Research Article

Human Resource Management Practices as Determinants of Job Satisfaction Among College Instructors at St. Cecilia's College-Cebu, Inc.

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ABSTRACT

This descriptive-correlational study explored the relationship between HRM practices and job satisfaction among thirty-six (36) college instructors at St. Cecilia's College-Cebu, Inc. during the academic year 2025–2026. Only instructors with at least two years of teaching experience participated in evaluating the school's HRM practices. The data were analyzed using descriptive statistics, Spearman's rho, and multiple regression. The results showed that three HRM areas—Training and Development (r = 0.716), Compensation and Benefits (r = 0.793), and Performance Management (r = 0.714)—significantly predict job satisfaction. Among these, Compensation and Benefits and Performance Management emerged as the strongest predictors, highlighting the importance of fair compensation, competitive benefits, and transparent evaluation systems in improving morale and employee retention. Instructors expressed appreciation for fair performance evaluations and constructive feedback. However, they also noted the need for clearer promotion guidelines and more collaborative goal-setting processes. Overall, the findings confirm that effective HRM practices have a meaningful impact on faculty job satisfaction. Based on these results, the study recommends several actions. Training and Development programs should be strengthened through regular workshops, mentoring initiatives, and external training opportunities. Compensation and Benefits should be reviewed through salary benchmarking, the introduction of non-monetary incentives, and clearer communication of policies. Lastly, Performance Management systems should be refined by updating evaluation procedures, clarifying promotion standards, and encouraging shared goal-setting between administrators and faculty members. Implementing these improvements is expected to enhance faculty satisfaction,

increase retention, and support the institution's long-term effectiveness.

Background

Human Resource Management (HRM) is one of the core functional areas of any organization, as it focuses on managing its most valuable resource: people. It covers essential responsibilities such as hiring qualified individuals, supporting their professional growth, and cultivating a positive and productive work environment. When HRM practices are implemented effectively, employees tend to feel valued, which often leads to higher productivity and stronger organizational performance. Institutions that prioritize sound HRM strategies are also better positioned to attract skilled professionals, retain competent employees, and maintain workforce stability.

Research supports the long-term benefits of strong HRM systems. Studies have shown that well-structured HRM practices contribute to sustained organizational success (Sharma et al., 2023), encourage innovation and improved enterprise performance (Wijaya et al., 2023), and promote resilience and employee retention (Syafri & Rasyid, 2025). In particular, Wijaya et al. (2023) emphasized that effective HRM fosters a work environment that promotes innovation and growth. Similarly, Sharma et al. (2023) highlighted that sustainable HR initiatives, such as promoting work-life balance, flexible schedules, mental health support, and opportunities for continuous learning, enhance employee satisfaction, engagement, and productivity.

In the context of education, these practices are especially significant. Effective HRM contributes directly to faculty job satisfaction, which in turn influences institutional success. In the Philippines, Mondejar and Asio (2022) found that fair recruitment processes, competitive compensation, and clear career advancement opportunities are crucial to maintaining teachers' motivation and commitment. Their study further underscored the importance of performance appraisal systems, training and development programs, and positive employee relations in strengthening job satisfaction and supporting teacher retention in private academic institutions.

Although several international studies have examined HRM and job satisfaction, gaps remain in understanding how certain practices are implemented across specific institutional and national settings. Areas such as limited professional development opportunities, unclear performance evaluation processes, and inequitable compensation structures require closer examination. While St. Cecilia's College-Cebu, Inc. is recognized for delivering quality education, there has been limited investigation into how its HRM practices influence the job satisfaction of its college instructors. Examining this issue is also aligned with the CHED Memorandum Order (CMO) No. 40, Series of 2008, or the Manual of Regulations for Private Higher Education (MORPHE), which emphasizes standards for faculty development, fair compensation, proper training, and teacher well-being.

Addressing this gap ensures that the institution's HRM strategies are responsive to faculty needs and aligned with regulatory standards. Thus, this study sought to determine the relationship between HRM practices and faculty job satisfaction at St. Cecilia's College-Cebu, Inc. It also aimed to identify the strengths and areas for improvement within the institution's current HRM system. Ultimately, the findings inform the creation of a more supportive and engaging work environment for instructors, thereby enhancing faculty well-being and contributing to the overall quality of education delivered to students.

Research Objectives

The success of any educational institution widely depends on the satisfaction and welfare of its instructors. At St. Cecilia's College-Cebu, Inc., instructors have a profound impact on

shaping students' academic experience. However, their job satisfaction may be influenced by many human resource management (HRM) practices. Despite the importance of these factors, there is an inadequate understanding of how Human Resource Management (HRM) practices at St. Cecilia's College affect instructors' job satisfaction.

This study primarily focuses on examining what human resource management practices, specifically focusing on recruitment and selection, training and development programs, performance management systems, compensation and benefits packages, and leadership styles and management practices, predict job satisfaction, as viewed by the respondents who are college instructors. Also, the study's findings serve as the primary basis for developing an action plan for the school administration to implement to enhance employee satisfaction and strengthen human resource practices.

Methodology

This study employed a quantitative research design, specifically using descriptive and correlational-predictive approaches. The descriptive component examined how college instructors at St. Cecilia's College-Cebu, Inc., perceive the institution's human resource management practices and their corresponding levels of job satisfaction. Meanwhile, the correlational-predictive component focused on determining the relationship between these HR practices and job satisfaction and on identifying which specific practices significantly predict instructors' satisfaction. The data were analyzed using both descriptive and inferential statistical methods, including Spearman's rho correlation and multiple regression.

The research was conducted at St. Cecilia's College-Cebu, Inc. (SCC-CI), a private educational institution located in Minglanilla, Cebu, Philippines. As the researchers' home institution, it facilitated easier access to participants and coordinated throughout the data collection process. Although the college is recognized for its dedication to delivering quality education, limited research has examined how its human resource practices affect instructor job satisfaction. By situating the study within this institution, the researchers sought to provide insights to help evaluate and strengthen existing HR strategies, particularly in recruitment, professional development, compensation, performance evaluation, and leadership. Ultimately, the study aims to improve faculty well-being and enhance instructional quality within the institution.

Table 1. Scoring Procedure for the Study

Scale	Mean	Interpretation
4	3.26-4.0	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.0-1.75	Strongly Disagree

Close-ended questions were used, and respondents' answers were evaluated efficiently using a 4-point Likert scale. First, (4) is the most significant scale, with a range of 3.26 to 4.00 and an equivalent of "Strongly Agree" in the descriptive. Second, (3) has a range of 2.51 to 3.25 and an equivalent of "Agree" on the descriptive. Third, (2) has a range of 1.76 to 2.50 and is equivalent to "Disagree". Last, (1) has a range of 1.0 to 1.75 and equivalent of "Strongly Disagree" corresponding to the descriptive.

A self-made instrument was chosen. An extensive literature review, studies, and institutional needs informed it. The researchers did not adapt it from any standard tool. However, instead, the context of St. Cecilia's College - Cebu, Incorporated, and the unique factors affecting college instructors were specifically designed to address it. Easily understood items were written for all respondents, regardless of age or rank. The research expert trained in educational research and the adviser responsible for establishing content validity were the recipients of the questionnaire, with suggestions incorporated to ensure the items were stated clearly and fairly and that the research variables were aligned. A select group of instructors

not included in the data collection was pilot-tested.

This study addressed ethical issues by upholding respondents' rights and dignity through principles such as autonomy, non-maleficence, transparency, and fairness. Regarding independence, instructors were fully informed about the research's purpose, procedures, potential risks, and benefits before providing informed consent. Survey questionnaires were the primary tools used for data collection. The researchers ensured that

participants received accurate information regarding the research's purpose, procedures, and potential outcomes, thereby supporting informed decision-making. It was communicated that they could withdraw at any time without repercussions. Sufficient time was provided for participants to decide on their involvement, and the confidentiality of their responses was strictly maintained. The researchers ensured that respondents provided their consent and were notified in advance.

Result and Discussion

Table 2. Summary of Respondents' Perception of HRM Practices as Determinants of Job Satisfaction

Items	*Mean*	Interpretation
Recruitment and Selection Practices	2.91	**Agree**
Training and Development Programs	2.65	**Agree**
Performance Management Systems	2.63	**Agree**
Compensation and Benefits Packages	2.74	**Agree**
Leadership Styles and Management Practices	2.83	**Agree**
Job Satisfaction	2.58	**Agree**

As shown in Table 2, Recruitment and Selection Practices recorded the highest mean score of 2.91, indicating that instructors' perceptions of the institution's hiring procedures are unbiased, transparent, and implemented effectively. Leadership and Management Practices gained a mean score of 2.83, indicating that instructors are supported adequately and feel recognized by the school administration. Compensation and Benefits Packages gained a mean score of 2.74. This reflects moderate satisfaction with salaries and incentives. Meanwhile, Training and Development Programs gained a mean score of 2.65. This suggests that instructors value opportunities to learn, but there is a need for more frequent, institutionally supported training. Performance Management Systems gained a mean score of 2.63. It indicates that instructors believe the promotions and appraisals criteria could be refined to enhance clarity and fairness, while they generally accept the evaluation process. On the other hand, Job Satisfaction recorded the lowest mean score of 2.58. Which is still interpreted as

"Agree", indicating that instructors have a lower level of fulfillment experience than they perceive to be specific to HRM practices.

Overall, "Agree" was interpreted for all five HRM practice indicators. This suggests that respondents generally perceive these practices as positive in their professional experience as college instructors. These significant results align with the findings of Damayanti and Darmawan (2025), who identified strong commitment to the organization and employee job satisfaction as internal factors. When instructors perceived the process as unbiased and value-aligned, they were more likely to experience job satisfaction. Similarly, Tufail et al. (2024) note that fair and value-aligned HR practices, such as transparent recruitment and clear organizational procedures, contribute significantly to employees' overall job satisfaction. To add to that, Sharif et al. (2024) note that the effective implementation of HRM strategies will foster greater performance and employee commitment, thereby enhancing job satisfaction.

Table 3. Summary of the Relationship Between HRM Practices and Job Satisfaction

Items	R-Value	P-Value	Decision on H_o	Significance
Recruitment and Selection Practices	.603	<0.001	Reject H_o	Significant
Training and Development Programs	.716	0.002	Reject H_o	Significant
Performance Management Systems	.714	<0.001	Reject H_o	Significant
Compensation and Benefits Packages	.793	<0.001	Reject H_o	Significant
Job Satisfaction	.693	0.037	Reject H_o	Significant

Table 3 presents the relationship between Human Resource Management (HRM) practices and job satisfaction using Spearman's rho. The results show that all HRM indicators (measured across five factors) are significantly positively correlated with job satisfaction (all p-values < 0.05), which indicates that the null hypothesis for each variable was rejected.

Among the indicators, compensation and benefits showed the strongest relationship (r = 0.793), indicating that increases in income, incentives, and benefits strongly affect instructors' job satisfaction. The correlations between Training and Development (r = 0.716) and Performance Management Systems (r = 0.714) are also significant and positive, suggesting the important roles of professional development opportunities and equity in evaluating instructors to determine their satisfaction or dissatisfaction.

Recruitment and selection (r = 0.603) and leadership styles and management practices (r = 0.693) were also significantly positively correlated with job satisfaction. Their coefficient values were slightly weaker than those of other variables, yet they are still meaningful in determining instructors' overall satisfaction. These results suggest that the development of HRM practices overall would increase job satisfaction within institutions.

Table 4. Summary of HRM Practices as Predictors of Job Satisfaction

Predictor	F (1,31)	p	R	R^2
Training and Development Programs	32.90	< .001	.701	.492
Performance Management System	50.40	< .001	.773	.597
Compensation and Benefits Packages	53.80	< .001	.783	.613

Predictor	Adj. R^2	B	β	SE	t
Training and Development Programs	.477	.572	.701	.100	5.73
Performance Management System	.585	.685	.773	.097	7.10
Compensation and Benefits Packages	.601	.701	.783	.0955	7.33

As shown in Table 4 above, the regression analysis results testing which HRM practices predict job satisfaction are presented. The three variables that show predictive ability for job performance work as Training and Development, Performance Management Systems, and Compensation and Benefits.

The strongest predictor in the study was Compensation and Benefits, with a standardized beta coefficient of β = 0.783 and a highly significant p-value (p < .001). The factors that affect compensation, together with salary competitiveness and incentives, and benefits, determine instructors' happiness with their jobs.

Faculty members who receive fair compensation experience increased motivation and security according to their perception of salary.

The Performance Management Systems evaluation showed a high correlation, with β = 0.773 (p < .001). The study results indicate that transparent evaluation systems, which provide constructive feedback alongside clear promotion criteria, direct instructors toward assessing satisfaction. Instructors receive recognition through fair performance evaluations that assess their accomplishments.

The Training and Development program, which showed a β value of 0.701 and was

statistically significant (p-value < 0.001), emerged as a work factor associated with higher job satisfaction. The result emphasizes the need for organizations to implement worthwhile professional development programs that help employees advance their careers, despite their lower impact on the other two predictors. Instructors who receive training alongside mentoring programs experience greater professional development by gaining access to essential support resources. The institution's college instructors derive their job satisfaction from three main HRM practices: compensation, performance evaluation, and professional development, according to the regression analysis results.

Conclusion

Based on the study's findings, the researchers concluded that the college instructors at St. Cecilia's College-Cebu, Inc. generally agreed that the institution's Human Resource Management (HRM) practices positively contribute to their job satisfaction. Recruitment and Selection, Training and Development, Performance Management Systems, Compensation and Benefits, and Leadership Practices were all perceived favorably, with Compensation and Benefits receiving the highest overall agreement. The results further revealed that Training and Development (r = .716), Performance Management Systems (r = .714), and Compensation and Benefits (r = .793) were significantly correlated with job satisfaction. At the same time, regression analysis identified Performance Management Systems (β = .783), Compensation and Benefits (β = .773), and Training and Development (β = .701) as strong predictors. These findings assert that fair evaluations, competitive compensation, and development opportunities are essential contributors to faculty motivation and well-being.

Moreover, the study concludes that St. Cecilias College-Cebu, Inc. should continue to enhance its HRM efforts to improve job satisfaction and institutional performance. This can be achieved by improving the clarity of promotions, HR-related policies, training programs, and compensation processes to boost instructor engagement further. Additionally, supportive leadership and recognition of instructors'

hard work can enhance the work environment and motivate the teaching faculty. Overall, effective HRM practices are crucial in influencing job satisfaction and ensuring that instructors feel valued, supported, and empowered to provide quality education.

Recommendation

Based on the study's findings, Training and Development, Compensation and Benefits, and Performance Management are recognized as significant predictors of job satisfaction among college instructors. To enhance the overall working environment and ensure fairness and motivation among the faculty members, the researchers propose a Strategic Human Resource Development Plan.

Training and Development. To ensure maximum opportunities for professional growth, the institution needs to make a comprehensive needs assessment for training through surveys, classroom observations, and interviews to identify specific skill gaps. The findings will have to serve as the basis for a year-round training program, and feedback mechanisms should be implemented to measure effectiveness and ensure continuous improvement.

Compensation and Benefits. To foster faculty motivation and retention, the school should conduct a salary benchmarking study to ensure salaries are competitive and fair relative to those of similar schools. The benefits package has been improved to include health insurance, professional development opportunities, and wellness activities that promote the overall well-being of the faculty. Transparent communication about the computation of salaries, incentives, and bonus payments must be maintained to prevent the perception of unfairness. A recognition and reward program must be implemented to recognize outstanding performance and promote continued commitment to institutional goals.

Performance Management. To promote fairness and accountability, the performance evaluation process needs to be modified to incorporate objective and measurable standards. Guidelines for promotion and rewards are well defined and tied to performance and development milestones. Faculty members need to

engage in goal-oriented activities, such as workshops, mentoring, and peer learning sessions, that are relevant to them and aligned with their needs. Training sessions are planned and not overdone, enabling continuous learning for instructors. Faculty members will not be burdened with post-training evaluations and will receive continuous feedback through coaching sessions rather than annual performance reviews.

Future researchers are encouraged to study the Strategic Human Resource Development Plan more thoroughly, especially the impact of Training and Development, Compensation and Benefits, and Performance Management on teachers' job satisfaction over a longer period.

They can also include more respondents from other schools to compare results and assess consistency across settings. It is also recommended to conduct interviews, focus group discussions, and surveys to understand better teachers' experiences with compensation, benefits, training, and evaluations. Future research can also examine other areas of human resources, such as work-life balance and employee relations, to better understand what drives teachers' satisfaction and motivation. The findings of future research can help schools design more effective programs and policies to support teachers and improve their performance.
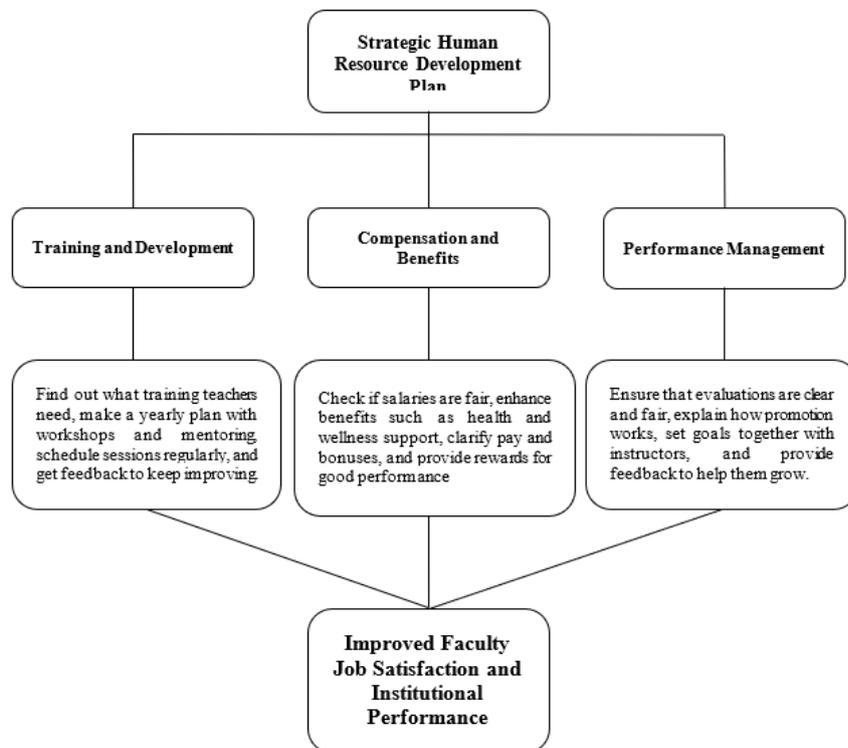

Figure 1: Strategic Human Resource Development Framework

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