

Human Resource Management And Teachers Performance

Salvador C. Clores, PhD

Salvador. clores@cbsua.edu.ph
Central Bicol State University of Agriculture-
Pasacao Campus; Sta. Rosa Del Norte, Pasacao,
Camarines Sur

Abstract

This study determined how human resource management influence teachers' performance in the 1st District of Camarines Sur, Division of Camarines Sur and use the results in formulating policy recommendation for School Year 2023-2024. The following were looked into: (1) the level of human resource management strategies; (2) the teachers' performance; (3) the significant relationship between human resource management strategies and teachers' performance; (4) the extent of influence between HRM strategies and teachers' performance; and (5) the policy recommendations to strengthen the HRM Programs in the Department of Education Camarines Sur Division.

The descriptive-correlational method was used. The respondents of the study were the secondary school teachers of 1st district of Camarines Sur, Division of Camarines Sur. The data gathering tool used was survey questionnaire. Statistical tool used were weighted mean, Pearson Product- Moment Correlation Coefficient, and Coefficient of Determination.

The following findings were revealed: (1) the level of HRM along professional development programs, personalized coaching sessions and collaborative learning communities had an overall weighted mean of 4.03; (2) the level of teachers' performance along assessment and reporting, content knowledge and pedagogy, curriculum development and plus factor had an overall weighted mean of 4.14; (3) the significant relationship between the level of human resource management and teachers' performance was given by the r value of -0.78 with a p -value of 0.00; (4) the extent of influence between HRM strategies and teachers' performance was given the r^2 - value of 0.61; and (5) policy recommendations were formulated based from the results of the study of Human Resource Management Strategies and Teachers' Performance of Secondary Schools in the 1st District of Camarines Sur.

The following conclusions were revealed: (1) the level of HRM along professional development programs, personalized coaching sessions and collaborative learning communities fell on very satisfactory level; (2) the level of teachers' performance along assessment and reporting, content knowledge and pedagogy, curriculum development and plus factor fell on very satisfactory level; (3) the HRM and teachers performance indicated a strong correlation and that it suggested that the correlation was statistically significant; (4) the correlation between Human Resource Management (HRM) strategies and teachers' performance indicated a moderate level of influence; and (5) the policy recommendation must be enhanced to contribute well in the development of Human Resource Management Strategies and Teachers' performance in the Department of Education Camarines Sur Division.

Keywords: Human Resource Management Strategies, Teachers' Performance

1. Introduction

Education stands as the bedrock of societal advancement, with teachers playing an unparalleled role in shaping the future. In today's rapidly changing world, the importance of on-going professional growth for educators has become increasingly evident. Teacher Professional Development (TPD) is not just a passing trend; it's a crucial element in enhancing education standards, improving student achievements, and ensuring the enduring success of educational institutions. This paper explores the intricate domain of TPD, examining the intersection of Human Resource Management Strategies and Teachers' Performance.

Effective human resource management (HRM) is indispensable in education, ensuring the recruitment, selection, and retention of competent teachers. HRM practices should focus on creating fair compensation packages, offering career advancement opportunities, and fostering supportive work environments. Challenges persist in teacher recruitment and retention, particularly in remote or underserved areas, often due to factors like inadequate salaries and working conditions. Therefore, continuous professional development (PD) for teachers is crucial. Equity and inclusion are paramount in PD, requiring tailored programs to meet diverse needs. Measuring PD impact is essential for assessing effectiveness and improving future initiatives. Collaboration between HRM and PD departments can enhance strategic recruitment efforts and personalized training initiatives, ultimately improving teacher satisfaction and retention. Sharing global best practices fosters innovation and strengthens education systems worldwide, ensuring all students receive quality education, leading to positive societal outcomes.

In the holistic management of human resources within educational institutions for faculty members, it is paramount for academic organizations to intricately balance the considerations of both quantity and quality of talents. This requires a meticulous analysis of the dynamic interplay between the volume and calibre of talents, with a keen awareness of the ever-evolving landscape of higher education. As part of this strategic approach, institutions need to formulate and implement effective standards for talent quantity. This involves a careful examination of analytical results and a nuanced understanding of the current state of educational institutions. Emphasizing the significance of talent quality over sheer quantity should remain a consistent priority in this process.

According to Civil Service Commission Memorandum Circular Number 3 Series of 2012 also known as Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) it emphasized on program to inculcate meritocracy and excellence in the public service human resource management through a program of reward, recognition, empowerment and continuous development.

In delving into the complexities of implementing and sustaining teacher professional development programs, particularly within the framework of Human Resource Management (HRM) approaches, a comprehensive and strategic approach is imperative. A primary concern revolves around the challenge of resource constraints, a prevalent issue in educational institutions, especially those situated in low-resource settings. This limitation hampers the capacity of institutions to invest in holistic teacher development initiatives. Addressing this challenge requires a critical step: securing funding for training, materials, and technology, which are instrumental in the effectiveness of HRM strategies. Simultaneously, recognizing the time constraints faced by teachers is paramount. Teachers often juggle multiple responsibilities, including teaching, grading, and administrative duties. To overcome this hurdle, efforts should be directed towards alleviating workloads, ensuring teachers can actively participate in training programs without resistance.

Moreover, adopting a tailored approach to professional development is essential. A 'one-size-fits-all' strategy overlooks the diverse needs and skill levels of teachers, resulting in disengagement and inefficacy. Effectively addressing teacher resistance to change requires strategies such as buy-in, alleviating fear, and demonstrating the efficacy of new methods. Post-training, institutions must provide on-going support, acknowledging that professional development is a continuous process, not a one-time event. Adequate evaluation and feedback mechanisms are vital to assess the impact of programs. The institution's culture and climate play a significant role in the success of HRM approaches and professional development programs. A negative or unsupportive atmosphere can deter active participation in development activities. Thus, fostering a positive and supportive culture within educational institutions is crucial.

The dynamic process of teacher professional development demands careful planning, implementation, and evaluation. HRM approaches play a significant role in shaping these initiatives, and their effectiveness and sustainability depend on factors such as alignment with institutional goals, inclusivity, data-driven decision-making, resource allocation, and collaboration. Prioritizing these elements can help educational institutions create a culture of continuous learning, benefiting both teachers and students and ultimately enhancing the overall quality of education. Conducting a study on enhancing teacher professional growth, with a focus on exploring HRM strategies, their effects, and long-term viability, is of paramount importance. This research endeavor holds the potential to significantly impact the education sector by improving the quality of education through the implementation of effective HRM strategies that enhance teachers' capabilities, thereby leading to better student learning outcomes.

In summary, this research is centered on Human Resource Management Strategies and Teachers' Performance, encompassing an analysis of the current state of the education industry's development. The focus is on understanding and addressing challenges related to human resource management and teacher performance to foster a positive and impactful educational environment.

2. Methodology

The study utilized the descriptive-correlational method to achieve the purpose of the study and to find the answers to the specific questions. The descriptive method was employed to determine the level of human resource management strategies along professional development programs, collaborative learning communities and personalized coaching sessions. This method also determined the level of teachers' performance along content knowledge and pedagogy, curriculum and planning, assessment and reporting, and plus factor.

The correlational design was used to establish the significant relationship between human resource management strategies and teacher's performance. Likewise, the same method was employed in determining the influence of HRM strategies on teachers' performance. Through statistical analysis, researchers could determine the strength and direction of the relationship between HRM strategies and teacher performance

Respondents of the Study

Respondents of the study were all the secondary school teachers of 1st Congressional District of Camarines Sur who came from twenty-one (21) secondary schools across the 1st District.

Data Gathering Tools

All the Teachers of 1ST Congressional Secondary Schools were the respondents of the study. The data were gathered through questionnaire. The tool collected data on the teaching performances, teaching methods, years of experience, educational background, professional development activities, and other relevant quantitative variables about the respondents. A 5- point Likert Scale was used to quantify level of relationship and influence of Human Resource Management Strategies on Teachers Performance.

<i>Scale</i>	<i>Option Range</i>	<i>Interpretation</i>
1 -	1.00-1.80	<i>Need Improvement</i>
2 -	1.81-2.60	<i>Fair</i>
3 -	2.61-3.40	<i>Satisfactory</i>
4 -	3.41-4.20	<i>Very Satisfactory</i>
5 -	4.21-5.00	<i>Outstanding</i>

The questionnaire provided focused on evaluating various aspects of professional development for teachers, specifically in the areas of professional development programs, collaborative learning communities (CLCs), and personalized coaching sessions.

Part 1 included the Professional Development Programs. This section assessed how the institution supports the ongoing growth and improvement of its teachers through structured programs. Part 2 covered the Collaborative Learning Communities (CLCs). Here, the focus was on how teachers engage with each other in collaborative environments to enhance their teaching practices. The questionnaire also evaluated the organization, structure, and effectiveness of CLCs in fostering communication, sharing information, providing support, and contributing to professional growth. Then, Part 3 contained the Personalized Coaching Sessions. This part delved into the individualized support provided to educators through coaching sessions. It evaluated the effectiveness of these sessions in addressing specific teaching needs, providing actionable feedback, and tailoring resources and discussions to each educator's style and preferences. Each part of the questionnaire played a crucial role in assessing and improving the professional development of teachers within the institution. By gathering feedback in these areas, the institution can identify strengths, areas for improvement, and opportunities to better support its educators in their professional growth journey.

3. Results and Discussions

3.1. Summary of the Level of Human Resource Management Strategies

It can be noted that among the examined aspects, Professional Development Programs emerged as the highest in ranked, with an Average Weighted Mean (AWm) of 4.12, indicating their significant impact. Following closely behind were Personalized Coaching Sessions, with AWm of 4.01, highlighting their effectiveness in providing tailored support to educators, then Collaborative Learning Communities with AWm of 3.95, underscoring their importance in fostering a culture of collaboration and shared learning. Overall, the Average Weighted Mean across all aspects stands at 4.03, further emphasizing the high value attributed to these human resource management strategies in enhancing teacher growth and instructional quality within educational institutions.

3.2. Summary of the Level of Teachers' Performance for the School Year 2022-2023

The highest AWm of teachers along assessment and reporting (4.21) can be associated to the expertise of teachers in providing variety of assessment methods among students, providing prompt feedback, providing detailed reports on students' performance, involving of students to assessment process, and seeking of continuous improvements in assessment. Meanwhile their lowest AWm along curriculum planning and plus factor (4.10) can be associated with their struggle to align standards with their lesson delivery, outlining of objectives and learning outcomes, utilizing variety of teaching materials, balancing time to participate in professional and personal development, and their leadership roles in school.

3.3. Significant Relationship Between the Level of Human Resource Management Strategies and Teachers' Performance

A Pearson correlation coefficient of -0.78 indicated a strong negative linear relationship between two variables. The strength of the correlation (-0.78) suggests that the relationship between the variables is quite robust. It is getting close to a perfect negative correlation (-1.00), where all data points would fall perfectly along a straight line. In practical terms, a correlation of -0.78 suggests a strong tendency for the variables to move in opposite directions. The p-value of 0.00 indicated that this correlation is statistically significant. In other words, there was a very low probability that such a strong correlation would occur by random chance alone. This suggested that there is likely a meaningful relationship between the variables being studied. Overall, the data strongly suggested that the variables being studied are significantly and inversely related, meaning changes in one variable are associated with predictable changes in the other variable, and this relationship was unlikely to be due to random chance.

3.4. Significant Influence of Human Resource Management Strategies and Teachers' Performance

The correlation coefficient of 0.61 between HRM strategies and teachers' performance indicated a moderate level of influence. This suggested that there was a discernible relationship between the HRM strategies implemented within educational institutions and the performance of teachers. While the correlation was not exceptionally high, it still signified a meaningful connection, highlighting the importance of HRM practices in shaping the effectiveness and productivity of educators.

3.5. Policy Recommendation

To enhance the effectiveness and productivity of educators, a comprehensive approach to Human Resource Management (HRM) is essential for educational institutions. First, institutions should refine their recruitment strategies to attract and select talented educators whose values and characteristics align with the institution's goals, with a focus on diversity and inclusivity. Additionally, substantial investments in training and development programs are crucial to continuously enhance teachers' instructional methods, technological proficiency, and professional growth. Transparent and objective performance evaluation systems should be implemented to fairly recognize and reward teachers' contributions. Creating supportive work environments that prioritize teacher well-being, motivation, and job satisfaction through initiatives such as mentorship programs and collaborative opportunities is also important. Providing clear pathways for career advancement, leadership development, and incentives for further education can help promote continuous improvement. Furthermore, integrating HRM strategies with pedagogical frameworks, such as the Dynamic Pedagogical

Synergy Theory, can strengthen the overall synergy between teaching and learning. Finally, ongoing research, evaluation, and stakeholder engagement are necessary to inform evidence-based HRM policies, ensuring their effectiveness in optimizing teacher performance and improving educational outcomes. By adopting these strategies, educational institutions can foster an environment that promotes excellence in teaching and enhances the overall quality of education.

4. Conclusions and Recommendations

1. The Human Resource Management along Professional Development Programs was interpreted as very satisfactory, while Personalized Coaching Sessions as very satisfactory, and Collaborative Learning Communities as very satisfactory too. Hence, Average Weighted Mean was also interpreted as very satisfactory too. promote diversity and inclusion, align workforce planning, prioritize employee well-being, utilize technology integration, foster communication and transparency, and stay updated on legalities.
2. The level of Teachers' Performance along Assessment and Reporting was interpreted as very satisfactory, Content Knowledge and Pedagogy as very satisfactory moreover, Curriculum Development fell on the same interpretation as very satisfactory too, and Plus factor as very satisfactory too. Henceforth the Average Weighted Mean was interpreted as very satisfactory too. Having goal setting and evaluation, conducting of mentoring and coaching scheme, ensuring of resources and support system, encouraging student-centered approaches, supporting work-life balance, conducting awards and recognition among teachers.
3. The strength of the correlation suggests that the relationship between the variables is quite robust. Moreover, the p-value indicated that this correlation is statistically significant.
4. The coefficient of determination suggests a moderate positive relationship between Human Resource Management and Teachers' Performance.

Recommendation

The researcher recommended the following:

1. The evaluation shows a generally positive outlook on fostering educator growth and teaching effectiveness, though some variability exists among respondents' views. While celebrating this recognition, it's important to address differences in perceptions. Further research can help understand underlying factors, leading to targeted interventions such as additional training or adjustments to programs. Encouraging ongoing feedback and promoting collaboration among educators will enhance effectiveness. These steps will build on the positive aspects identified, creating a more supportive learning environment for both educators and students. Moreover, to further improve HRM strategies, it is suggested to foster employee engagement, develop talent acquisition and retention, invest in training and development, establish performance management, promote diversity and inclusion, align workforce planning, prioritize employee well-being, utilize technology integration, foster communication and transparency, and stay updated on legalities.
2. The discussions reveal a generally positive perception of teachers' performance and educational practices. While this is encouraging, further qualitative analysis is recommended to uncover specific strengths and areas for improvement. Qualitative insights can inform targeted strategies to enhance practices and address any concerns, ultimately improving the quality of education provided. Furthermore, it is suggested to apply some approaches to improve teachers' performance such as offering regular professional development trainings, encouraging peer collaboration and feedback giving, having goal setting and evaluation, conducting of mentoring and coaching scheme, ensuring of resources and support system, encouraging student-centered approaches, supporting work-life balance, conducting awards and recognition among teachers.
3. Based on the significant influence identified between the mean scores of HRM and Level of Teachers' Performance, it is recommended to conduct further qualitative analysis to understand the underlying reasons for this contrast. Qualitative insights can provide valuable context and help pinpoint specific areas within HRM practices that may require improvement. Based on these insights, targeted interventions can be developed to address any identified shortcomings in HRM, ultimately fostering a more balanced perception across various dimensions of educators' performance and organizational management. Additionally, integrating feedback mechanisms within HRM practices can facilitate continuous improvement efforts and ensure alignment with the needs and expectations of educators. By prioritizing qualitative exploration and implementing targeted interventions, educational institutions can enhance overall effectiveness in HRM practices and contribute to a

more positive organizational culture. Moreover, it is suggested to have strong recruitment and selection system, effective training and development practices, supportive work environment, robust performance management system, effective retention and engagement practices, and rich collaborative culture.

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