

## *Human Resource Management As It Relates to Teachers' Global Competitiveness*

Jonaidah B. Hadji Said, Mindanao State University-Integrated Laboratory School, Philippines

The Asian Conference on the Social Sciences 2024  
Official Conference Proceedings

### **Abstract**

This study examines the impact of human resource management on teachers' global competitiveness. The research conducted is descriptive-correlational. It focuses on respondents' demographic profiles, the principals' HRM practices in terms of recruitment and selection, performance appraisal, remuneration, training and development, and employee safety and health; the teachers' global competitiveness in terms of 21st century learning skills, 21st century innovation skills, 21st century life and career skills, and 21st century information, media, and technology skills; the problems faced in human resource management in pursuing teachers' global competitiveness in terms of socio-cultural factors, technology factors, economic factors, and political factors; the relationship between the principals' human resource management practices and teachers' global competitiveness; and the significant difference between the principals and teachers perceptions on human resource management. The study reveals that both teachers and school principals possess the necessary qualities for their current positions. Principals are found to be practicing human resource management practices while teachers are perceived as enthusiastic in implementing 21<sup>st</sup> century skills for global competitiveness. However, there are some problems related to socio-economic, technological, economic, and political factors. The study also found a significant relationship between the human resource management practices of school principals and the 21st-century global competitiveness of teachers.

Keywords: Global Competitiveness, 21st Century Skills, Human Resource Management

**iafor**

The International Academic Forum  
[www.iafor.org](http://www.iafor.org)

## Introduction

Human resources are both an asset and deterrent in the success of any organization. It plays a crucial role in the success of any organization, particularly in the education sector. Their competence, efficiency, and commitment are essential for the overall effectiveness of the organization. Human Resource Management (HRM) is essential in organizations, focusing on hiring, recruitment, job assignment, evaluation, and development. The importance of human capital is even more pronounced in educational institutions, as it plays a vital role in helping people become literate, numerate, problem solvers, and achieve self-actualization, economic efficiency, and civic responsibility. However, public education in the Philippines has faced criticism for its deterioration over the past three decades. The Autonomous Region in Muslim Mindanao (ARMM) has been criticized for corruption, miseducation, and poor performance in national tests. Human resource management in education should be recognized as a crucial concern, as it is the key to rapid socio-economic development and efficient service delivery. Preparing the millennial for life and work in the 21st century requires a shift in assessment strategies to measure students' ability to think critically, examine problems, gather information, and make informed decisions using technology.

In this study, it aimed to determine the human resource management as it relates to teachers' global competitiveness in Marawi City and Lanao Del Sur 1 Divisions. Specifically, 1) What is the demographic profile of the principals and teachers in terms of age, civil status, eligibility, ethnicity, educational attainment, field of specialization, length of service, salary, and seminars and training attended; 2) What is the extent of the human resource management practices of the principals as perceived by the principals and teachers in terms of recruitment and selection, performance appraisal, remuneration, training and development, and employee safety and health; 3) What is the extent of the teachers' global competitiveness in terms of learning skills, innovation, life and career skills, and information, media, and technology skills; 4) What is the problems faced in human resource management in pursuing teachers' global competitiveness in terms of socio-cultural factors, technology factors, economic factors, and political factors; 5) Is there the relationship between the principals' human resource management practices and teachers' global competitiveness; and, 6) Is there significant difference between the principals and teachers perceptions on human resource management. Furthermore, this study utilized the descriptive-correlational research design and mixed research method; qualitative and quantitative methods and data were used in tandem. In order to tabulate and analyze the quantitative type of data, frequency and percentage, weighted mean, the Pearson Product Moments Coefficient Correlation and t-test were used to determine the nature and extent or magnitude of relationship between the sets of variables: the principals' human resource management practices and teachers' global competitiveness, and the principals' and teachers' perceptions on human resource management practices. One thousand and sixteen (1016) teachers representing the population of teachers in Marawi City and Lanao del Sur I Divisions drawn by multi-stage sampling using Sloven formula and stratified sampling made up the first group of respondents. The second group of respondents consisted of seventy-nine principals; for the latter, full enumeration was used. The primary instrument used in the data collection was a researcher-constructed questionnaire.

## **Theoretical Framework**

This study is founded on three theories, namely, the Organizational Change theory of Gareth (2009) as cited by Itika (2011), the Systems theory by Robbin et al. Laszio (1972), Hakin (1980) and Robbins (1990), and the theory postulated by Hawley (1985).

The first theory on organizational change by Gareth (2009), as cited by Itika (2011) contended that Gareth's organizational change theory suggests that organizations transition from current to desired future states, influenced by technology, policies, and customer tests. Effective change requires adaptations in structure, job design, recruitment, and retention, with poor learning leading to collapse.

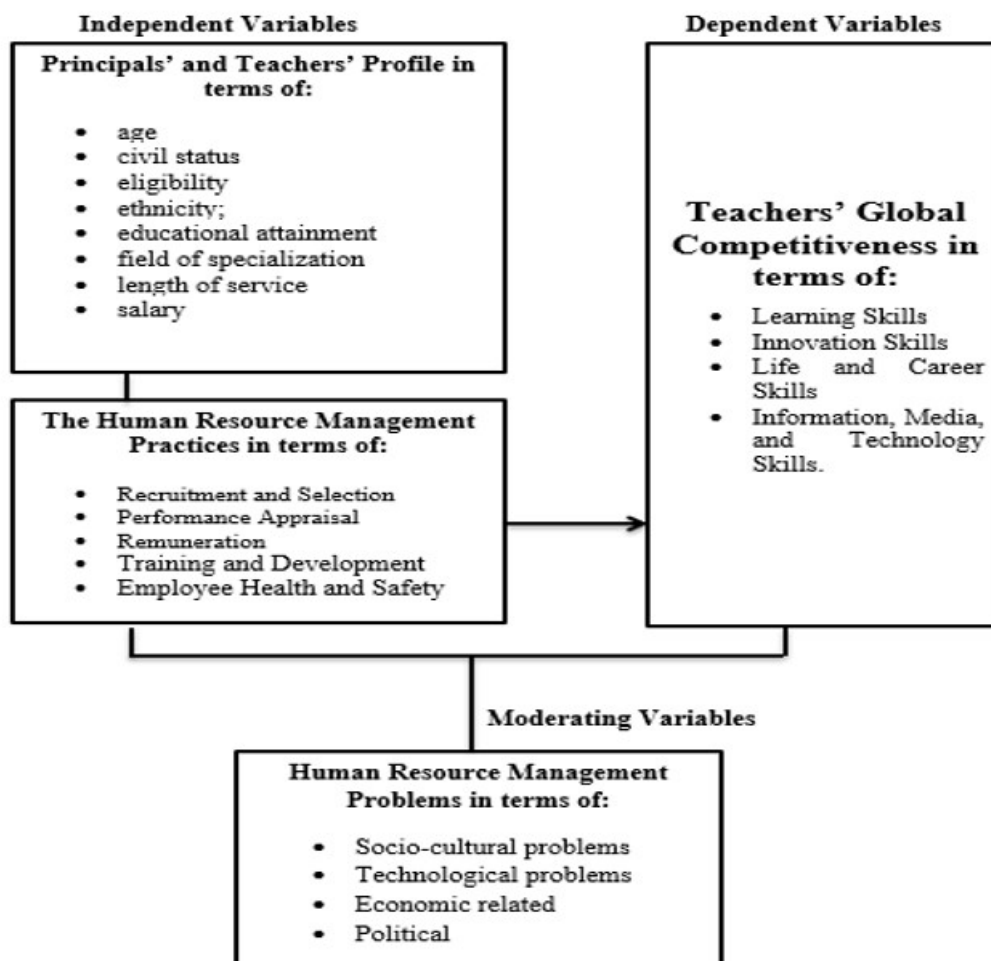
The second theory on which the present study is anchored is the general system theory by Lasio (1972), Haken (1980) and Robbins (1990). General System Theory views organizations as interconnected systems with interrelated components, emphasizing total organizational learning and communication. It provides a framework for planning actions and balancing needs and goals, recognizing the dynamic nature of organizations. This is relevant to human resource management, particularly in the context of globalization and competitiveness in the educational system.

The third theory that underpins the present study is the Personal Competence Theory. Gregorio's theory emphasizes personal competence, encompassing knowledge, performance, and consequence competencies. It suggests that achieving one form of competency may not be possible due to interconnectedness.

Taken as an integrated whole, the theories outlined above guided the researcher in conceptualizing her research problem, identifying the parameters of her study and developing ideas and information in pursuing the study. Said theories also provide knowledge of the new trends and issues regarding the effectiveness of human resource management in producing competitive teachers in the 21<sup>st</sup> century society. Thus, the present researcher postulates a theory emphasizing that the principals' human resource management practices, such as recruitment and selection, performance appraisal, remuneration, training and development, and employee safety and health, have great impacts on the development and improvement of teachers' skills to the end of achieving global competitiveness. These human resource management practices are unified and interconnected in producing teachers' global competitiveness.

## Analytical Paradigm

Figure 1: Schematic Diagram Showing the Variables of the Study



## Null Hypotheses of the Study

The following null hypotheses were tested at 0.05 level of significance.

$H_{01}$ : There is no significant relationship between the principals' human resource management practices and teachers' global competitiveness.

$H_{02}$ : There is no significant difference between the principals' and teachers' perception on human resource management practice of the principals.

## Findings, Conclusion and Recommendations

### Findings

#### I. Demographic Profile of the Respondents

The gleanings from the analyzed data include the following findings: for the teacher respondents' demographic profile, many (28.3 percent) were between 20-30 years old, majority (72 percent) were married, majority (67.5 percent) were LET passers, and all (100%) were Meranaw. Majority (50.4 percent) were BS graduates with MA units, majority (54.4 percent) specialized in general education, many (25.5 percent) have behind them 0-4

years of service, and majority (53.9 percent) were receiving 16,000-19,999 Php salary. The profiling of the principals revealed that many (36.7 percent) were between 41-50 years of age, majority (83.5 percent) were married, all were Meranaw, 48.1 percent were BS graduates with MA units, 38 percent specialized in general education, 30.4 percent have 30-35 years of service to their credit, and many (49.4 percent) were receiving above 24,000 Php monthly salary. In regard seminars and trainings attended: in K-12 program, majority (54.8 percent) of the teachers, while majority (64.6 percent) of the principals participated in the division level; managerial skills, many (29.7 percent) of the teachers, while majority (57 percent) of the principals attended the division level; human resource management, many (25.7 percent) of the teachers, while majority (50.6 percent) of the principals attended the division level; and, in 21st century skills, many (35.2 percent) of the teachers, while majority (50.6 percent) of the principals attended the same in the division level.

## **II. Human Resource Management of the Principals As Perceived by the Teachers and Principals**

The overall result for the principals' human resource management practices is as follows: on recruitment and selection, the teachers agreed with a weighted mean of 2.823 and SD of 0.808 while the principal strongly agreed with a weighted mean of 3.334 and SD of 0.782; on performance appraisal, the teachers agreed with a weighted mean of 3.029 and SD of 0.647 while the principals strongly agreed with a weighted mean of 3.500 and 0.608; on remuneration, the teachers agreed with a weighted mean of 2.756 and SD of 0.782 while the principals agreed with a weighted mean of 3.194 and SD of 0.736; on training and development, the teachers agreed with a weighted mean of 3.144 and SD of 0.632 while the principals strongly agreed with a weighted mean of 3.573 and SD of 0.574; and on employee safety and health, the teachers agreed with a weighted mean of 3.060 and SD of 0.623 while the principals strongly agreed with a weighted mean of 3.525 and SD of 0.560.

## **III. Teachers' Global Competitiveness**

The overall result for 21st century skills as bases of teachers' global competitiveness is as follows: on 21st century learning skills, the teachers agreed with a weighted mean of 3.233 and SD of 0.602 while the principals strongly agreed with weighted mean of 3.262 and SD of 0.653; on 21st century innovation skills, the teachers agreed with a weighted mean of 3.232 and SD of 0.608 while the principals strongly agreed with a weighted mean of 3.262 and SD of 0.703; on 21st century life and career, the teachers agreed with a weighted mean of 3.173 and SD of 0.602 while the principals strongly agreed with a weighted mean of 3.263 and SD of 0.677; and, on 21<sup>st</sup> century information, media, and technology, both groups of respondents agreed that their teachers were committed to it, with a weighted mean of 3.111 and SD of 0.597 for the teachers and weighted mean of 3.116 and SD of 0.656 for the principals.

## **IV. Problems Faced in Human Resource Management in Relation to Pursuing Teachers' Global Competitiveness**

As observed or perceived by the two groups of respondents, problems plaguing human resource management are: the teacher-respondents moderately observed socio-cultural factors with a weighted mean of 2.616 and SD of 0.893 while the principal-respondents fairly observed with a weighted mean of 2.441 and SD of 0.907; problems pertaining to technology were reported by both groups, as moderately observed by the teachers with a weighted mean

of 2.871 and SD of 0.845 and by the principals with a weighted mean of 2.778 and SD of 0.870; economic factors as problematic was disclosed by both categories of respondents, moderately observed with a weighted mean of 2.812 and SD of 0.865 for the teachers and a weighted mean of 2.801 and SD of 1.206 for the principals; on political factors posing a problem, both groups of respondents had the same observation, moderately observed with a weighted mean of 2.697 and SD of 0.945 for the teachers and for the principals, a weighted mean of 2.563 and SD of 1.019.

## V. Relationship Between the Human Resource Management and the Teachers' Global Competitiveness

Table 1: Relationship between Human Resource Management and the Teachers' Global Competitiveness as Perceived by the Teachers

	Relationship	Correlation coefficient	Analysis of $r$	$p$ -value	Interpretation
<b>Recruitment and Selection</b>	Learning Skills	$r = 0.331$	Low positive correlation	<b>0.000*</b>	Significant
	Innovation Skills	$r = 0.280$	Very little correlation	<b>0.000*</b>	Significant
	Life and Career Skills	$r = 0.382$	Low positive correlation	<b>0.000*</b>	Significant
	Information, Media, and Technology Skills	$r = 0.343$	Low positive correlation	<b>0.000*</b>	Significant
<b>Performance Appraisal</b>	Learning skills	$r = 0.476$	Low positive correlation	<b>0.000*</b>	Significant
	Innovation Skills	$r = 0.456$	Low positive correlation	<b>0.000*</b>	Significant
	Life and Career Skills	$r = 0.497$	Low positive correlation	<b>0.000*</b>	Significant
	Information, Media, and Technology Skills	$r = 0.475$	Low positive correlation	<b>0.000*</b>	Significant
<b>Remuneration</b>	Learning Skills	$r = 0.406$	Low positive correlation	<b>0.000*</b>	Significant
	Innovation Skills	$r = 0.408$	Low positive correlation	<b>0.000*</b>	Significant
	Life and Career Skills	$r = 0.439$	Low positive correlation	<b>0.000*</b>	Significant
	Information, Media, and Technology Skills	$r = 0.403$	Low positive correlation	<b>0.000*</b>	Significant
<b>Training and Development</b>	Learning Skills	$r = 0.559$	Moderate positive correlation	<b>0.000*</b>	Significant
	Innovation Skills	$r = 0.576$	Moderate positive correlation	<b>0.000*</b>	Significant
	Life and Career Skills	$r = 0.587$	Moderate positive correlation	<b>0.000*</b>	Significant
	Information, Media, and Technology Skills	$r = 0.504$	Moderate positive correlation	<b>0.000*</b>	Significant
<b>Employee Safety and Health</b>	Learning Skills	$r = 0.499$	Low positive correlation	<b>0.000*</b>	Significant
	Innovation Skills	$r = 0.508$	Moderate positive correlation	<b>0.000*</b>	Significant
	Life and Career Skills	$r = 0.502$	Low positive correlation	<b>0.000*</b>	Significant
	Information, Media, and Technology Skills	$r = 0.470$	Low positive correlation	<b>0.000*</b>	Significant

Level of Significance: 0.05

Analysis of  $r$ : 1.00="Perfection correlation", 0.91-0.99="Very high positive correlation", 0.71-0.90="High positive correlation", 0.51-0.70="Moderate positive correlation" 0.31-0.50="Low positive correlation, 0.01-0.30=Very little correlation, 0.00="no correlation"

The table reveals that there was a significant relationship between the principals' human resource management practices (recruitment and selection) and the teachers' global competitiveness (learning skills),  $r = 0.331$ ,  $p < 0.05$ ; there was a significant relationship between the principals' human resource management practices (recruitment and selection) and the teachers' global competitiveness (innovation skills),  $r = 0.280$ ,  $p < 0.05$ ; there was a significant relationship between the principals' human resource management practices (recruitment and selection) and the teachers' global competitiveness (life and career skills),  $r = 0.382$ ,  $p < 0.05$ ; and, there was a significant relationship between the principals' human resource management practices (recruitment and selection) and the teachers' global competitiveness (information, media, and technology skills),  $r = 0.343$ ,  $p < 0.05$ .

It shows that if the administrators have properly recruited and selected the qualified and competent teachers it is expected that their performances are in line with the demands and needs of the students and the society. Recruitment and selection may affect the outcome performances of the teachers. This implies that there was a significant relationship between the recruitment and selection and the 21<sup>st</sup> century skills of the teachers, the null hypothesis is rejected.

In overall, it is an indication that the practices of the principals in managing human resources affected the performance of the teaching to become global competitive teachers. Therefore, the null hypothesis was rejected because there was a great relationship between the practices of the principals and being globally competitive teachers.

Table 2: Relationship between the Human Resource Management and Teachers' Global Competitiveness as Perceived by the Principals

	Relationship	Correlation coefficient	Analysis of $r$	$p$ -value	Interpretation
Recruitment and Selection	Learning Skills	$r = 0.355$	Low positive correlation	<b>0.001*</b>	Significant
	Innovation Skills	$r = 0.250$	Very little correlation	<b>0.027*</b>	Significant
	Life and Career Skills	$r = 0.348$	Low positive correlation	<b>0.022*</b>	Significant
	Information, Media, and Technology Skills	$r = 0.279$	Very little correlation	<b>0.013*</b>	Significant
Performance Appraisal	Learning Skills	$r = 0.416$	Low positive correlation	<b>0.000*</b>	Significant
	Innovation Skills	$r = 0.439$	Low positive correlation	<b>0.000*</b>	Significant
	Life and Career Skills	$r = 0.457$	Low positive correlation	<b>0.000*</b>	Significant
	Information, Media, and Technology Skills	$r = 0.397$	Low positive correlation	<b>0.000*</b>	Significant
Remuneration	Learning Skills	$r = 0.120$	Very little correlation	<b>0.294</b>	Not significant
	Innovation Skills	$r = 0.056$	Very little correlation	<b>0.625</b>	Not significant
	Life and Career Skills	$r = 0.032$	Very little correlation	<b>0.777</b>	Not significant
	Information, Media, and Technology Skills	$r = 0.007$	Very little correlation	<b>0.955</b>	Not significant
Training and Development	Learning Skills	$r = 0.200$	Very little correlation	<b>0.078</b>	Not significant
	Innovation Skills	$r = 0.220$	Very little correlation	<b>0.051</b>	Not significant

	Life and Career Skills	$r = 0.250$	Low positive correlation	<b>0.026*</b>	Significant
	Information, Media, and Technology Skills	$r = 0.204$	Very little correlation	<b>0.072</b>	Not significant
<b>Employee Safety and Health</b>	Learning Skills	$r = 0.246$	Low positive correlation	<b>0.029*</b>	Significant
	Innovation Skills	$r = 0.237$	Very little correlation	<b>0.035*</b>	Significant
	Life and Career Skills	$r = 0.228$	Very little correlation	<b>0.043*</b>	Significant
	Information, Media, and Technology Skills	$r = 0.208$	Very little correlation	<b>0.065</b>	Not significant

Level of Significance: 0.05      Analysis of  $r$ : 1.00="Perfection correlation", 0.91-0.99="Very high positive correlation", 0.71-0.90="High positive correlation", 0.51-0.70="Moderate positive correlation", 0.31-0.50="Low positive correlation, 0.01-0.30=Very little correlation, 0.00="no correlation"

The table discloses that for the recruitment and selection, there was a significant relationship between the principals' human resource management practices (recruitment and selection) and the teachers' global competitiveness (learning skills),  $r = 0.355$ ,  $p < 0.05$ ; there was a significant relationship between the principals' human resource management practices (recruitment and selection) and the teachers' global competitiveness (innovation skills),  $r = 0.250$ ,  $p < 0.05$ ; there was a significant relationship between the principals' human resource management practices (recruitment and selection) and the teachers' global competitiveness (life and career skills),  $r = 0.348$ ,  $p < 0.05$ ; and, there was a significant relationship between the principals' human resource management practices (recruitment and selection) and the teachers' global competitiveness (information, media, and technology skills),  $r = 0.279$ ,  $p < 0.05$ .

This indicates that there is a significant relationship of the principals' practice in recruitment and selection to all identified categories of 21<sup>st</sup> century skills. This means that the null hypothesis is rejected. This also indicates that the principals' practice in recruiting and selecting applicants has great influence to the 21<sup>st</sup> century skills of the teachers.

Moreover, there is a clear need for a different set of skills for individuals to be successful in the 21st century. There is a growing consensus on what these skills are and the reasons for their demand. The literature describes the skills, but does not provide the specifics of how the skills are brought to life through the climate and routines, instruction and curriculum, and assessments, especially in an elementary school setting. This study shows how an elementary school creates these structures and school culture to meet the demands of the 21st century skills.

## VI. Significant Difference Between the Perception of Teachers and Principals

Table 3: Significant Difference between the Perception of Principals and Teachers on the Human Resource Management Practices

Mean Difference		$t$ -value	$p$ -value	Interpretation
Principals	Recruitment and Selection	6.679	0.000*	Significant
Teachers				
Principals	Performance Appraisal	8.263	0.000*	Significant
Teachers				
Principals	Remuneration	7.900	0.000*	Significant



<b>Teachers</b>				
<b>Principals</b>	<b>Training and Development</b>	<b>7.678</b>	<b>0.000*</b>	<b>Significant</b>
<b>Teachers</b>				
<b>Principals</b>	<b>Employee Safety and Health</b>	<b>8.197</b>	<b>0.000*</b>	<b>Significant</b>
<b>Teachers</b>				

It reveals that there is a significant difference between the perceptions of the teachers and principals on human resource management in terms of recruitment and selection, t-value=6.679,  $p < 0.05$ ; there was a significant difference between the principals and teachers perceptions on human resource management in terms of performance appraisal, t-value=8.263,  $p < 0.05$ ; there was a significant difference between the principals and teachers perceptions on human resource management in terms of remuneration, t-value=7.900,  $p < 0.05$ ; there was a significant difference between the principals and teachers perceptions on human resource management in terms of training and development, t-value=7.678,  $p < 0.05$ ; there was a significant difference between the principals and teachers perceptions on human resource management in terms of employee safety and health, t-value=8.197,  $p < 0.05$ .

It signifies that there was a significant difference of teachers and principals' perception in human resource management of the principals. This denotes that the null hypothesis is disconfirmed because there is a significant difference of their perceptions. This is expected from the principals to have high self-assured and self-containment that they hundred percent played the roles, duties, and responsibilities of being school heads. They affirmed and displayed accountabilities in all aspects. Most important is having an effective communication between the respondents. They respect the line of authority at school and the members knew their span of control to avoid conflict. This indicates that they are work-oriented and have discipline in work. They are all eager to be part of globalization.

## **Conclusion**

On the basis of the findings of the study, it can be concluded that both the teachers and school principals possess the qualities required to the position they are engaging with. The school principals were found to be practicing human resource managers while the teachers were perceived by their principals as enthusiastic in the implementation of the 21st century skills for global competitiveness. There was just a slight problem encountered related to socio-economic, technological, economic and political factors. Moreover, there was a significant relationship between the human resource management practices of the school principals and the 21st century global competitiveness of the teachers. However, the perception of the teachers and the school principal were significantly different. This could be an indication of their differences in terms of training and exposures.

## **Recommendations**

Based on the findings and conclusion, the following recommendations were formulated: (1) Ages and services rendered should serve as the foundation to achieve principals and teachers' career plan goal and objectives. There is a need to reinforce their duties, responsibilities, and functions of being human resource managers and teachers through trainings and studying for professional growth and development like continuously procure and attain education by enrolling to post graduate and have specialized subject to master. They can be of competent if they have specialized subject to teach. They should teach primarily their major subjects and

secondarily their minor subjects to avoid ineffectiveness. So, they can impose new approach methods in managing teachers to obtain maximum outputs and achieve the goals of 21<sup>st</sup> century education; (2) On human resource management practices of the principals: they should forecast and ensure that the schools have the right size of workforce and qualified teachers with various levels of competencies to interpret and implement the K-12 curriculum excellently; they should place the right teachers in the right positions in which placement is based on their performance appraisal because proper placement gives satisfaction to employee and increases their efficiency in pursuing global competitiveness; a monthly school lecture seminars and trainings program should be implemented to address school chores and problems in attaining teachers' competitiveness. Also, there is a need to attend international seminars and trainings to experience and be vulnerable with the different perspective of education enhancement from different culture of education; they should be cognizant in giving the proper compensation and reward to motivate teachers to work at their fullest, for instance, overtime work should be reported for them to be paid what is due to them; and, the school should provide a welfare training program to guarantee that the teachers and students are safe from danger and a recreational program to secure happiness and comfort of the teachers. This can help both principals and teachers to lessen stress; (3) On the 21<sup>st</sup> century skills of the teachers for global competitiveness: there is a need for the teachers to prepare and engross themselves to the rapid progress of innovation and the media-driven environment in supporting the teaching-learning process to compete globally; There is a need to design and implement programs (seminars, trainings, and workshops) that can focus and concentrate in developing and improving the teachers' skills in different aspects of learning to attain globalization; and, education curriculum must be evaluated and improved every after five years to meet the constant changes and demands of the society and embrace the 21<sup>st</sup> century skills to produce globally competent teachers and students; (4) On the problems faced of the principals in pursuing global competitiveness: they must be ready to combat back the influences of the external factors in education. They should focus their attention and commitment in work despite of their status and problems faced; interference of political environment is melancholy; and, the local government officials should not obstruct the school's management of the principals especially in achieving globalization. For this, they should implement and attend moral and values reorientation/recovery program to promote self-direction, self-discipline, right ethics, and responsibility and accountability of their actions. Also, the educational sector should receive adequate budget from the government to address the school service pay and the monthly operating expenses in school; (5) On the relationship of principals' human resource management and teachers' global competitiveness, the human resource management should be sheared in different levels of proficiencies, so, principals should be skilled and possessed the traits and qualifications to confidently influence the teachers to compete globally because competitive or skilled teaching forces is the crucial and wisecrack to the rapid progress of socio-economic in national and international levels to come across globalization; (6) On the differences of the perceptions of the respondents, they should understand that their experiences and scope of mechanisms is in different levels of practices. They must have veneration of the line of authority and their span of control to assess their work modifications. What vital is they must possess self-direction and work-orientation; and, (7) A study on human resource management as it relates to global competitiveness of the teachers and other related topics like 21<sup>st</sup> century skills is worth pursuing. For a change and for purposes of comparison, the study can be conducted in other areas in the ARMM. It can give special emphasis to commonalities like shared cultural values. Another feasible and interesting study is one that compares the human resource management practices-teachers' global competitiveness link in private schools and public schools. As research-worthy is a comparative study of the human resource management

practices-teachers' global competitiveness in high-performing schools and low-performing schools in Lanao del Sur or some other locale in the neighboring regions.

## References

- ACCTE and P21 (2010). *21st Century Knowledge and Skills In Educator Preparation*.
- Allen, M. (2006). *Strategic Hman resource Management and Firm Performance What Can we Learn from Small Business*. Published Thesis.
- Alnaqbi, W. (2011). *The Relationship Between Human Resource Practices and Employee Retention in Public Organisations: An Exploratory Study Conducted in the United Arab Emirates*. Edith Cowan University Copyright warning.
- Aminudin, N. (2012). *Teachers' Perceptions of the Impact of Professional Development of Teaching Practice: The Case of One Primary School*. Published Thesis.
- Anino, L. (2006). *Occupational Stress and other factors related to Teachers' Job Performance, a Proposed Stress-Coping Strategies Program*. Unpublished Thesis.
- Bacarat, N. (2003). *Management Practices of School Administrators in Teacher Education Institutions in the Auotonomous Region in Muslim Mindanao*.
- Badron, C. (2008). *Readiness and Competencies of Arabic Language and Islamic Values Education (ALIVE) Teachers in the Non-Muslim and Muslim Regions in Mindanao: Basis for Policy Making*.
- Bauzon, P. (2006). *Handbook in Legal Bases of Education*. National Bookstore. Philippines.
- Civil Service Commission (1998). *Teachers Enhancement Seminar. Compilation of Pertinent Laws and Rules Affecting Public School Teachers*.
- Daud, N. (2006). *Human Resource Management Practices and Firm Performance: The Moderating Roles of Strategies and Environmental Uncertainties*. Published Thesis.
- De Leon H. (2005). *Textbook on the Philippine Constitution*. Rex Printing Company.
- Diampuan-Sarip, J. (2013). *A Comparative Study of the Implementation of the MTB\_MLE in Private and Public Schools of Marawi City*.
- Djabatey, E. (2012). *Recruitment and Selection Practices of Organisations, A Case Study of HFC Bank*. Published Thesis.
- Gambrell, R. (2004). *The Order of Hierarchy*. Published Thesis.
- Gaphor, P. (2005). *Motivational Factors of Improving Employees' Performance of Selected Civil Societies in Lanao del Sur and Marawi City*. Unpublished Thesis.
- Gatab, E. (2003). *Factors Affecting Teaching Performance and Management of Learning Outcomes of Fourth Year Public Secondary School Teachers of Lanao Del Norte: Basis for an Intervention Program*.

- Gumal, A. (2011). *Factor Affecting the Teaching of Public High School Mathematics Teachers in the Provinces of Lanao Del Sur and Maguindanao*.
- H. Said, J. (2008). *Unethical Practices of Secondary students in Mapandi Elementary School*. Unpublished Thesis.
- Hadji Said, J. (2013). *Teacher's Work Motivation – Administrators' Leadership Styles Nexus*. Unpublished Thesis.
- Heneman, et al (1974). *Perspective on Personnel/Human Resource Management*. Printice Hall, Inc. United States of America.
- Itika, J. (2011). *Fundamentals of human resource management*. © University of Groningen / Mzumbe University. Published Thesis.
- Jerald, C. (2009). *Defining a 21st Century Education*.
- Joshi, M. (2013). *Human Resource Management*.
- Kaufhold, J. et al (2006). *Lack of School Supplies, Materials and Resources as an Elementary Cause of Frustration and Burnout in Texas Special Education Teachers*. Journal of Instruction Psychology.
- Laughridge, V. (2011). *The Relationship Between Professional Development and Teacher Change in the Implementation of Instructional Strategies that Support Elementary Students' Science Textbook Reading*. University of Nebraska-Lincoln, gingerj@millenicom.com
- Lumbaya, P. (2003). *Performance Management of Public Technical and Vocational Schools' Administrators*. Unpublished Thesis.
- Omebe, C. (2014) *British Journal on Education*. Europe. European Centre for Resaerh Trainig and Development UK.
- Mizell, H. (2010). *Why Professional Development Matters*. © Learning Forward, 2010. All rights reserved. Reproduction.
- Mumbai C. (2008). *Introduction to Human Resource Management and Environment*.
- Nartey, D. (2012). *Recruitment ans Selction Practices of Organizations, A Case Study of HFC Bank*. Published Case Study.
- Newstrom (2007). *Human Behavior and Organization*.
- Oakley, C. (2008). *Preparing Future Teachers for 21st Century Learning: Partnerships that enhance the capacity of pre-service education*. Deakin University Faculty of Arts and Education Centre for Educational Leadership and Renewal. Australia.
- Office of Postsecondary Education. (2008). *Legislation -- Teachers for a Competitive Tomorrow Program*. Published.

- Oplatka, I. (2006). *Teachers' Perceptions of Their Role in Educational Marketing: Insights from the Case of Edmonton, Alberta*. Published Thesis.
- Pacific Policy Research Center. (2006). *21st Century Skills for Students and Teachers*. 567 S. King Street, 4th Floor | Honolulu, HI 96813 | [www.ksbe.edu/spi](http://www.ksbe.edu/spi)
- Partnership for 21<sup>st</sup> Century Skills and AACTE (2010). *21<sup>st</sup> Century Knowledge and Skills in Education Preparation*.
- Sahlberg, P. (2006) *Education Reform for Raising Economic Competitiveness*.
- Schwab, K. (2015). *The Global Competitiveness Report 2015-2016*. the World Economic Forum.
- Sze, M. (1995). *Human Resource Management*. Civil Service Branch.
- Verger, A. et al (2013). *Global Managerial Education Reforms and Teachers*.
- Villenes, R. & Serdon, O (2013). *The EDCOM Report of 1991: A Special Project in School Legislation*. Philippine Normal University.
- Wang, A. et al (2003). *Preparing Teachers Around the World*. Copyright © 2003 by Educational Testing Service. United of America.
- West, M. (2006). *Education and Global Competitiveness: Lessons for the United States from International Evidence*. <http://nrs.harvard.edu/urn-3:HUL.InstRepos:9544459>
- Yambesi, G. (2012). *The Contribution of Human Resource Management in Developing the required Human Capacity to Apply ICT in Public Service*. Published Thesis.
- Zuzovsky, R. et al (2014). *Teacher Supply and Demand: The School Level Perspective*. American Journal of Educational Research.

**Contact email:** [hjonaidah@gmail.com](mailto:hjonaidah@gmail.com)