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Human Resource Management Practices in Educational Institutions in Southern Negros Occidental

Regine D. Malunes
La Consolacion College Bacolod, Philippines
regined.0514@gmail.com, rdmalunes.417@gmail.com

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ABSTRACT

This study examined human resource management (HRM) practices in two private educational institutions in Kabankalan City, Southern Negros Occidental. Using a quantitative descriptive-comparative design, it surveyed 183 administrators, faculty members, administrative personnel, and support staff. Data were collected through an adopted and modified questionnaire based on the Human Resources Management Policies and Practices Scale, which demonstrated excellent internal consistency (Cronbach's $\alpha = .95$). Descriptive statistics, independent-samples t-tests, and one-way ANOVA were used. Both institutions received an overall mean of 3.22, interpreted as high. Recruitment and selection received the strongest ratings, whereas competency-based performance appraisal and compensation and rewards were comparatively lower. Selected HRM dimensions differed across some demographic groups; however, the overall comparison between institutions was not statistically significant ($p = .91$). The findings indicate generally positive employee perceptions alongside opportunities to improve appraisal transparency, compensation, employee recognition, and training-needs assessment. The study proposes the THRIVE Model as a basis for strengthening HRM and employee development in educational institutions.

Keywords: *Human resource management, Educational institutions, Employee development, Recruitment and selection, Southern Negros Occidental*

INTRODUCTION

In today's rapidly evolving environment, organizations and educational institutions faced new challenges in hiring and managing their employees. To address these challenges, effective human resource practices were essential in developing human capital and sustaining organizational advantage. (Cruz & Cabaluna, 2022). Human Resource Management (HRM) played a central role in ensuring the effective use of human capital to achieve organizational goals (Putri et al., 2024).

Its core practices were recruitment and selection (Enad & Pabalan, 2023; Indayanti et al., 2022; Vasile & Zhan, 2020), employee involvement (Bah et al., 2024), engagement (Mdhlalose & Scotch, 2024; Postrado & Matildo, 2023; Saks, 2022), training and development (Edralin, 2011; Hoque & Atheef, 2024), favorable work conditions (Maghanoy, 2021), competency-based performance (Dangol, 2021; Putra, 2021) and compensation and rewards (Binghay, 2022; Oladejo, O. M., Mutereko, S., & Ganiyu, 2024) that optimized employee potential, strengthen engagement, and sustain institutional growth.

In educational institutions, HRM was crucial because faculty, administrative personnel, and support staff had a direct impact on academic quality, student experience, and institutional effectiveness (Asio & Jimenez, 2020;Strategic Human Resources Management as a Factor of Universities , 2024 ; Ramada, 2020).

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Effective recruitment ensured the hiring of competent personnel (Ebenezer, 2025; Ngoye, Laetitia; Ngwanghe, 2024), while employee involvement fostered collaboration and a sense of belonging (Abbas et al., 2021; Amaliyah & Fajar Rachmanda Dwi, 2022). Training and development enhance instructional and administrative capabilities (Oladejo, O. M., Mutereko, S., & Ganiyu, 2024), and fair working conditions created a supportive learning environment (Bhoir & Sinha, 2024). Transparent performance appraisal systems promoted accountability (Alrayes, 2025; Rodriguez et al., 2002), while competitive compensation and rewards motivated and retained employees (Dewhurst et al., 2010; Obeng & Ansah, 2024).

Human Resource Management (HRM) was widely recognized as essential (Mondejar & Asio, 2022; Vithayaporn & Tung, 2024) in improving employee performance and organizational effectiveness (Minh & Nwachukwu, 2020), limited studies have examined HRM practices in educational institutions in Southern Negros Occidental. Most existing research focused either on corporate organizations or on single-institution settings, leaving a gap in understanding how HRM practices were implemented in private educational institutions and how these practices varied according to employees' socio-demographic characteristics.

METHODS

Research Design

This study used a quantitative descriptive–comparative research design to examine the extent of Human Resource Management (HRM) practices in private schools in Southern Negros Occidental. It described current HRM practices in terms of recruitment and selection, employee involvement, training and development, working conditions, competency-based performance appraisal, and compensation and rewards, and compared how these practices were perceived by different groups of respondents.

Research Locale

The study was conducted in two selected private educational institutions in the City of Kabankalan, the southern part of Negros Occidental. These institutions were chosen to allow a comparative analysis of Human Resource Management (HRM) practices across similar organizational settings. Both institutions operate within the same regional context, characterized by comparable administrative structures, workforce composition, and resource environments, making them appropriate for examining variations in HRM practices.

Sampling Technique

The combined employee population was 345 (182 in Institution A and 163 in Institution B). Using the Raosoft Sample Size Calculator with a 95% confidence level, 5% margin of error, and 50% response distribution, the target sample was 183. The final respondents comprised 96 employees from Institution A and 87 from Institution B. Stratified random sampling was described as the sampling approach, with strata based on institution and teaching/non-teaching classification. Respondents had at least one year of continuous service.

Table 1. *Summary of Human Resource Management Practices in Institutions A and B*

HRM Practice	Institution A Mean	Interpretation	Institution B Mean	Interpretation
Recruitment and Selection	3.51	Very High	3.48	Very High
Employee Involvement	3.27	Very High	3.36	Very High
Training and Development	3.22	High	3.31	Very High
Working Conditions	3.31	Very High	3.26	Very High

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Competency-Based Performance Appraisal	3.03	High	3.00	High
Compensation and Rewards	3.00	High	2.91	High
Overall Mean	**3.22**	**High**	**3.22**	**High**

Table 2. *Significant Difference in the overall HRM Practices between Institutions A and B*

Variables	x̄ (A)	x̄ (B)	t-value	df	p-value	Decision	Interpretation
HRM Practices	3.22	3.22	-0.11	60	0.91	Fail to reject H0	Not Significant

Legend: x̄=Mean, t-value= test statistic, df= degrees of freedom, p-vlue= probability value

RESULTS AND DISCUSSION

Overall extent of HRM practices

Both institutions obtained an overall mean of 3.22, interpreted as High. Recruitment and selection was the highest-rated dimension in both institutions, with means of 3.51 for Institution A and 3.48 for Institution B, suggesting generally positive perceptions of hiring procedures and selection practices. Employee involvement was also rated favorably, with means of 3.27 and 3.36, respectively, while training and development received means of 3.22 in Institution A and 3.31 in Institution B. These results suggest that employees generally viewed the institutions' human resource management (HRM) systems positively. The findings indicate that recruitment and selection may be a relative strength in both institutions, while the favorable ratings for employee involvement and training and development suggest that employees also recognize efforts to support participation and professional growth.

Areas for Improvement

Competency-based performance appraisal received means of 3.03 in Institution A and 3.00 in Institution B, both interpreted as *High*. Compensation and rewards received means of 3.00 and 2.91, respectively, also interpreted as *High*, but these were the lowest-rated scores among the six HRM dimensions in both institutions. The source manuscript notes concerns relating to promotion and salary decisions, salary competitiveness, and the regular identification of training needs. Although the ratings remain within the *High* category, the comparatively lower means suggest areas where further improvement may be beneficial. Institutions could clarify performance appraisal criteria and feedback mechanisms, strengthen the connection between performance evaluation and employee development, assess training needs more systematically, and review their employee recognition and reward practices. Addressing these areas may help improve employees' perceptions of fairness, professional development, and the overall effectiveness of HRM practices.

Differences by Employee Characteristics and Between Institutions

The original analyses reported statistically significant differences in selected HRM dimensions among groups defined by age, educational attainment, position, and length of service. However, the patterns were not uniform across the two institutions or across the HRM dimensions examined. These findings are best interpreted as dimension-specific differences rather than evidence that all demographic or employment groups experience HRM practices differently. They also suggest that employees' perceptions may vary according to their professional responsibilities and work experiences, highlighting the importance of considering group-specific needs when reviewing HRM policies.

The independent-samples t-test comparing overall HRM practices produced reported means of 3.22 for both institutions and a p-value of .91. Based on this result, the null hypothesis was not rejected, indicating no statistically significant overall difference between Institution A and Institution B at the study's

stated significance level. Nevertheless, the absence of a statistically significant difference does not necessarily mean that the institutions have identical HRM practices or that every dimension is equally effective in both settings. The dimension-level results provide a more specific basis for identifying shared strengths and areas for improvement.

Implications

The findings highlight the importance of strengthening human resource management (HRM) practices as an interconnected system within educational institutions. Although both institutions obtained an overall mean of 3.22, interpreted as *High*, competency-based performance appraisal and compensation and rewards received comparatively lower ratings, indicating areas for improvement. In response, the study proposes the *THRIVE Model*, comprising five components: *T – Total Rewards Enhancement*, which focuses on salary, benefits, and employee recognition; *H – Holistic Employee Development*, which promotes professional growth through training, seminars, and mentoring; *R – Results-Based Performance Management*, which emphasizes transparent appraisal procedures and constructive feedback; *I – Inclusive Employee Engagement*, which encourages employee participation and collaboration; and *V – Values-Driven Recruitment*, which promotes fair and transparent hiring practices.

The THRIVE Model provides a proposed framework for translating the study's findings into practical HRM initiatives through planned activities, implementation schedules, responsible offices, and estimated budgets. These initiatives aim to sustain existing strengths while addressing areas requiring further attention, particularly compensation, performance appraisal, and employee development. Educational institutions may adapt the proposed activities according to their needs and financial resources. However, the model's effectiveness should be assessed through future implementation and evaluation before conclusions can be drawn regarding its impact on employee satisfaction and institutional performance.

CONCLUSION

Employees in both educational institutions generally perceived HRM practices positively, with an overall mean of 3.22 for each institution, interpreted as *High*. The reported p-value of .91 indicated no statistically significant overall difference between the institutions, while recruitment and selection emerged as the highest-rated dimension and competency-based performance appraisal and compensation and rewards received comparatively lower ratings. The reported differences across employee groups based on age, educational attainment, position, and length of service further emphasize the importance of considering employees' varied needs and work experiences in developing HRM policies. The institutions are encouraged to sustain fair recruitment practices, strengthen employee involvement and professional development, and improve the transparency of performance appraisal, and review compensation and recognition systems. The proposed THRIVE Model may serve as a framework for these improvements, while further studies involving additional institutions are recommended to assess its applicability and effectiveness in different educational settings.

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