. (2014). Understanding change and implications of divisional management model (DMM) in a merged multi- campus University in South Africa.
20. Khumalo, N. (2019). Obstacles of human resource planning that affect workers in delivering quality services.