

*Human Resource Management Practices Towards the Performance of Teachers in the Province of Capiz*

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The Korean Conference on Education 2024  
Official Conference Proceedings

**Abstract**

The study explored the human resource management practices and the performances of teachers among Catholic and Parochial Schools in the Province of Capiz as a basis for the development of an intervention program. The researcher assessed the demographic profile of the respondents, the human resource management practices, and the teachers' performance. The respondents of the study were composed of 170 teachers from 19 schools in the Capiz. The study employed a descriptive-correlational research design, and the survey questionnaire was utilized as the main tool for the gathering of data for the study. The research found that the human resource management practices in terms of job training, and supervision were very good, good in terms of motivation and engagement; human resource management practices in terms of engagement were significantly related to age and years of teaching experience, and job training and supervision were significantly related to highest educational attainment; human resource management practices in terms of job training, motivation, engagement, and supervision to the teachers' performance. The researcher recommended that school administrators through the HRDO and school heads to take consideration the need in providing assistance to teachers who want to pursue a postgraduate degree, providing support for necessary training programs, conducting supplemental activities for teachers to increase the motivation and engagement, investing on human resources in its retention and succession plans, and that other studies should also be conducted in the future to further explore other factors that are related to human resource management practices and teachers' performance.

Keywords: Human Resource, Management, Practices, Teachers, Performance

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## **Introduction**

In most aspects of work, variation in performance is attributed to several factors. The school has a significant role in the performance of the teacher. Whatever the performance of the teacher becomes the performance of the school. The teacher is one of the main components that make education meaningful and productive. A teacher is a person who teaches, guides students, motivates them, tries to solve students' problems, and has the academic knowledge and skills of their profession. A democratic management giving importance to people is required to make teachers happy in their workplace, reveal their talents, actively use their potential, and meet organizational objectives. It is an essential duty of the school administration to merge corporate objectives with individual goals.

Educational organizations can adapt to today's conditions and develop only by equipping teachers with new skills and knowledge and managing administrations effectively. Various variables, such as teachers being happy, satisfied, motivated by their profession, motivation, and defining their personal needs and goals clearly, are all under the responsibility of HRM.

According to Noe et al. (2018), an organization performs best when all these practices are managed well. Employees and customers at schools with effective HRM tend to be more satisfied, and the companies tend to be more innovative, have greater productivity, and develop a more favorable reputation in the community.

With the sudden shift in the educational landscape brought by the COVID-19 pandemic, private schools have quickly ventured into the "unknown unknowns" as they strive to help their workforce adapt to and cope with radical changes occurring in the work-social environment. Teachers' school engagement has been affected due to limited face-to-face interaction among stakeholders and the skeletal workforce scheme. Moreover, teaching performance might be adjusted due to shelter-in-place orders and remote working conditions. This has likely further limited the segmentation between work and private spheres leading to more significant difficulties in "unplugging" from work demands Chawla et al. (2020).

Terhile et al. (2016) and Kiprop (2017), human resource management practices seem to be a new concept in the educational sector. These practices, if not considered by heads of senior high schools, can have daring consequences on management roles.

An educational institution's HRM practices encompass a range of activities, including recruitment, selection, training, performance appraisal, compensation, and employee relations. When aligned strategically with the institution's goals, these practices can enhance teacher motivation, job satisfaction, and, consequently, their performance. While a substantial body of research examines human resource management practices in various organizational contexts, the relationship between human resource management practices and teacher performance in educational settings remains an area with significant gaps in understanding. There is a need for a comprehensive investigation into the specific HRM practices that influence teacher performance and the mechanisms through which these practices exert their impact. As a result, understanding and implementing effective human resource management practices for teachers is vital for promoting professional growth, job satisfaction, and optimal performance. Hence, this study will be conducted.

## **Statement of the Problem**

This study aimed to determine the human resource management practices and the performances of teachers among Catholic and Parochial Schools in the Province of Capiz with an end view of making a formal plan of remediation for the professional development of teachers.

Specifically, it seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1 sex;
  - 1.2 age;
  - 1.3 years of teaching experience;
  - 1.4 highest educational attainment?
2. What is the level human resource management practices in terms of:
  - 2.1 job training;
  - 2.2 motivation;
  - 2.3 engagement;
  - 2.4 supervision?
3. What is the level of performance of the teachers?
4. Is there a significant relationship between the level of human resource management practices and the profile of the respondents?
5. Is there a significant relationship between human resource management practices and teachers' performance?
6. What enhancement program can be proposed based on the findings of the study?

## **Methodology**

The study used the descriptive-correlational research design. This was used to determine the human resource management practices toward the teachers' performance. Descriptive research uses collected data to describe persons, settings, organizations, and phenomena to describe a particular population's present behavior or characteristics.

The respondents of the study were one hundred seventy (170) teachers of the different catholic and parochial schools in the province of Capiz, namely: Colegio de la Purisima Concepcion, St. Mary Academy of Capiz, St. Anthony College Hospital of Roxas, Our Lady of Grace Academy, College of St. John Roxas, University of Perpetual Help System, St. Pius X Seminary, Capiz Commercial Center, Parish School of St. Isidore High School Department, Parish School of St. Isidore Elementary Department, St. Catherine Academy, Our Lady of Snows Institute, St. Lawrence Parochial School, Our Lady of Mercy Institute, Child's Academy, Our Lady of Fatima Academy, St. Martin Academy, Our Lady Most Holy Rosary Academy, Nuestra Señora Del Pilar, and Sta. Monica Parochial School.

A Likert-type scale survey questionnaire adopted from the study of Obeng (2022) was used in the study. The instruments have three (3) parts. Part I dealt with the demographic profile of the respondents. Part II, on the other hand, dealt with human resource management practices as perceived by the teachers. Part III dealt with the data on the performance of the teachers.

Maximum care was used to ensure the anonymity and safety of the respondents. Respondents in this study were informed through informed consent of the anonymity of their identity about the goals of the study, and that they could skip questions or stop at any time.

Data collection for this study was guided by a descriptive strategy. The data collected were retrieved from quantitative instruments.

Permission to conduct the study was asked from the Catholic Schools Superintendent and/or their respective School Heads. After the approval of the study, the researcher created a timeline to conduct the study. Each school was visited, and respondents were invited to participate in the survey. The questionnaires were administered personally based on prepared schedules. After the administration of the questionnaire, they were retrieved, checked, tabulated, and analyzed.

In developing the output of the study in the proposed program, the human resources management practices towards the performance of the teachers were considered with the end-view of enhancing the human resource management practices, as well as the teachers' performance.

For a meaningful interpretation and analysis of the study, the data were subjected to the following statistical treatment such as frequency, percentage, mean, chi-square, and Pearson r Product Moment Correlation.

## **Results and Discussion**

### ***Profile of the Respondents***

In terms of sex, majority of the respondents were female with a frequency of 107 and a percentage of 62.9%. Meanwhile, 63 teachers were male with a percentage of 37.1%. This interprets that most teachers were female. Until today, the teaching profession is still dominated by females. As to respondents' age; most of them were below 30 years old with a frequency of 123 and a percentage of 72.4% while 47 respondents were 30 years old and above, with a percentage of 27.6%. This interprets that most of the teachers who participated in this study are below 30 years old. Most of the teachers in private schools are young and newly graduated. After graduation, young teachers target the private school as their first training grounds for future employment with the public schools. In term of the years of teaching experience, it can be noted that most of them have been teaching for less than 3 years with a frequency of 98 and a percentage of 57.6%. This was followed by those who have been teaching for 3-10 years with a frequency of 46 or equivalent to 27.1 and the lowest frequency of 26 were teachers who have been teaching for more than 10 years with a percentage of 15.3% of the total number of selected respondents for the study. It interprets that most of the respondents have a teaching experience of less than 3 years. It is a general observation that the majority of the new teachers are hired by private institutions. They tend to settle for a while in the school despite the less competitive salary. In most case, only very few get to stay for longer years. Most contracts in private schools are good for a year or two. Most teachers after acquiring the required number of years of experience for employment with the public school where salaries and benefits are higher and job security are more guaranteed once they are hired. As to the respondents' highest educational attainment, it can be noted that most of them are college graduates only with a frequency of 122 and a percentage of 71.8%. This was followed by those who are at the master's level with a frequency of 34 or equivalent to 20%; next were teachers who are master's degree holders with 12 respondents or equivalent to 7.1%, and lastly, teachers who are in doctorate degree level with 2 respondents, equivalent to 1.2% of the total number of selected respondents for the study. It interprets that most of the respondents or teachers are college graduates only.

This is connected the two prior variables, age and years of experience. Since they are young and fresh from graduation college, most of these teachers are yet to enroll for post graduate studies.

### ***Level of Human Resource Management Practices in Terms of Job Training***

Based on the findings presented, with regards to the level of human resource management practices in terms of job training, the indicator “Seminars are frequently organized to update us on new developments” obtained the highest weighted mean of 4.35 with a standard deviation of 0.91 and verbally interpreted as “Very Good,” followed by the indicator “There is a defined process for orienting new employees” obtained the second to the highest weighted mean of 4.33 with a standard deviation of 0.86 and verbally interpreted as “Very Good.”

Meanwhile, the lowest indicators were “There is a well-structured approach to training staff” and “Promotes new staff to learn under experience ones to help develop their skills,” which obtained the lowest mean score of 4.29 with a standard deviation of 0.88 and 0.89, respectively, were verbally interpreted as “Very Good.” This interprets that the secondary schools implemented that their editorial heads or managers must qualify.

By recognizing teachers' roles as lifelong learners and assisting them in navigating the complexities of today's education, job training and ongoing professional development for teachers can improve student results and the effectiveness of the educational system as a whole.

Although organizing seminars is very challenging and time consuming, teachers receive opportunities to grow their knowledge, skills and expertise through regular workshops. This can enhance their classroom management techniques, subject knowledge, teaching methods in educational technologies and innovative approaches.

The result implies that frequent or regular training for teachers can be very helpful for career advancement and classroom performance. However, it must address challenges and make sure that seminars are aligned with the institution’s goals and needs of teachers as it is also crucial in the success of its implementation.

Ampoamah (2016) emphasized that training is essentially a learning experience, that aims at changing the skills, knowledge, attitudes or social behaviour of a person relatively constantly. This means that employees' abilities and expertise must be improved so that they can perform in both current and future jobs and tasks efficiently. The results of this study agree with Sedega et al. (2019) who concluded that a majority of teachers viewed or rated INSET programs as adequate and very efficient in terms of teaching and learning. On the other hand, the majority of the leaders (70%) rejected teachers' claim that the INSET teaching and learning programs in the district were very effective.

### ***Level of Human Resource Management Practices in Terms of Motivation?***

As to the level of human resource management practices in terms of motivation, the indicator “Good performers are publicly recognized for their good work done” obtained the highest weighted mean of 4.29 with a standard deviation of 0.87 and verbally interpreted as “Very Good,” followed by the indicator “The institution has in place flexible working hours its

workforce” obtained the second to the highest weighted mean of 4.27 with a standard deviation of 0.96 and verbally interpreted as “Very Good.” Meanwhile, the lowest indicator, “When employees are due for promotion, they are well communicated on what is expected of them,” obtained the lowest mean score of 4.05 with a standard deviation of 0.97 and all were verbally interpreted as “Good.”

Teachers who are motivated are more likely to put up the effort necessary to provide high-quality instruction. This kind of motivation have significant implication on the motivation of teachers as this can foster autonomy in their workplace, can reduce stress in balancing work commitments, building trusts to employees and can attract and retain talented individuals. Providing teachers appreciation for their accomplishments has a significant impact on their motivation. It improves their self-esteem and job while also reinforcing positive actions, encouraging ongoing growth, and fostering a pleasant workplace culture. As a result, the educational environment is more effective and interesting for both teachers and students.

The results of this study do not support the findings of Martin et. al. (2018) et. al. (2018) which indicated that human resource management practices were not highly effective as some areas needed management attention and enhancement. It further suggested that DepEd may improve the implementation of its teacher selection and staffing process, continue in investing in training and development, salary increase, implement an institutionalize Employee Assistance Program (EAP).

#### ***Levels of Human Resource Management Practices in Terms of Engagement?***

The findings showed the level of human resource management practices in terms of engagement. Further, the indicator, “Employees effectively collaborate in the school,” obtained the highest weighted mean score of 4.40 with a standard deviation of 0.82 and verbally interpreted as “Very Good,” followed by the indicator “Employees have nominated staff who represent them in management meetings,” obtained the second to the highest weighted mean score of 4.18 with a standard deviation of 0.90 and verbally interpreted as “Very Good.” Meanwhile, the indicator “There are flexible means such as suggestion boxes where staff could channel their grievances or suggestion” obtained the lowest weighted mean score of 4.02 with a standard deviation of 1.03 and verbally interpreted as “Good.”

The starting point that fosters productive, enriching, and helpful learning environments is teachers’ participation. Engaged teachers help students have better learning experiences, and contribute to the institution's overall success. By building a good work environment, supporting shared goals, and fostering skill development, effective collaboration among teachers can greatly increase engagement. Results imply that teachers foster a sense of belongingness which allows them to work together towards common goals. Teachers' engagement and motivation can benefit from one another’s knowledge through ongoing learning and skills development.

Further, according to Kiprop (2017), essential management and leadership skills play a key role in ensuring discipline in schools. It was further elaborated that all strategies under active leadership have a high degree of consensus. This demonstrates that teachers, parents, and students felt that efficient leadership enhances discipline in schools.

### ***Level of Human Resource Management Practices in Terms of Supervision?***

In connection with the level of human resource management practices in terms of supervision, the indicator which obtained the highest mean was “There is regular supervision and guidance by management” which got a mean of 4.44, with a standard deviation of 0.82 and verbally interpreted as “Very Good.” It was followed by the indicator “Management shows a genuine interest in leading the school” which got the second to the highest mean score of 4.35 with a standard deviation of 0.83 and verbally interpreted as “Very Good.”

Meanwhile, the indicator “management has the ability to detect errors and effectively resolve them” obtained the lowest mean score of 4.18 with a standard deviation of 0.91 and was verbal “Good.”

As support to the findings above, according to Fasbender & Gerpott (2021), one can say that an efficient leader must have the ability to manage time, monitor the work atmosphere, delegate tasks and motivate the staff. They stated that supervision is the relationship between senior and junior professional staff where senior staff evaluates the junior staff over time, monitor them and act as an interim guide through leadership and personal influence. Supervisors assign tasks and anticipate accuracy and timely performance of the tasks assigned. Regular supervisory oversight and direction has the ability to significantly improve productivity, encourage growth, and provide a favorable work environment for both teachers and the institution. It is essential for an institution to manage a balance, making sure that teachers' supervision is beneficial, considerate, and in line with the needs and objectives of the organization. Results imply the importance of supervision in the workplace. This could lead to more focused and effective work, increased job satisfaction, professional growth, effective environment, and transparency between the management and employees.

### ***Level of Teachers' Performance?***

It can be noted that the level of teachers' performance got an overall weighted mean of 4.06 with a standard deviation of 0.57 and was verbally interpreted as "Very Satisfactory." This interprets that the teachers performed very well in class instruction and management based on their respective evaluations.

To effectively teach, a teacher must possess the necessary knowledge to enable them to effectively explain facts in order to meet the course's objectives. The findings of this study agree with Ereje and Ambag (2020) who revealed that the teachers' Performance was highly satisfactory as assessed by students. Assessment of the students is just one of the sources of evaluation scores or ratings of teacher's performance in an academic institution in a specific period.

### ***Significant Relationship Between the Level of Human Resource Management Practices and the Profile of the Respondents?***

Based on the findings presented, with regards to the relationship between the level of human resource management practices and sex, it showed that the job training (sig=.1.052 with a p-value of <.305); motivation (sig=.1.150 with a p-value of <.284); engagement (sig=.172 with a p-value of <.678); and supervision (sig= .412 with a p-value of <.521) showed no significant relationship with the sex and thus accepted or retain the null hypothesis of no significant relationship found.

On the other hand, Table 12 below presents the significant relationship between the level of human resource management practices and age.

As regards to the relationship between the level of human resource management practices and age, it showed that the job training (sig=.854 with a p-value of <.355); motivation (sig=1.438 with a p-value of <.230); and supervision (sig= 1.609 with a p-value of <.205) showed no significant relationship with age and thus accepted or retain the null hypothesis of no significant relationship found.

Meanwhile, the engagement (sig= 3.863 with a p-value of <.049) shows a positive significant relationship that was shown in Cramer's V column. This means that the assessment of the level of human resource management practices in terms of engagement is related to age of the teachers. The older the respondents are, the higher their assessment of the level of human resource management practices in terms of engagement. Thus, it rejected the null hypothesis of no significant relationship found.

In the study conducted by Khalil et al (2017), it was indicated that male instructors felt that training and development practices were the most satisfying Comparing recruiting, selection, and compensation processes. They added that the professors in private institutions thought that training and development practices were the most effective human resource management practice. On the other hand, when compared to training and development, salary, and other human resource management strategies, female teachers felt that recruiting and selection were the most satisfactory procedures.

As regards to the relationship between the level of human resource management practices and years of teaching experience, it showed that the job training (sig=.1.578 with a p-value of <.209); motivation (sig=2.731 with a p-value of <.098); and supervision (sig=1.422 with a p-value of <.233) showed no significant relationship with years of teaching experience and thus accepted or retain the null hypothesis of no significant relationship found.

Meanwhile, the engagement (sig= 4.813 with a p-value of <.028) shows a moderate and positive significant relationship that was shown in Cramer's V column. This means that the assessment of the level of human resource management practices in terms of engagement is related to years of teaching experience. The longer the respondents are in service, the higher their assessment of the level of human resource management practices in terms of engagement. Thus, it rejected the null hypothesis of no significant relationship found.

As regards to the relationship between the level of human resource management practices and highest educational attainment, it showed that the job training (sig=.3.234 with a p-value of <.072); and engagement (sig= 2.917 with a p-value of <.088) showed no significant relationship with highest educational attainment and thus accepted or retain the null hypothesis of no significant relationship found.

Meanwhile, the motivation (sig=5.181 with a p-value of <.023); and supervision (sig=4.619 with a p-value of <.032) show a moderate and positive significant relationship that was shown in Cramer's V column. This means that the assessment of the level of human resource management practices in terms of motivation and supervision is related to of highest educational attainment. The longer the respondents are in service, the higher their assessment of the level of human resource management practices in terms of motivation and supervision. Thus, it rejected the null hypothesis of no significant relationship found.



***Significant Relationship Between the Level of Human Resource Management Practices and Teachers' Performance?***

With regards to the relationship between the level of human resource management practices and teachers' performance, it showed that job training (sig= .587 with a p-value of <.000); motivation (sig= .596 with a p-value of <.000); engagement (sig= .670 with a p-value of <.000); and supervision (sig= .626 with a p-value of <.000) showed a high and positive significant relationship with the teachers' performance and thus accepted or retain the null hypothesis of no significant relationship found.

The results of this study support the findings of Waseem et al. (2013) which revealed that HRM practices in the educational sector will have a positive impact on teachers' performance through HRM outcomes, which will enhance the quality of education and the excellence of teachers.

On the other hand, the findings of the study by Sedega et al. (2019) revealed that most teachers who attended in-service training did not work efficiently to recognize the use of appropriate teaching and learning materials (TLMs).

***Enhancement Program Can Be Proposed Based on the Findings of the Study?***

Table 1: Proposed Human Resource Management Plan For Teachers

KEY AREA	OBJECTIVES	STRATEGIES/ ACTIVITIES	PERSONNEL INVOLVED	TIME FRAME	EXPECTED OUTCOME
Employees Trainings and Developmental Programs	To develop plans and strategies during the trainings to help in enhancing the performance of both management and employees	Proposed trainings that would enhance both the management and teachers such on leadership and helping teacher associates progress together.	Management such as admins, teaching and non-teaching personnel	One month before opening	High percentage of participation from the management and personnel. Useful trainings and approaches for the whole academic year
Motivates an open communication programs for the employees	Administrators must acknowledge that if they want to create an efficient school relation, they may need to look carefully at the importance of effective communication.	For the employees to be motivated, the management should have to look at the means of communication they employ with them.	Management such as admins, teaching and non-teaching personnel	Whole year round	Regular communication such as regular meetings, and assembly to discuss school management.

Engage with the employees' feedbacks, suggestions, and recommendations	To encourage an open communication between employee and the management by addressing suggestions and clarifications.	Make the educators feel as though they are being heard. There must be a way to make their opinions just as valuable as the administrators'. Such boxes should be easily accessible and visible for everyone.	Employees	Whole year round	Visible and accessible suggestion boxes in the campus. And there must be a regular collection and discussion among the employees.
Supervisory on school management that needs immediate actions.	To create a 'task force' program that has the ability to detect errors and effectively resolve them.	A 'task force' that involves teachers on enhancing and addressing immediate actions. Involving teachers because they are on the front line of the management.	Management such as admins, teaching and non-teaching personnel	Whole year round	A working 'task force' must be visible and operational in the community in address issues and immediate actions.

## Conclusions

Based on the findings of the study, the following conclusions were drawn: The study concluded that the profile of the respondents shows that majority of the respondents were female, aged below 30 years old, had less than 3 years of teaching experience, and were college graduates only; The human resource management practices among catholic and parochial schools in terms of job training were very good; The human resource management practices among catholic and parochial schools in terms of supervision were very good. The human resource management practices among catholic and parochial schools in terms of motivation and engagement were good; The performance of teachers are among catholic and parochial schools was "Very Satisfactory." There is a significant relationship between human resource management practices in terms of job training and supervision to highest educational attainment. Further, the findings concluded that there is a significant relationship between the human resource management practices in terms of job training, motivation, engagement, and supervision to the teachers' performance.

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