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Research Article

Human Resource Management Practices and Job Satisfaction: Basis for Development of a Teacher Retention Framework

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ABSTRACT

The objective of this research paper is to examine the association between Human Resource Management (HRM) practices and teachers' Job Satisfaction (JS) of private academic institutions in Olongapo City, Philippines. The investigators used a descriptive-correlation research design among 170 conveniently chosen respondents. The study used an adopted and modified research instrument wherein the gathered data underwent descriptive and inferential analysis. The study revealed that private academic institutions practice recruitment and selection processes, evaluate employee performance, provide training and development, appropriate compensation, career planning opportunities, and employee safety, health, and welfare. Furthermore, respondents were satisfied with their supervisors, coworkers, working conditions, compensation and responsibilities; job itself, advancement, security, and recognition. Inferential analysis revealed that the association between HRM practices and job satisfaction is highly significant. The investigators used human resources management practices and job satisfaction to develop a teacher retention framework based on these results.

Keywords: *framework, human resources management, job satisfaction, private academic institutions, teacher retention*

Introduction

Teaching is a noble job, and good instructors always benefit society. A teacher's teaching actions inspire confidence in pupils to gain relevant knowledge as students and throughout their lives. The teacher's responsibility is to show students what to study, challenge them

by setting high standards and critique them to motivate them to achieve, even more, assist them in overcoming blind spots, and assess each student's development in terms of valid objectives. As a result, to be effective in their work, teachers must use a variety of instructional tactics.

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Human resource management practices refer to a collection of procedures or systems that businesses can use to manage how they handle their most asset – people – to gain and maintain an incomparable competitive edge and produce superior results. Human resource techniques are unofficial methods of managing people (Armstrong, 2016). Employment satisfaction refers to an employee's readiness to perform at their best when they are happy with their job (Sageer et al., 2012). According to Aziri (2011), there is no universally accepted definition of job satisfaction or what it entails; however, one must consider the nature and value of the work. Several factors influence job satisfaction, like new types of workspaces and partial home working (Davidescu et al. 2020). This context can affect other employees like the teachers who work in schools, and the working conditions and their characteristics play a vital role in their job satisfaction (Toropova et al., 2021).

Colleges and universities worldwide have acknowledged the value of strong leadership and employee job satisfaction. Studies related to job satisfaction (Khan et al., 2019; Javed et al., 2019; Ashraf, 2020; Maric et al., 2021)) as well as HRM practices (Manzoor et al., 2019; Zamanan et al., 2020) in different educational institutions show varying degrees of complexities and perspectives (Raid et al., 2021). Human capital is critical to accomplishing company goals and objectives (Al-Ababneh, 2013). Management techniques and employee job satisfaction are the two most important aspects influencing an organization's effectiveness. Human resource management techniques are among the most important predictors of employee work satisfaction.

Cho and Perry (2012) say that individuals are intrinsically motivated when they seek enjoyment, but add on interest, the satisfaction of curiosity, self-expression, or personal challenge in work, while extrinsically motivated when they engage in activities to obtain a goal that is separate from the work itself. Despite the importance attached to the need for employee job satisfaction (Petrescu & Simmons, 2008), the number of labor-related cases by private school employees has been on the rise. Strikes have occurred for a variety of causes,

affecting millions of students. Strikes indicate an underlying issue. Munjuri (2010) studied the effect of human resource management practices in enhancing employee satisfaction, and the study revealed that satisfaction would improve to a very large extent when employees are provided with an opportunity to make decisions that they can handle and decide how to go about their tasks. The study also discovered a substantial favorable association between job stability and bonuses for meeting goals. However, the study of Mira et al. (2019) also emphasized the insignificant relationship between employee job satisfaction and HRM practices and the insignificant mediating role of employee job satisfaction between HRM practices and employee performance.

In the Philippines, several studies focus on teachers' job satisfaction (Batugal & Tindowen, 2019; Abdurahman, 2020; Songcog & Guhao, 2020) and human resource practices (Tampol & Aguilung, 2021; Ramada, 2020). These related studies primarily focused on higher education institutions and public schools. They included various parts of characteristics and variables that consider the links between HRM practices and employee job satisfaction in their individual institutions.

The link between human resource management methods and work satisfaction has been researched in a wide range of areas and locations. Few of these studies, however, concentrate on the interaction in the setting of private schools, notably in Olongapo City. And those that do focus on academic leadership and faculty job satisfaction do so in North America and Europe.

Thus, this study focuses on the relationship between human resource management practices and teachers' job satisfaction in Olongapo City, Philippines, private schools.

Methods

Design

The research design adopted in this research was a descriptive correlation. A similar approach was employed in the study to determine the link between human resource management methods and teacher job satisfaction in selected private academic institutions. On the other hand, since the researchers intend to

find any underlying relationships between two variables, a correlation design also fits the study.

Sample of the Study

The study used the convenience sampling technique. The investigators surveyed the re-

spondents for the study based on their availability and willingness to participate. The data gathering commenced during the school year of 2020-2021. Table 1 below presents the actual respondents who participated in the survey.

Table 1. List of Selected Private Academic Institutions

School	F	%
Private Institution 1	5	3
Private Institution 2	7	4
Private Institution 3	4	2
Private Institution 4	14	8
Private Institution 5	18	11
Private Institution 6	2	1
Private Institution 7	40	24
Private Institution 8	4	2
Private Institution 9	15	9
Private Institution 10	20	12
Private Institution 11	4	2
Private Institution 12	14	8
Private Institution 13	12	7
Private Institution 14	11	6
Total	170	100

Instrument

The researchers developed the research questionnaires to gather the necessary primary data. The instrument contains the following parts: (1) the Human Resource Management Practices, which comprise six (6) important portions, and (2) the Job Satisfaction level of the respondents.

The answers of the respondents are on a Likert scale format. According to Zikmund et al. (2010), an interval scale is a scale that not only arranges objects, people, or places according to their magnitude in a certain order but also distinguishes this ordered arrangement in units of equal intervals. As a result, the measure employed a five-point Likert scale with descriptive assessments.

The instrument also underwent pilot testing after a series of revisions from a panel of experts for face validation. In this paper, reliability was tested using a pilot test and Cronbach's Alpha was calculated. The pilot study input was

used by the investigators to improve the questionnaire's reliability during the investigation. Cronbach's alpha was employed in this study to examine the reliability of the questionnaire's measurements. In this study, SPSS software measured internal consistency, which is Cronbach's Alpha. Based on the evaluation, the study generated an overall coefficient of better than .70.

Statistical Treatment of Data

Before processing the responses, the researchers first segregated and scrutinized the survey questionnaires for completeness and consistency. The data was analyzed using the Statistical Package for Social Sciences (SPSS) Version 22.0. To assess the link between human resource management techniques and work satisfaction, this study employed the measure of central tendency (mean) and inferential statistics (correlation).

Results and Discussion

The study's goal is to find out about teachers' HRM practices and job satisfaction. The purpose of this study is also to examine the association between HRM practices and teacher job satisfaction in the selected private

secondary schools in Olongapo City, Philippines. The following HRM practices are presented: recruiting and selection, performance management, training and development, pay management, career planning, and employee safety, health, and welfare:

Table 2. Human Resource Management Recruitment and Selection Practices

Items	Mean	DR
HRM -RSP 1	4.09	A
HRM -RSP 2	4.55	SA
HRM -RSP 3	4.28	SA
HRM -RSP 4	4.41	SA
HRM -RSP 5	4.47	SA
HRM -RSP 6	4.28	SA
HRM -RSP 7	4.50	SA
HRM -RSP 8	4.25	SA
HRM -RSP 9	4.13	A
HRM -RSP 10	4.24	SA
Average Mean	4.32	SA

Legend: 5.00-4.20=SA (Strongly Agree); 4.19-3.40=A (Agree); 3.39-2.60=MA (Moderately Agree); 2.59-1.80=DA (Disagree); 1.79-1.00=SDA (Strongly Disagree)

Table 2 summarizes human resource management techniques in terms of recruiting and selection. According to the presentation, there is a defined policy on the pre-selection process to generate a short list of suitable candidates; our department's selection method chooses individuals with the requisite knowledge, abilities, and attitude. They do, however, agree that positions are advertised in accordance with the defined topic openings, and the qualification standards for advancement are rigorously enforced.

Thus, the average mean generated a "strongly agree" among the teacher-

respondents. Generally, the recruitment and selection practices of private schools are very good. According to Parker et al. (2009), firms that analyze recruiting sources for their effectiveness in generating high-performance applicants had greater annual profitability. Armstrong (2016) previously observed that the inability to recruit and retain employees of sufficient caliber to maintain an organization's growth could threaten the strategic direction of the business. Manager job hopping and high turnover rates can have a negative impact on teamwork and weaken organizational stability.

Table 3. Human Resource Management Performance Management Practices

Item	Mean	DR
HRM-PMP 1	3.76	A
HRM-PMP 2	4.15	A
HRM-PMP 3	3.88	A
HRM-PMP 4	3.99	A
HRM-PMP 5	3.51	A
HRM-PMP 6	4.35	SA
HRM-PMP 7	3.85	A

Item	Mean	DR
HRM-PMP 8	4.16	A
HRM-PMP 9	4.76	SA
HRM-PMP 10	4.75	SA
Average Mean	4.12	A

Legend: 5.00-4.20=SA (Strongly Agree); 4.19-3.40=A (Agree); 3.39-2.60=MA (Moderately Agree); 2.59-1.80=DA (Disagree); 1.79-1.00=SDA (Strongly Disagree)

HR performance management techniques are shown in Table 3. According to the teachers, the administrator continually examines them to determine their strengths and faults. Then they educate them to acquire the skills and capabilities necessary to meet the objectives; performance data is utilized to make decisions such as job rotation and staff development programs. As a result, the average mean elicited a descriptive answer of "agree" from the respondents. According to studies, a fair performance assessment process has a beneficial influence on employee retention since performance appraisals are meant to link compensation to performance regardless of goal attain-

ment. Employees value performance evaluation, and it has a significant impact on voluntary departures (Zimmerman & Darnold, 2009). It is critical to note that performance management is more than just a method of rewarding people for their productivity. Performance management should be utilized as a tool or process to collect data to enable the business measure its overall performance based on the efforts of its employees. When data from the performance management process is used to inform stakeholders about organizational change, policy review, and accountability, organizations may sustain their reputation (Akan, 2019).

Table 4. Human Resource Management Training and Development Practices

Training and Development	WX	DR
HRM-TDP 1	4.65	SA
HRM-TDP 2	4.76	SA
HRM-TDP 3	4.34	SA
HRM-TDP 4	4.39	SA
HRM-TDP 5	4.51	SA
HRM-TDP 6	4.16	A
HRM-TDP 7	4.23	SA
HRM-TDP 8	4.37	SA
HRM-TDP 9	4.51	SA
HRM-TDP 10	4.16	A
Overall WX	4.41	SA

Legend: 5.00-4.20=SA (Strongly Agree); 4.19-3.40=A (Agree); 3.39-2.60=MA (Moderately Agree); 2.59-1.80=DA (Disagree); 1.79-1.00=SDA (Strongly Disagree)

In table 4, teachers strongly agree that professional training and development opportunities are offered as part of their employment. Thus, the overall mean is 4.41. According to Velada and Caetano (2007), employees without realistic and quality training do not improve their professional expertise, and as a result, it adversely affects the employees.

The findings agree with Mdhlalose's (2020) conclusions that organizations should improve mentorship programs to guarantee that their staff can stay up with the current advances in order to survive the harsh competition. In this day and age of fast social and political change, appeals for school reform may be heard all around the world.

To grasp the critical role of efficient professional development for teachers in the school reform process, we must first define effective professional development. Wei et al. (2009) define effective professional development as "that which results in teachers' knowledge and instructional practice, as well as improve

student-learning outcomes" in their report published by The National Staff Development Council (NSDC). In this regard, professional development positively affects students' learning outcomes and reinforces the new role assigned to teachers as active learners and reflective practitioners.

Table 5. Human Resource Management Compensation Management Practices

Item	Mean	DR
HRM-CMP 1	4.45	SA
HRM-CMP 2	4.43	SA
HRM-CMP 3	4.31	SA
HRM-CMP 4	4.23	SA
HRM-CMP 5	4.25	SA
HRM-CMP 6	4.14	A
HRM-CMP 7	4.79	SA
HRM-CMP 8	4.45	SA
HRM-CMP 9	4.34	SA
HRM-CMP 10	4.40	SA
Average Mean	4.38	SA

Legend: 5.00-4.20=SA (Strongly Agree); 4.19-3.40=A (Agree); 3.39-2.60=MA (Moderately Agree); 2.59-1.80=DA (Disagree); 1.79-1.00=SDA (Strongly Disagree)

Table 5 shows the HR management compensation management practices. According to the table, the teachers strongly agree that the organization has given them with a decent health insurance coverage and a large retirement plan benefit; remuneration is determined based on the employee's competency or ability. The study generated an average mean corresponding to "strongly agree" on the scale. Garrido et al. (2007) studied factors that may influence job satisfaction. This research revealed that benefit is a critical factor in job satisfaction. Furthermore, another study showed benefits have a significant positive relationship with employees' job satisfaction in a private college (Ch'ng et al., 2010).

Furthermore, a research found a link between income increase and work happiness. According to Heerey (2014), when a pay award falls below an expected or reference level, employees will feel offended. When the reference level is achieved, a step shift will occur.

Employees who believe they are not appropriately rewarded for their efforts are more prone to engage in undesirable behaviors such as lack of motivation and low commitment to corporate goals. In extreme cases, this dissatisfaction may lead to absenteeism, tardiness, and even sabotage of the organization (Lawler et al., 2012).

Table 6. Human Resource Management Career Planning Practices

Item	Mean	DR
HRM-CPP 1	4.49	SA
HRM-CPP 2	4.29	SA
HRM-CPP 3	4.36	SA
HRM-CPP 4	4.22	SA
HRM-CPP 5	4.18	A

Item	Mean	DR
HRM-CPP 6	4.15	A
HRM-CPP 7	4.32	SA
HRM-CPP 8	4.46	SA
HRM-CPP 9	4.47	SA
HRM-CPP 10	4.47	SA
Average Mean	4.34	SA

Legend: 5.00-4.20=SA (Strongly Agree); 4.19-3.40=A (Agree); 3.39-2.60=MA (Moderately Agree); 2.59-1.80=DA (Disagree); 1.79-1.00=SDA (Strongly Disagree)

Table 6 shows the career planning practices of HR managers. Employees in the department have clear career paths, according to the professors. In terms of promotion, the majority of respondents agreed that seniority is given precedence in promotion choices and that job promotions are fair and equal. There is, however, no explicit promotion policy. They were unconvinced that promotion selections are based on merit. These findings support Tella et al. (2007)'s finding that a compensation system is successful when employees see its policies as fair, consistent, and relevant. In this regard, the efficacy of existing promotion rules, promotion decisions, equity, and merit in promotion

decisions are critical in guaranteeing employee job satisfaction.

Table 7 depicts human resource management practices for employee safety, health, and welfare. The HRM's safety, health, and welfare procedures represent the responses of the teachers. As a result, the entire calculated mean is 4.47. (strongly agree). Occupational stress is another element that has a detrimental impact on health. It will result in increased turnover and poor performance. The health and safety function is inextricably linked to the HRM cycle parts of selection, assessment, incentives, and training.

Table 7. Human Resource Management Employee Safety, Health and Welfare Practices

Employee Safety, Health, and Welfare	Mean	DR
HRM-ESHWP 1	4.74	SA
HRM-ESHWP 2	4.60	SA
HRM-ESHWP 3	4.33	SA
HRM-ESHWP 4	4.41	SA
HRM-ESHWP 5	4.25	SA
Average Mean	4.47	SA

Legend: 5.00-4.20=SA (Strongly Agree); 4.19-3.40=A (Agree); 3.39-2.60=MA (Moderately Agree); 2.59-1.80=DA (Disagree); 1.79-1.00=SDA (Strongly Disagree)

In the selection process, private institutions can help to maintain a healthy and safe workplace by selecting applicants with personality features that reduce the chance of accidents. More qualified staff can provide better service

by contributing to increased customer satisfaction Alonso-Almeida et al (2012). Thus, workplace safety may involve job security, which is providing employees with steady employment to promote job satisfaction.

Table 8. Job Satisfaction of the Teachers

Items	Mean	DR
Pay	3.25	MS
Promotion	3.35	MS

Items	Mean	DR
Supervision	4.29	VS
Fringe Benefits	3.23	MS
Contingent Rewards	3.34	MS
Operating Conditions*	2.91	MS
Co-workers	4.63	VS
Nature of Work*	4.72	VS
Communication*	4.72	VS
Overall Mean	3.83	S

Legend: 5.00-4.20= VS (Very Satisfied); 4.19-3.40= S (Satisfied); 3.39-2.60= MS (Moderately Satisfied); 2.59-1.80= DS (Dissatisfied); 1.79-1.00= SDS (Strongly Dissatisfied).

Table 8 points out the job satisfaction of the teachers. As seen in the table, there were four items with a "very satisfied" response. On the other hand, five items were "moderately

satisfied." However, the consensus, based on the overall mean, the teachers are "satisfied" with their job.

Table 9. Relationship between HRM Practices and Job Satisfaction of Teachers

		Job Satisfaction
	Pearson Correlation	.921**
HRM Practices	Sig. (2-tailed)	.000
	N	170

** $p < .01$

There is a positive relationship between HRM practices and job satisfaction because of the positive value of the correlation coefficient. The HRM practices variable has a 0.921 correlation with the job satisfaction variables. Therefore, when HRM practices are high, job satisfaction is high. The relationship between HRM practices and job satisfaction is very high. The relationship between HRM practices and job satisfaction is significant. It is because the p-value of 0.000 is less than the alpha value of 0.01. Thus, the study rejected the null hypothesis.

Conclusion

Candidates are shortlisted, interview sessions with panels are well-managed, and valid standardized exams with established processes are used. However, the posting of open positions and the qualifying standards for advancement are not properly enforced.

The principal reviews teachers on a regular basis to identify their strengths and deficiencies as a foundation for training and growth.

Teachers, on the other hand, lack a well-developed and effective performance management strategy and framework. Through an annual training needs study, instructors obtain professional training and development opportunities. The training budget, on the other hand, is restricted. There are provisions in place for health insurance, a retirement plan, a salary, pay, and incentive package, educational help, and in-service training. However, there are differences in income and other advantages between and among private institutions. Teachers have defined professional pathways, and qualified individuals are offered opportunities for advancement and advancement. However, there are few well-defined department strategies for career and growth. By considering the health, safety, and welfare of all school building users, the school administration creates a pleasant work environment for successful and efficient teaching. Teachers are typically pleased with their supervisors, coworkers, working conditions, compensation and responsibilities, job, promotion, security, and

recognition. The link between HRM practices and job satisfaction is substantial. As a result, the null hypothesis was rejected in this study. Human resources management methods and teacher job satisfaction suggest a teacher retention framework.

Recommendation

The management should publish available teaching posts through the HRD of private schools, and the school administrator should firmly enforce qualification standards for advancement. More effective and efficient performance management rules and processes should be carefully enforced by the school management committee. With an adequate budget, the institution should undertake a frequent training needs analysis.

Concerned school authorities should do benchmarking on existing pay and perks in private schools on a regular basis. Department strategies for teacher career and development should be made transparent and accessible to all staff involved. Employee safety, health, and welfare requirements should be maintained at all times by the school.

The school administration should evaluate more efficient and functional instructional supervision, interdependence, working conditions, and salary administration. The school should maintain opportunities for career advancement, job security, and teacher recognition. Private schools should use the suggested "Teacher Retention Framework." A similar study with a descriptive-cross-sectional and comparative design should be carried out.

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Proposed Teacher Retention Framework

<i>Community factors</i>	Community conditions	<ul style="list-style-type: none"> • train principals, colleagues, and family members to support teacher • recruit and train community volunteers to take some off-class duties assigned to a teacher • offer necessary facilities and materials • provide daycare service for children of teachers during school hours
	Community ties	<ul style="list-style-type: none"> • feature teacher activities in public community ties • create partnerships with local industry, other schools, and educational organizations
<i>School factors</i>	Collegiality	<ul style="list-style-type: none"> • establish teacher assistance teams [teaching & research groups] • build up a network through which teachers could communicate with each other within the same district and beyond the community
	School environment	<ul style="list-style-type: none"> • enhance school security • create an equal and supportive atmosphere
	Stress reduction	<ul style="list-style-type: none"> • allocate proper duties to each teacher • recognize signs of stress and burnout, and respond accordingly, e.g., hold stress reduction workshops
	Professional development	<ul style="list-style-type: none"> • integrate teacher professional development into the goals and objectives of schools • encourage teachers to pursue an advanced degree from associated higher education institutions or programs • provide various in-service training programs, both formally and informally
	Career path alternatives	<ul style="list-style-type: none"> • encourage teachers to conduct research and participate in academic conferences • allow highly qualified teachers to work as part-time mentors, trainers, etc. to reduce their time commitment if needed • offer opportunities for both horizontal and vertical job rotation, through which teachers can play different roles

The management of people at work is an integral part of the management process. Understanding the critical importance of people in the organization means recognizing that the human element and the organization are synonymous. A well-managed organization usually sees an average worker as the source of quality and productivity gains. Such organizations do not look to capital investment but employees as the fundamental source of improvement. An organization is effective to the degree to which it achieves its goals. An effective organization will ensure a spirit of cooperation and a sense of commitment and satisfaction within the sphere of its influence.