

## Human Resource Management System of a Higher Educational Institution

**Monriud Cabahug**

ORCID No. 0000-002-2200-3312  
emancipationofmonriud@gmail.com  
University of Cebu-Banilad

**Judy Ann O. Ferrater-Gimena**

ORCID No. 0000-001-5352-8253  
judygimena@gmail.com  
University of Cebu-Banilad

**Elouis Tejada**

ORCID No. 0000-0002-6417-3918  
elouisdalmare@gmail.com  
University of Cebu-Banilad

1<sup>st</sup> Run Original:99  
1<sup>st</sup> Run Plagiarism:1

1<sup>st</sup> Run Grammarly: 90

### ABSTRACT

Human resource management is extremely imperative for any association, particularly in the scholarly setting. The employees should be given a clear direction on where they are going to when they become part of the organization. This study intended to assess the extent of the manifestation of a sound human resource management (HRM) practices of the University of Cebu-Banilad assessed by the teaching and the non-teaching staff. The results of this investigation will be used as bases in the formulation of interventions in the current human resource management system. This study applied the predictive relational method of research using a researcher-designed questionnaire. There were 47 employees who were the respondents to this investigation, using purposive sampling technique. Percent's and median, mode, range were computed to analyze the data. The result revealed that wage and salary administration, training and development and change and change in personnel status were practiced in some cases only. Further the career management, job security and status, working condition and people empowerment were factors that motivate them in some cases to perform well in their respective job functions. There is a significant relationship between the age and the respondents' perception of the human resource management practices. Be that as it may, there was no critical connection between the age and the representatives' impression of the motivational elements. Furthermore, there was also no significant relationship between the respondent's

gender and their perception of the human resource management practices. Similarly, there was no huge connection between the sexual orientation of the representatives and their reactions on the motivational variables.

## **KEYWORDS**

Human resource management, motivation, correlation, Cebu City, Philippines

## **INTRODUCTION**

Managers and economists have traditionally seen human resource management (HRM) as a necessary expense, rather than a source of value to the organization. However, research has demonstrated that HRM practices can be valuable. Choices, for example, whom to procure, what to pay, what preparing to offer, and how to assess representative execution; specifically influence workers' inspiration and capacity to give merchandise and enterprises that are important to the clients. Companies attempt to increase their competitiveness and invest in new technology and promote quality throughout the organization by making use of state-of-the-art staffing, training, and compensation practices (Noe et al., 2009).

Human resource management is very vital for any organization, especially in the academic setting. The employees should be given a clear direction on where they are going to when they become part of the organization. In this period where change is always occurring in the association, frequently than not, a standout amongst the essential resources of an association is overlooked. It is the hidden part of the equation that if not considered, will hinder the success of any development process for the attainment of organizational goals. A major portion of organizational development usually relates to how well the organization understands the human capital assets (Biore, 2015).

Under the educational arena, there is a current and rapid increase in social exigency for quality education (Doming & Gimena, 2014). Higher education institutions today are confronted with the problem of changing the way on how they deliver the educational services, to respond to the new statutory policy from learning competency to the outcome-based educational system.

As work economic situations enhance and the requirement for talented and instructed specialists ascends the world over, associations are thinking that it is more hard to draw in the best representatives. This makes it progressively fundamental for HR to help fabricate a solid manager mark. Savvy HR experts are featuring societies that join the basics of an extraordinary work environment, including corporate social duty activities, solid specialist wellbeing and safety efforts, and a general air of politeness and regard in the working environment. The tight rivalry for ability is additionally affecting pay and advantages methodologies, migration arrangements, and worldwide movements (Schramm, 2016).

Academic institutions are catalysts in molding future leaders. Therefore, they carry the enormous task of providing quality educational experience to the students who are the primary customers of any school. Just like any other educational institutions, the University of Cebu aspires to become an effective and efficient provider of educational services.

There are multitudes of challenges that confront the educational institutions today in the Philippines. One of them is the full implementation of the Republic Act (R.A.) 10533, known as the Enhanced Basic Education Act of 2013 which declares that the state shall establish, maintain and support, adequate, and integrated system of education relevant to the needs of the people, the country, and society-at-large. The new program encompasses at least one-year kindergarten education, six years of primary education, six years secondary education. This means that there will be two more years that are added to the old curriculum in which the old tertiary curriculum would be under the overhaul. This school year, there are very few enrolled in the first year because those students who are supposed to enter the first college are now taking the senior high school. This new system somehow has a financial impact on the part of the academic institution and subsequently to the employees, especially the teachers.

Another challenge that confronts the academic institutions in the Philippines is the Commission on Higher Education (CHED) Memorandum Order Number 46 series of 2012 or otherwise known as Policy Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA. This policy was issued to enhance the quality assurance system of Philippine higher education through learning competency-based standards and an outcomes-based education (OBE) system of quality assurance that is differentiated by type of higher education institution (HEI). Both R.A. 10533 and CHED Memorandum Order No. 46 require the academic institutions to produce graduates who possess the knowledge, competency, and skills necessary for performing a specific job or line of expertise. The attainment of this goal requires all the teaching and the non-teaching staff to be qualified. Teachers at the tertiary level are required to finish at least a master's degree in line with their field of study. So this issue requires the academic institution to motivate the employees to take further studies to comply with the requirements to be able to teach in the senior high school such as teacher's license and the additional requirements in the change of the college or tertiary curriculum come this 2018.

This educational dilemma that confronts the University of Cebu-Banilad being an academic institution prodded the researchers to conduct this study to enhance the human resource management system and initiate measure to motivate the employees to take career advancement be to become compliant to the CHED, PACUCOA and Typology requirements. The results will be used as a basis in the formulation of an intervention scheme to address the real needs of the employees. This is done to foster job satisfaction.

## **FRAMEWORK**

This study is tied down to the Contingency Theory of Fred Fiedler who states that administrators settle on choices in light of the current circumstance as opposed to a "one size fits all" strategy. Chief makes a proper move given angles most critical to the present circumstance. The possibility hypothesis underscores the significance of both the pioneer's identity and the circumstance in which that pioneer works. Chiefs in a college might need to use an authoritarian approach that incorporates investment from laborers. The essence of contingency theory paradigm is that organizational effectiveness results from fitting characteristics of the organization, such as its structure to contingencies that reflect the situation of the organization. Contingencies include the environment, organizational size, and organizational strategy because the fit of organizational characteristics to contingencies leads to high performance. Organizations are seen as adopting new organizational characteristics that fit the new level of contingencies (Donaldson, 2001).

The Contingency Theory provides the foundation to combine the idea of human resource and the classical thought. It considers management decision contingent on the demands of the employees and adapts classical management to a more flexible and uncertain environment (Bacher, 2005).

The pith of Contingency Theory is that prescribed procedures rely on the possibilities of the circumstance. It is frequently called the "everything depends" hypothesis. Possibility scholars attempt to distinguish and measure the conditions under which things will probably happen. Since human administration rehearses shifts significantly, possibility hypothesis offers a valuable way to deal with display and foresee CAP hone. The term possibility as utilized as a part of possibility hypothesis is like its utilization in coordinate practice. A possibility is a connection between two wonders. On the off chance that one marvel exists, at that point, a conclusion can be drawn about another wonder. For instance, if a vocation is exceptionally organized, at that point a man with a freewheeling air will have issues with the activity. Possibilities can some of the time be viewed as (Schoech, 2006).

An organization is a structured social system consisting of groups and individuals working together to meet some agreed-upon objectives (Zarate, 2012). In connection with the aforementioned definition of an organization, Greenberg and Baron (2008) elucidated that organizational behavior is that the field that seeks knowledge of the behavior in organizational settings by systematically studying individual, group, and organizational processes.

The pitfalls of an organizational problem or crisis cannot be avoided without managing people well. Indeed, as can be seen, confirm recommends that associations can make maintained and reliable upper hand just by acing the administration of their kin, or "HR." Every individual who works in associations assumes a part in overseeing individuals (Boudreau, 1996).

In the economy, management and employees belonged to the same segment. This is on account of administration includes planning the representatives' activities to accomplish the company's objectives, sorting out individuals to work effectively, and rousing them to accomplish business objectives (Ferrel, Hirt and Ferrel, 2012).

Human capital development is important to maximize an individuals' performance. Human capital refers to the productive potential of an individual. The employees who possess the right knowledge, skills, and motivation represent human capital that gives an organization's potential competitive advantage (Kreitner & Kinicki, 2004).

The satisfaction of human wants is a universal concern, and this is the basic reason why organizations are established. A positive approach is the adoption of effective and efficient schemes related to management and organization. Governments, business firms, and even non-profit organizations are expected to manage their resources properly, or they will fail in an attempt to contribute their share in the alleviation of poverty (Medina, 2015).

The success of every organization is dependent on its employees or the so-called human resources. Human resources are the ones who produce the goods and services as well as set overall strategies and objectives for the entire organization. Thus, employee involvement and commitment play a vital and key role in the success of any business organization.

Human resource management is the process of finding, developing, and keeping the right people to form a qualified workforce, is one most difficult and important management task (William, 2012). Minbaeva (2005) viewed HRM practices a set of practices used by the organization to manage human resources through facilitating the development of competencies that are firm-specific, produce complex social relation and generate organization knowledge to sustain competitive advantage. Against this backdrop, we concluded that HRM practices relate to specific practices, formal policies, and philosophies that are designed to attract, develop, motivate, and retain employees who ensure the effective functioning and survival of the organization. According to Harter, Schmidt, and Hayes (2002), HRM practices can generate increased knowledge, motivation, synergy, and commitment of a firm's employees, resulting in a source of sustained competitive advantage for the firm.

In human resource management, all management decisions affect the nature of the relationship between the organization and its employees- the human resources (Hendry, 2011). As a type of resource, it encompasses training, experience, judgment, intelligence, relationships, and insights-the employee characteristics that can add economic value to the organization. Managing the human resources of the organization is critical to the success of organizations because human capital has certain qualities that make it valuable. Regarding business strategy, organizations can attain success if it has a sustainable competitive advantage (Noe et al., 2009).

### **Career Management**

The notion of "career" has been considered as the chief approach in analyzing the period of employees serving in a company (Cullen, 2013). Of all the human resource management functions, management development is perhaps, the most misunderstood and poorly implemented. The single characteristic that distinguishes a successful organization from others is the caliber of the management team. Career management is associated to the organization's tactics in the instruction process, with the application of a model that delineates the manager's job as the focus in the fundamental competency

and at the same time engulfed by various altruistic acts. The crucial element is to ascertain the explicit transmission from the knowledge area to the work setting (Wright & Belcourt, 1994).

Corpuz (2006) defined career management as the process through which employees become aware of their interests, values, strengths, and weaknesses. It also involves obtaining information about job opportunities within the company, identifying career goals, and establishing action plans to achieve those goals while development of the profession prepares a person for progression along a designated career path.

Stumpf (1988) ties business strategy to organizational career management practices. Examples of these are policies of promoting from within, position mapping, propagation of mentor-mentee relationship.

### **Wage and Salary Administration**

Remuneration is the arrangement of prizes that associations give to people consequently to their eagerness to perform different occupations and errands inside the association. It includes all forms of financial returns and tangible services and benefits that the employees receive as part of an employment relationship. It also includes various elements such as base salary, incentives, bonuses, benefits, and other rewards. People are willing to work in exchange for inducements or rewards they received from working. The inducements include both financial compensation and non-financial compensation. The desired outcome is an employee that is attracted to the work and motivated to do a job for the employer. It includes all forms of financial returns, tangible services, and benefits that employees receive as part of an employee relationship (Corpuz, 2013).

Wages and salaries of the organization should be managed well by the organization to avoid employee dissatisfaction. Cardona et al., (2009) said that the willingness of individuals to contribute to cooperative efforts of the organizations is indispensable to the effective attainment of organizational goals. The efforts must be exerted not only to perform the functions to contribute to the goals of the organizations but also to maintain the organization itself. Individuals differ in their willingness to contribute to the "cooperative system," and these individual differences in behavior cannot be explained by individual differences in ability.

People are concerned with organizational justice or fairness which concentrates on people's perceptions of the equality of their work outcomes relative to or in proportion to their work inputs. This concept focuses on the way people perceive the relationship between the outcomes they receive from their jobs and organizations as well as the impact they contribute. (Moorman, 2008). Outcomes are the salary and remuneration that they receive.

Salary and monetary remuneration are a good satisfied. Job satisfaction indicates whether an employee likes or dislikes his/her work. According to Mumford (2007), it matters whether the required performance of the employee commensurates with respect to the pay. In general, it is desirable for employees to be satisfied with their jobs (Moblely, 2006).

## **Training and Development**

Despite the fact that associations construct its procuring choices concerning the applicants' current capabilities, most associations give approaches to their representatives to expand or extend their insight, aptitudes, and capacities. Therefore, associations give workers preparing and improvement. Training is a planned effort to enable an employee to learn job-related knowledge, skills, and behavior. Development involves acquiring knowledge skills and behavior that improve employee's ability to meet the challenges of a variety of new existing jobs, including the client and customer demands of those jobs (Noe et al., 2009).

Many employees have some weaknesses in their workplace skills. A training program allows one to strengthen those skills that the employee needs to improve. A development program brings all employees to a higher level of skills and knowledge. This helps reduce any weak links within the company especially among those who heavily rely on others to complete basic work tasks. Providing the necessary training creates an overall knowledgeable staff with employees who can take over for one another as needed, work on teams or work independently without constant help and supervision from others.

A trained employee would be able to perform one's job. An employee becomes more aware of safety practices and proper procedures for basic tasks. The training may also build the employee's confidence because she has a stronger understanding of the industry and the responsibilities of one's job. This confidence may push a worker to perform even better and think of new ideas that help the person excel. Continuous training also keeps employees aware of industry developments. Employees who are competent help one's company held a position as a leader and strong competitor within the industry (Williams, 2012).

The idea of the cutting edge business condition makes preparing more essential today than it ever has been. Rapid change, especially in the area of technology, requires that employees continually learn new skills. The new psychological contract has created the expectation that employees invest in their career development, which requires learning opportunities. Growing reliance on teamwork creates a demand for the ability to solve problems in teams, an ability that often requires formal training. With the training so essential in modern organizations, it is important to provide training that is effective. An effective training program teaches what is designed to teach, and it teaches skills and behaviors that will help the organization (Williams, 2012).

Training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of employees. The objectives of training and development are: 1) improve productivity and the quality and quantity of output; 2) effectiveness in the present task which involves increasing an individual's motivation to perform his/her job well; 3) create more favorable attitudes such as loyalty and cooperation; 4) help employees in their personal development and advancement by helping them acquire additional qualification for a better job; and 5) satisfy human resource planning requirements (Corpuz, 2013).

Successful preparing or advancement relies upon comprehending what is required - for the individual, the office and the association in general. With constrained spending plans and the requirement for financially savvy arrangements, all associations need to guarantee that the assets put resources into preparing are focused at regions where preparing and advancement are required, and a positive profit for the venture is ensured. Effective training needs analysis (TNA) is especially indispensable in the present changing work environment as innovations of the working practices since the current working environment is getting to be noticeably boundless. Tossing preparing at people may miss need needs, or even cover territories that are not basic. TNA empowers associations to channel assets into the regions where they will contribute the most to worker advancement, upgrading spirit and authoritative execution (Chartered Management Institute, 2006).

Training needs analysis refers to the process used to determine if training is necessary. It identifies specific job performance deficiencies and increases productivity. Training is needed when significant differences exist between actual performance and prescribed standards. It refers to a systematic, objective identification of training needs. Consulting the supervisor can determine areas of need, revealed through performance appraisal, as well as the manager's concerns for specific training, needs to improve-bottom line performance (Williams, 2012).

A TNA is the systematic investigation of training needs within an organization. It is part of a process that integrates training with the business of the academic institutions (The Training Networks Programme, 2013). If such needs can be pinpointed by hard data and survey information, training can lead to an increase in employee efficiency. The needs assessment process includes: a) organizational analysis which involves determining the appropriateness of training, given the company's business strategy (Williams, 2012). Another part includes person/performance analysis which determines the training needs of current employees and verifies that there is a significant performance deficiency and whether that deficiency should be rectified through training; c) task analysis which assess the training needs of new employees and includes identifying the important tasks and knowledge, skills, and behaviors that need to be emphasized in training for employees to develop the skills and knowledge required for effective performance and for the employees to complete their tasks (Corpuz, 2013); d) performance problem which involves training professionals and launch training needs assessment (Rossett, 2002).

### **Changes in Personnel Status**

Changes in employment status are bound to take place during the period of employment. There is a continuous movement of employees in the form of promotion, transfer, demotion, or separation. This movement is the function of placement wherein the objective is to find or assign the right person to the right job. A change in employment status is affected by personnel action generated by the HR department upon receipt of a written request from an authorized representative of a department expressing the intended change in employment status. This change in employment status includes promotion, transfer and employee separation (Corpuz, 2013).



## **OBJECTIVES OF THE STUDY**

This study intends to assess the extent of the manifestation of the human resource management (HRM) practices of the University of Cebu-Banilad assessed by the teaching and the non-teaching staff. The results of this investigation will be used as bases in the formulation of interventions in the current human resource management system. Specifically, this study seeks to determine the profile of the respondents regarding the age, gender, civil status, highest educational attainment, academic rank, and position. It further assessed the extent to which sound human resource practices are manifested regarding career management; wage and salary administration; training and development; and changes in personal status as well as the problems encountered by the teaching and non-teaching staff based on the areas above. Moreover, the significant relationship between the respondent's profile and the assessment of the two groups of respondents was further determined.

## **METHODOLOGY**

This study applied the predictive-relational method of research using a researcher-designed questionnaire in assessing the HRM practices as well as problems encountered by the employees under the current HRM system.

### **Research Environment**

The research site of this investigation is at a non-stock and non-profit educational institution. It is known for providing quality education at low tuition fees. It offers programs across various fields.

### **Research Respondents**

There were 47 employees of the University, comprised of 31 teaching personnel and 17 non-teaching staff. Purposive sampling technique was used in the study.

### **Instrumentation**

This study utilizes the researcher-made questionnaire as the main instrument of data collection. An exposition of the instruments is presented in this topic. The first part determines the profile of the employees as to age, gender, civil status, highest educational attainment, academic rank, and position. The second part assesses the extent to which human resource management is practiced in the organization; while the third part pertains to the factors that motivate the employees in the University. The Cronbach Alpha results of .9598 means that the self-made questionnaire is highly reliable.

### **Data Collection Techniques**

Permission to conduct the study was sought from the Campus Director of the University of Cebu-Banilad. Once approval was granted, the proponents personally administer the survey questionnaires to the teaching and non-teaching staff of the school.

### Data Analysis

A simple percentage was used to interpret the demographic data of the respondents. Weighted mean was applied to the extent to which HRM was practiced in the organization.

## RESULTS AND DISCUSSION

This part presents the profile of the respondents comprised of the faculty members and non-teaching staff of the University.

**Table 1. Age & Length of Service of the Respondents (n=48)**

<b>Statistics</b>	<b>Age</b>	<b>Length of Service</b>
Mean	37	10
Median	37	10
Mode	36	10
Std. Deviation	12.227	5.433
Variance	149.496	29.522
Skewness	-.626	.426
Kurtosis	2.621	-.093
Minimum	23	1
Maximum	65	24

The mean age of the respondents was 37 years old. Fifty percent (50%) of them were aged below 37 years old as indicated by age median value. The modal age of the respondents was 36 years old based on the age with the highest frequency. The standard deviation value of 12.227 was relatively large and indicates a wide scattering of the respondents' age and further signifies a greater degree of heterogeneity of the values. The skewness value of -0.626 indicates that the respondents' age distribution is skewed to the left and implies bigger values of the distribution. The kurtosis value of 2.621 indicates that the distribution is platykurtic. The results further revealed that the youngest age of the respondents was 23 years old and the oldest age was 65 years old.

As to the average length of service of the respondents was ten years. Half of them had been employed in the university for ten years; while other others for more than ten years as indicated by the median value. The modal length of service value was also ten years. Moreover, the identical values of mean, median, and mode reveal that the length of service data is normally distributed. The standard deviation value of 5.433 is relatively large and indicates a wide scattering of the respondents' length of service and further signifies a greater degree of heterogeneity of the values. The skewness

value of 0.426 indicates that the respondents' length of service distribution is skewed to the left and implies higher values of the distribution. The kurtosis value of -0.93 indicates that the distribution is platykurtic. The results signify that the newest employee in the university had rendered service for a year and 24 years for those who stayed had been in the institution the longest.

Profitability observations are influenced by one's age and one's situation in the pecking order. The youthful support the youthful, the old support the old, and businesses esteem the profitability of laborers not as much as representatives do. Be that as it may, there are likewise surprising similitudes crosswise over bosses and workers. By recognizing the different measurements that underlie the profitability of more youthful and more seasoned laborers, we tried whether delicate characteristics and capacities—e.g., unwavering quality and responsibility—are similarly as vital as hard characteristics—subjective and physically based abilities—according to the two bosses and representatives. It gives the idea that the two businesses and workers, youthful and old, see hard abilities as much more vital than delicate aptitudes (Van Dalen et al., 2010).

**Table 2. Gender, Civil Status and Designation of the Respondents (n=48)**

Profile	Frequency	Percentage %
<b>Gender</b>		
Female	35	72.90
Male	13	27.10
<b>Civil Status</b>		
Married	36	75.00
Single	12	25.00
<b>Designation</b>		
Dean	2	4.20
Faculty	29	60.40
Non-teaching	17	35.50

The bigger proportion of the university's employees was female. They constituted 70.8% of the study populace. There were 43.7% more than the male respondents. Regarding the civil status of the employees, most of them were married, comprising of 70.8% of the study populace. This figure was 45.8% more than those who were single. Moreover, a bigger proportion of the employees were faculty members, wherein full-time teachers comprised of 60.4%; 25% more than the nation- teaching staff; and 56.2% more than that administrative personnel with teaching assignments.

Ladies specifically, advancement openings and work-family adjust were identified with turnover aims while for men the lucidity of the set of working responsibilities was an imperative indicator for taking off (Blomme & Tromp, 2010)

**Table 3. Wage and Salary Administration Practices (n=48)**

Indicators	Median	Mode	Mode Description	Range	Minimum	Maximum
1. The institution's salary scheme considers	3	3	Agree	3	1	4

employee' qualification, experience, length of service, skills, etc.							
2. The institution considers the economic situation such a inflation and recession.	3	2	Disagree	2	2	4	
3. The management revisits the salary structure periodically.	2	2	Disagree	3	1	4	
4. Policies on rewards and benefits are disseminated to all employees and are properly implemented.	2	3	Agree	3	1	4	
5. Performance appraisal in undertaken as basis for salary increase.	2	2	Disagree	3	1	4	
6. There is salary increase based on excellent performance.	2	2	Disagree	3	1	4	
7. The company's salary payment is within the industry's salary standards.	3	3	Agree	3	1	4	
8. There is provision of statutory benefits other than basic salary.	3	2	Agree, Disagree	2	2	4	
9. There is provision for retirement benefits.	3	3	Agree	2	2	4	
10. Wage and salary administration is based in qualification, length of service and other aspects	3	3	Agree	3	1	4	
<b>Factor</b>	<b>3</b>	<b>3</b>	<b>Agree</b>	<b>3</b>	<b>1</b>	<b>4</b>	

Legend: 3.26 – 4.00 Strongly Agree; 2.51 – 3.25 Agree; 1.76 – 2.50 Disagree; 1.00 – 1.75 Strongly Disagree

The median values in all indicators of wage and salary administration except for items 3, 5, and 6 signified that 50% of the employees agreed to the provisions; while the remaining 50% disagreed and strongly disagreed to the provisions. These results show that the employees' ratings on these items were higher compared to items 3, 5, and 6. The mode values indicate the employees most frequent responses in each of the ten items and that most of the employees agreed that the provisions are practiced in the organization. However, most employees disagreed that the human resource management practices revisit the salary structure periodically, performance appraisal is undertaken as the basis for a salary increase, and increase in salary is based on excellent performance.

Further, except for item 4, the employees' median and modal ratings in the human resource management under wage and salary administration provisions are identical. These identical values signify that the middlemost rating in each of the items is the same with the most frequently chosen responses. These identical values reveal that most of the employees agreed to the provisions as indicated by the median item ratings of 3. There were more employees who did not agree to the provision that policies on rewards and benefits were disseminated to all employees as indicated by the mode results. The smallest rating of 1 occurs in items 1, 3, 5, and 6. This implies that they strongly disagreed that the corresponding aforementioned provisions (items 1, 3, 5 and 6) were practiced in the organization. On the other hand, the employees' highest rating in each item (except item 6) was 4. The result implies that the employees strongly agreed that the corresponding aforementioned provisions (items 1-5, 7-10) are practiced in the organization.

Because pay is important both in its effect on employees and on account of its cost, organizations need to plan what they will pay employees in each job. An unplanned approach, in which each employees pay is independently negotiated, will likely result in unfairness, dissatisfaction, and rates that are either overly expensive or so low that positions are hard to fill (Noe et al., 2009).

The workers want to remain in the organization and such want isn't reliant on the monetary pay given by the firm (Gimena, 2013).

**Table 4. Training and Development**

Indicators	Median	Mode	Mode Description	Range	Minimum	Maximum
1. There is a system of conducting orientation to the newly-hired employees to discuss on organizational vision, mission, policies and procedures.		3	3	Agree	2	4
2. There is a system providing relevant trainings on a regular basis to update the employees' knowledge, skills, etc.		3	3	Agree	3	4
3. There is system of sending employees to training seminars conducted by other organizations or institutions to enhance their knowledge and abilities.		3	2	Disagree	3	4
4. There is a system of providing support to employees who will join contests outside the organization (either as contestant, coach or mentor).		3	3	Agree	4	4
5. There is a system of giving financial support and rewards to employees to had received recognition for an achievement being attain.		2	2	Disagree	3	4
6. There is a linkage with other institutions that provide trainings and update on current systems, trends and \practices.		3	3	Agree	3	4
7. There are quality equipment, facilities, and machineries to improve productivity and efficiency of the employee.		3	3	Agree	3	4
8. There are activities to create opportunities to enhance human relations and team work.		3	3	Agree	3	4
9. Training needs analyses are conducted to identify areas in which the employees needs trainings and updates.		2	2	Disagree	3	4
10. Employees performance are given consideration in the provision of training opportunities from outside the organization.		2	2	Disagree	3	4
<b>Factor</b>		<b>3</b>	<b>3</b>	<b>Agree</b>	<b>3</b>	<b>4</b>

Legend: 3.26 – 4.00 Strongly Agree; 2.51 – 3.25 Agree; 1.76 – 2.50 Disagree; 1.00 – 1.75 Strongly Disagree

The median values in each of the indicators, except for item 10, signifying that 50% of the employees agreed to the provisions under training and development; while

the remaining 50% disagreed and strongly disagreed to the provisions. These results show that the employees' ratings on these items are higher compared to item 10. The mode values indicate the employees' most frequent responses in each of the ten items; the employees agreed that the provisions were practiced in the organization. However, it is important to note that the employees disagreed that there is a system providing relevant training on a regular basis to update the employees' knowledge, skills, etc. and that employees' performance was considered in the provision of training and development opportunities from outside the organization.

Except for item 2, the employees' median and modal ratings under training and development provisions were identical. These identical values signify that the middlemost rating in each of the items is the same with the most frequently chosen responses. These identical values reveal that most of the employees agreed to the provisions as indicated by the median item ratings of 3. However, most of the employees disagreed to the provision that there is a system providing relevant training on a regular basis to update the employees' knowledge, skills, etc. as indicated by the mode of item 2. Moreover, the results show that the employees disagreed that performance was considered in the provision of training and development opportunities conducted by external training providers.

The smallest rating of 1 can be noted in items 9 and 10. These results imply that some of the employees strongly disagreed that the corresponding aforementioned provisions were practiced in the organization. On the other hand, the employees' highest rating in each item was 4. The data implies that for all items, some of the employees strongly agree that the provisions are practiced in the organization.

A well-designed training is impactful and important as continuous learning and skills development. Decision about what to training, how to train, and how to implement and evaluate training should be informed by the best information science has to offer (Salas, 2012).

**Table 5. Change in Personnel Status**

Indicators	Median	Mode	Mode Description	Variance	Range	Minimum	Maximum	
1. Seniority is one of the top considerations when it comes to promotions, special task assignments, academic loading, and other forms of benefits.	3	3	Agree	.712	3	1	4	
2. There is a conduct of regular performance evaluation as basis for promotion.	2	2	Disagree	.852	3	1	4	
3. The information and reasons for changes in posts positions that are ordered in different department within the organization will be properly informed to the concerned personnel.	3	3	Agree	.847	3	1	4	
4. There is a system consultation on job assignment and placement.		2	2	Disagree	.903	3	1	4
5. Employees' performance and productivity are considered in promotion.	3	3, 2	Agree, Disagree	.703	3	1	4	
6. Employees are given chance to explain their	3	3	Agree	.673	3	1	4	

side if ever they have concerns on transfer.								
7. Separation pay and remuneration are Provided to employees who resigned or being retrenched for lawful cause.	3	3	Agree	.849	3	1	4	
8. Due process of law is practiced in any investigation concerning employees' infraction and unlawful acts being committed.	3	3	Agree	.632	3	1	4	
9. Proper compensation and assistance are given to employees who are being transferred.	3	3	Agree	.695	3	1	4	
10. Employees are given opportunities to make suggestion on job assignment.	3	3	Agree	.892	3	1	4	
<b>Factor</b>	<b>3</b>	<b>3</b>	<b>Agree</b>	<b>.892</b>	<b>3</b>	<b>1</b>	<b>4</b>	

Except for item 2, the median responses of employees to human resource practices as to change in personnel status factor signify employees' high ratings to these provisions. These data indicate that the employees agreed that the university practiced change in personnel status properly. The modal responses indicate the employees most frequent responses in each of the ten items, and the employees agreed that the provisions were practiced in the organization. However, the employees disagreed that there is the conduct of regular performance evaluation as the basis for promotion. The employees' identical median and modal ratings in this section imply that the middlemost rating in each of the items is the same with the most frequently chosen responses. These identical values reveal that most of the employees agreed to the provisions as indicated by the median item rating of 3. The employees' ratings were more varied in items 4 and 7, compared to the rest of the items as attested by the variance of results. The employees' responses were least varied in item 10, and the provision about employees' opportunities to make suggestions on job assignment.

The employees' smallest ratings on all items are 1, implies that they strongly disagreed that the provisions were practiced in the organization. On the other hand, the employees' highest rating in each item is 4, implies that the employees strongly agreed that the provisions are practiced in the organization.

A change in employment status is effected by a personnel action generated by the HR department upon receipt of a written request from an authorized representative of a department expressing the intended change in employment status (Corpuz, 2013.)

**Table 6. Summarized Data on Human Resource Management Practices**

Indicators	Median	Mode	Mode Description	Variance	Range	Minimum	Maximum
Wage and Salary Administration	3	3	Agree		3	1	4
Training and Development	3	3	Agree		3	1	4
Change in Personnel Status	3	3	Agree	.892	3	1	4

<b>Over-all Ratings</b>	<b>3</b>	<b>3</b>	<b>Agree</b>	<b>.637</b>	<b>3</b>	<b>1</b>	<b>4</b>
-------------------------	----------	----------	--------------	-------------	----------	----------	----------

The data in table 6 reveals that the human management practices as to wage and salary administration, training and development and change in personnel status were practices in the University.

It the study conducted by Lee et al., (2010), the aftereffects of the study reveals that HRM practices will be decidedly identified with firm execution; there is a nearby linkage between HRM practices and business system; business methodologies will be emphatically identified with firm execution; and incorporating HRM hones with business procedures will be decidedly identified with firm execution.

**Table 7. Career Management as Motivational Factor**

Indicators	Median	Mode	Mode Description	Range	Minimum	Maximum	
1. The assignment of people is based on educational background and expertise.	3	3	Agree	3	1	4	
2. There is well-defined system where employees	3	3	Agree	3	1	4	
3. There is a system of exposing employees to other tasks and assignments.	3	3	Agree	3	1	4	
4. There is a system of institutional Succession as to who will be the next department head.	2	2	Disagree	3	1	4	
5. There should be a system of in identifying employees	3	3	Agree	3	1	4	
6. There is a system of mentoring and coaching to the employees	2	2	Disagree	3	1	4	
7. There is a system of supporting an employee to masters or any post-graduate degree.	3	4,3 <sup>a</sup>	Strongly Agree, Agree	2	2	4	
8. There is proper job description to All types of jobs and positions.	3	3	Agree	3	1	4	
9. There is periodic evaluation and feed backing on results and progress of employees performance.	3	2	Agree	3	1	4	
10. Organizational structure is formulated based necessity and practicality.		3	3	Agree	3	1	4
<b>Factor</b>	<b>3</b>	<b>3</b>	<b>Agree</b>	<b>3</b>	<b>1</b>	<b>4</b>	

Legend: 3.26 – 4.00 Strongly Agree; 2.51 – 3.25 Agree; 1.76 – 2.50 Disagree; 1.00 – 1.75 Strongly Disagree

The median responses of 3 in the majority of the indicators denote that employees, generally agree that career management is one of the motivational factors. However, the median and mode responses of item 4 and 6 reveal that most of the employees' ratings on these items are low. These results connote that the employees did not find the system of institutional succession planning as to who will be the next department head as the factor that motivates them. Moreover, the employees' low ratings in item 6 express employees' disagreement to the provisions that the human



resource has a policy of practicing ethics and respecting the rights of employees. Furthermore, the employees' responses to item 9 created a bimodal distribution. This entails that there were two responses with equal highest frequency; 2-disagreed and 3-disagreed. This implies that there was the equal number of employees who agreed and who do not agree that the provision on the human resource to conduct a periodic evaluation and to feedback on results and progress of employees' performance are non-motivating factors.

The employees' smallest ratings on all items are 1, implying that they strongly disagreed that career management practices of the university motivate them. On the other hand, the employees' highest rating in each item was 4, which means that there were employees who strongly agreed that the provisions of this indicator motivate them to work hard.

Career management was highly applied in the in the educational organization. Meaning, the establishment has put a lot of assets in setting up its representatives higher than ever of expert development and duty (Biore, 2015).

**Table 8. Job Security and Status as Motivational Factor**

Indicators	Median	Mode	Mode Description	Variance	Range	Minimum	Maximum
1. The Institution will give regular status to employees had comply and passed the institutions' standards	4	4	Strongly Agree	.518	2	2	4
2. There is a policy of promotion to employee who had shown excellent performance.	2	2	Disagree	.791	3	1	4
3. Fair investigation is undertaken to employees in case of complaints and other issues.	3	3	Agree	.998	3	1	4
4. Due process of law such as providing employees the opportunity to explain in writing their side in any case or issue involving them.	3	3	Agree	.961	3	1	4
5. Length of service (seniority) and loyalty is being considered in any promotions and opportunities for growth and development.	3	3	Agree	.798	3	1	4
6. There is a policy of practicing ethics and respecting the rights of employees.	3	3	Agree	.824	3	1	4
7. Fair disciplinary actions will be meted to employees who had committed infraction, intolerable actions and mistake.	3	3	Agree	.959	3	1	4
8. Decision pertaining to change in assignment and position is being informed to concerned employees.	3	3	Agree	.895	3	1	4
9. Favorism is discouraged in dealing with employees.	3	3	Agree	.991	3	1	4
10. The top management shows support to employees concerns and other activities.	3	3,2 <sup>a</sup>	Agree, Disagree	.931	3	1	4
<b>Factor</b>	<b>3</b>	<b>3</b>	<b>Agree</b>	<b>1.065</b>	<b>3</b>	<b>1</b>	<b>4</b>

The employees' median responses conveyed their higher ratings in all of the provisions under job security and status. This implies that majority of the employees agreed to all the provisions laid down in this section. The mode responses indicate the employees most frequent responses in each of the ten items and that the employees agreed that job security and status motivated them to work in the organization. It is, however essential to note that other than item 2, the employees' median and modal ratings in the provision of job and security status were identical. These identical values signify that the middlemost rating in each of the items was the same with the most frequently chosen responses. These identical values reveal that most of the employees agreed to the provisions as indicated by the median and mode item ratings of 3 and 4. Though the employees show their positive evaluation of the provisions under this section, it is imperative to note that some employees did not perceive that there is a policy of promotion to employees who had shown excellent performance as confirmed by the mode value of item 2.

The employees' smallest ratings on all items except for items 1 is 1, that implies that they strongly disagreed that the provisions are factors that motivate them. On the other hand, the employees' highest ratings on all items were 4. It implies that the employees strongly agreed that the provisions are factors that motivate them in all cases.

There is a significant relationship between the loss of job security and reduced motivation (Battaglio, 2010), and a fear that the use of spoils would reappear in a deregulated environment (Battaglio & Condrey, 2009).

**Table 9. Working Condition as Motivational Factor**

Indicators	Median	Mode	Mode Description	Range	Minimum	Maximum
1. The working area has sufficient space, lightning and ventilation.	3	3	Agree	2	2	4
2. There is comfort or toilet for the employees.	3	4	Strongly Agree	2	2	4
3. The maintenance of clean and orderly working space is being practiced.	3	3	Agree	2	2	4
4. There is provision of working area that is suited for the employees to perform their assigned task.	3	3	Agree	2	2	4
5. Computer system is provided to the employees to enable them to perform their work effectively and efficient.	3	3,2 <sup>a</sup>	Agree, Disagree	3	1	4
6. There are machines and other tools and equipment to enable the workers to be productive and efficient.	3	3,2 <sup>a</sup>	Agree, Disagree	3	1	4
7. The college/department heads monitors the physical working area of the employees.	3	3	Agree	3	1	4
8. Old and defective machines, equipment and tools are replaced with new ones.	3	3	Agree	3	1	4
9. The company considers conditions on shortage of supplies, materials as well as absence of equipment that would hinder the smooth flow of operation.	3	3	Agree	3	1	4

10. The working system allows employees to foster teamwork and camaraderie.	3	3	Agree	3	1	4
<b>Factor</b>	<b>3</b>	<b>3</b>	<b>Agree</b>	<b>3</b>	<b>1</b>	<b>4</b>

The median and modal responses of 3 in all of the items infer that employees agreed that the provisions under proper working condition are one of the motivating factors for the employees. The employees' responses to item 2- a provision that states that the existence of comfort or toilet for the employees created a bimodal distribution. This data entails that there were two responses with equal highest frequency, namely 2—disagreed and 3-disagreed. This implies that there were equal numbers of employees who agreed and who strongly agreed that the human resource provides comfort and toilet to employees. The employees' smallest ratings on all items except for items 1, 2, and three is 1, implies that they strongly disagreed that the provisions of proper working condition motivated them. On the other hand, the employees' highest ratings on all items were 4.

Most proprietor supervisors adopt a positive strategy to the workplace, yet additionally endeavor to 'talk chance down', condemn direction as organization and drive a piece of the business duty on to the representatives. They attempt to take after what they encounter as a for the most part satisfactory standard for the workplace among the partners in the area, however some proprietor chiefs additionally tend to disregard the work space. The explanation behind the downsizing of hazard and the push to share duty can be found in the nearby social connections and the character work procedures of the proprietor administrators with their business. They endeavor to go about as nice individuals and along these lines maintain a strategic distance from individual blame and fault if workers ought to get harmed (Hasle et al., 2012).

**Table 10. People Empowerment as Motivational Factor**

Indicators	Median	Mode	Mode Description	Range	Minimum	Maximum
1. There is assignment of tasks to handle clients student's queries and complaints.	3	3	Agree	3	1	4
2. The policy in the institution allows subordinates introduce and suggest improvements in the work areas with management approval.	3	3	Agree	3	1	4
3. The system allows teaching and non-teaching Staff introduce new types of facilities to improve Quality service/ products.	3	3,2 <sup>a</sup>	Agree, Disagree	3	1	4
4. The teaching and non-teaching staff are allowed To make arrangement with customers.	3	3	Agree	3	1	4
5. The employees are permitted to solve problems at source.	3	3	Agree	3	1	4
6. There is proper information dissemination among employees.	3	3	Agree	3	1	4
7. The employees are allowed to make suggestion in the formulation of performance appraisal.	3	2	Disagree	3	1	4
8. Feeling of trust is promoted in all aspects of the institution's operations.	3	3,2 <sup>a</sup>	Agree, Disagree	3	1	4

9. Employees are encouraged to participate in development plan.	3	3	Agree	3	1	4
10. There is standardization and innovation of Institution practices.	3	3	Agree	3	1	4
<b>Factor</b>	<b>3</b>	<b>3</b>	<b>Agree</b>	<b>3</b>	<b>1</b>	<b>4</b>
<b>Over-all Ratings</b>	<b>3</b>	<b>3</b>	<b>Agree</b>	<b>3</b>	<b>1</b>	<b>4</b>

The employees' median responses convey their higher ratings in all of the provisions under people empowerment as a motivational factor. This implies that majority of the employees agreed to all the provisions of this part. The mode responses indicate the employees most frequent responses in each of the ten items; and generally, the employees agreed that the provisions of the indicator motivated them. The employees' median and modal ratings in under people empowerment provisions were identical. These identical values signify that the middlemost rating in each of the items was the same with the most frequently chosen responses. These identical values reveal that most of the employees agreed to the provisions as indicated by the median and mode item ratings of 3. The employees show their positive perception evaluation of the provisions of this section.

The employees' smallest ratings for all items were 1, implying that they there were some employees who strongly disagreed that when they are empowered, the employees would be motivated. On the other hand, the employees' highest ratings in all items were four that denoted that there were employees who strongly agreed that the provisions under people empowerment motivated them to work harder.

In the study of Biore (2015), the results showed that people empowerment has been undertaken in the university at a highest scope. The institution has been proactive in enhancing the employees' capability in performing their jobs. This means that employees were given a chance to become active participants in the organization once they become proficient in a certain organizational task

**Table 11. Result on the test of Significant Relationship (n = 47)**

<b>Paired Variables</b>	<b>Kendall's tau_b</b>	<b>Sig.(2 tailed)</b>	<b>Interpretation</b>
Age vs Part 1A	.109	.346	Not Statistically Significant
Age vs Part 1B	.173	.142	Not Statistically Significant
Age vs Part 1C	.193	.101	Not Statistically Significant
<b>Age vs P1 overall</b>	<b>.265*</b>	<b>.024</b>	<b>Statistically Significant</b>
Age vs Part 2A	.235*	.041	Statistically Significant
Age vs Part 2B	.189	.098	Not Statistically Significant
Age vs Part 2C	.024	.838	Not Statistically Significant
Age vs Part 2D	.115	.327	Not Statistically Significant
<b>Age vs Part 2 over all</b>	<b>.167</b>	<b>.154</b>	<b>Not Statistically Significant</b>
Age vs HRM	.121	.299	Not Statistically Significant

The data that there is the significant relationship between the age and the respondents' perception on the human resource management practices regarding wage and salary administration, training and development and change in personnel's status as evidenced by Kendall's tau\_b value of .265\* and Sig (2 tailed) value of .024. However, there was no significant relationship between the age and the employees' perception of the motivational factors based on the overall Kendall's tau\_b value of .167 and Sig (2 tailed) value of .154. In the study of Bellou (2010), it appears that employee gender and age influence the way that the organizational values affect their job satisfaction (2010).

**Table 11. Relationship Between Gender and Perception on HRM**

Paired Variables	Cramer's		Approx.	Interpretations
	V	Contingency	Sig.	
Gender vs Part 1A	.166	.852	.852	Not Statistically Significant
Gender vs Part 1B	.265	.352	.343	Not Statistically Significant
Gender vs Part 1C	.128	.178	.954	Not Statistically Significant
<b>Gender vs Part 1</b>	<b>.189</b>	<b>.258</b>	<b>.754</b>	<b>Not Statistically Significant</b>
Gender vs Part 2A	.232	.311	.524	Not Statistically Significant
Gender vs Part 2B	.368	.462	.043	Statistically Significant
Gender vs Part 2C	.412	.503	.012	Statistically Significant
Gender vs Part 2D	.476	.558	.001	Statistically Significant
<b>Gender vs Part 2</b>	<b>.316</b>	<b>.408</b>	<b>.142</b>	<b>Not Statistically Significant</b>
<b>Gender vs HRM</b>	<b>.323</b>	<b>.416</b>	<b>.124</b>	<b>Not Statistically Significant</b>

There was no significant relationship between the respondent's gender and their perception on the human resource management practices in the University as shown in the Cramer's V value of .189 and Sig (2 tailed) value of .754. This result implies that whether the respondent is male or female, the perception would be the same. Likewise, there was also no significant relationship between the gender of the employees and their responses on the motivational factors. This result means their perception does not have the connection to their gender.

The results of the study of Blomme et al., (2010) should be considered when developing gender-specific Human Resource Management policies to retain highly educated staff.

## CONCLUSION

Wage and salary administration, training and development and change in personnel status are not highly practiced in the institution. This current organizational situation calls for more intensified effort to address the certain aspects in the human resource management system, especially in the conduct of performance appraisal, training, and development that address the gap in the knowledge and skills of the current human capital asset as well as the system of job consultation and assignment of the people.

Provision of the current technology and the culture of giving the employees an opportunity to contribute their ideas should be given due attention to foster motivation among the employees.

## TRANSLATIONAL RESEARCH

The University should institute a stakeholders approach in the formulation of an effective human resource management system and policies to enhance certain areas on wage and salary administration, and training and development and change in the status of the employees. The management should periodically revisit its institutional goals to ascertain whether there are still aspects to be considered in the midst of the modern times.

## LITERATURE CITED

- Bacher, C. (2005). *Contingency theory*. Norderstedt, Germany: GRIn Verlag.
- Battaglio, R.P, Jr. (2010). Public service reform and motivation: Evidence from an employment at-will environment. *Review of Public Personnel Administration*, 30: 341-63.
- Battaglio, R.P., Jr. & Condrey, S.E. (2009). Reforming public management: Analyzing the impact of public service reform on organizational management trust. *Journal of Public Administration Research & Theory* 19; 689-707.
- Bellou, V. (2010). Organizational culture as a predictor of job satisfaction: The role of gender and age. *Career Development Internation*, Vol. 15, Issue: 1, pp. 4-19. Retrieved from 19, <https://doi.org/10.1108/13620431011020862>.
- Biore, C. (2015). Career management, employee empowerment and motivation in an academic Institution: Fostering job satisfaction. *JPAIR Journal of Multidisciplinary*

Research. VOL 22, October 2015. Retrieved from  
doi:<http://dx.doi.org/10.7719/jpair.v22il.338>.

Blomme, R.J. Rheede, A. V. & Tromp, D.M. (2010) The use of the psychological contract to explain turnover intentions in the hospitality industry: a research study on the impact of gender on the turnover intentions of highly educated employees. *The International Journal of Human Resource Management*, 21:1,144-162. DOI: [10.1080/09585190903466954](https://doi.org/10.1080/09585190903466954).

Boudreau, J. W. (1996). Human resources and organization success (CAHRS Working Paper #96-03). *Ithaca, NY: Cornell University, School of Industrial and Labor Relations, Center for Advanced Human Resource Studies*. Retrieved from <http://digitalcommons.ilr.cornell.edu/cahrswp/174>.

Blomme, R.J., van Rheede, A. & Tromp, D.M. (2010) The use of the psychological contract to explain turnover intentions in the hospitality industry: A research study on the impact of gender on the turnover intentions of highly educated employees, *The International Journal of Human Resource Management*, 21:1, 144-162, DOI: [10.1080/09585190903466954](https://doi.org/10.1080/09585190903466954).

Cardona, P., Lawrence, B., & Bentler, P. (2009). The Influence of social and work exchange relationships on organizational citizenship behavior. *Group and Organizational Management*, 29 (2), 219-247.

Chartered Management Institute. (2006 ).Training needs analysis. Retrieved from <http://goo.gl/tTVZFq>.

CHED Memorandum Order No. 46 Series of 2012. *Policy standard to enhance quality assurance (QA) in Philippine higher education*. Retrieved from <http://goo.gl/02bPxQ>.

Commission in Higher Education (2013). *Republic act (R.A.) 10533, known as enhanced basic education act of 2013*.

Corpuz, C.R. (2006). *Human resource management*. Manila, Philippines: Rex Bookstore.

Corpuz, R. (2013). *Human resources management*. (3<sup>rd</sup> Ed.). Manila, Philippines: Rex Book Store, Inc.

Cullen, J. (2013). Vocational ideation and management career development. *Journal of Management Development*, 32(9), 932-944.

Ferrater-Gimena, J.A.O. & Rafols-Doming, R. (2014). Instructional design applied by

Teachers affects library utilization. *JPAIR Institutional Research, Volume 4. doi:* Retrieved from <http://dx.doi.org/10.7719/irj.v4i1.305>.

Donalson, L. (2001). *The contingency theory of organizations*. California: Sage Publications, Inc.

Ferrater- Gimena, J.A. O. (2013). The nature and antecedents of organizational citizenship behavior in Pages holdings, inc. *IAMURE Multidisciplinary Research*, Vol., 7, October 2013. Doi: <http://dx.doi.org/10.7718/iamure.v7i1.718>.

Ferrel,O.C., Hirt, G. & Ferrel, L. (2012). *Business a changing world*. New York: McGraw Hill Irwin.

Greenberg, J. and Baron, R. (2008). *Behavior in organizations*. (9<sup>th</sup> Ed.).Upper Saddle, New Jersey: Prentice Hall.

Harter, J. K., Schmidt, F. L. & Hayes, T. L. (2002).Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis, *Journal of Applied Psychology*, Vol. 87, No. 2, pp. 268-279.

Hasle, P., Limborg, H. J., & Kallehave, T. (2012). The working environment in small firms: Responses from owner-managers. *International Small Business Journal: Researching Entrepreneurship*, Vol. 30, Issue 6, pp. 622-639. Retrieved from <https://doi.org/10.1177/0266242610391323>.

Hendry, C. (2011). *Human resource management a strategic approach*. New York: Routledge.

Kreitner, R. & Kinicki, A. (2004). *Organizational behavior*. New York: McGraw-Hill.

Lee, F.H. Lee, T.Z. & Wu, W.Y. (2010) The relationship between human resource management practices, business strategy and firm performance: evidence from steel industry in Taiwan. *The International Journal of Human Resource Management*, 21:9, 1351-1372, DOI: [10.1080/09585192.2010.488428](https://doi.org/10.1080/09585192.2010.488428).

Medina, R. (2011).*Business organization and management*. Manila, Philippines: Rex Book Store.

Minbaeva, D. B. (2005). HRM practices and MNC knowledge transfer, *Personal Review*, Vol.34, No.1, pp. 125-144.

Mobley, W. H. (2006). Intermediate linkages in the relationship between job satisfaction and employee Turn-over." *Journal of Applied Psychology* (62), 237-40.



- Mumford, E. (2007). Job satisfaction. A method of analysis, *Personal Review, Volume 20* (3), pp. 11-19.
- Moorman, R.H. (2008). The relationship between organizational citizenship behaviors: Do fairness perceptions influence employee citizenship?" *Journal of Applied Psychology, 76*,845-855.
- Noe, R., Hollenbeck, J.R. Gerhart, B., & Wright, P. (2009). *Fundamentals of human resource management*. New York, New York: McGraw-Hill/Irwin
- Rossett, A. (2002). *Techniques in training and performance development*. Englewood Cliffs, New Jersey: Educational Technology Publications Inc.
- Salas, E., Tannenbaum, S.I., & Kraiger, K. & Smith-Jentsch, K.A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in Public Interest 13* (2) 74-101. DOI: 10.1177/1529100612436661.
- Schramm, J. (2016). The big issues facing HR. Society for Human Resource Management. Retrieved from <https://goo.gl/Utw82y>.
- Schoech, D. (2006). Community and administrative practice, *UTA School of Social Work*.
- Stumpf, S. A. (1988). Choosing career management practices to support your business strategy. *Human Resource Planning, 11*(1), 33-47.
- Van Dalen, H., Henkens, K., & Schippers, J. (2010). Productivity of older workers: Perceptions of employers and employees. *Population and Development Review, June 1010*. Retrieved from <https://doi.org/10.1111/j.1728-4457.2010.00331.x>.
- Williams, C. (2012). *Management*. Singapore: Cengage Learning Asia Pte Ltd.
- Wright, P. C. & Belcourt, M. (1994). Management development: a career management perspective. *International Journal of Career Management, 6*(5), 3-10.
- Zarate, C. (2012). *Organizational behavior and management in Philippine organizations*. Manila, Philippines: Rex Bookstore, Inc.