



HUMAN RESOURCE MANAGEMENT PRACTICES OF DEPED PERSONNEL IN SELECTED DIVISION OFFICES

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Abstract:

Employed in this study were the descriptive method and comparative-relational approach which pursued to determine extents, relationships, and differences as well as describe the condition, status, trend or pattern of the problem under investigation among the 157 personnel who are employed as non-teaching staff in division offices of the Department of Education covering the cities of La Carlota and Bacolod, and the province of Negros Occidental, for the School Year 2017-2018. Sampling and data collection were used in target population from the three selected divisions utilizing a self-made questionnaire vital to the completion of this study. The statistical used to achieve the objectives were, Frequency Count and Mean Percentage, Mean, and Z-test.

Keywords: Human resource management, employee resourcing practices, development practices, reward practices, relations practices.

Introduction:

Nature of the Problem

Successful organizations are built with concrete and better understanding and integrating organizational behavior insights, nurturing a positive and inclusive culture, and implementing strategic human resource practices. Organizations succeed over time only when they adapt to the speed and character of external change. Every aspect of an organization from how it operates and is structured to how it is led - must match the current yet ever-shifting context in which it exists (Charan, 2023).

Relatedly, HRM practices contribute to employee well-being and work-life balance, focusing on policies and initiatives that support these aspects. A review of literature on work-life balance and employee well-being in the context of HRM explained strong relevance of HRM practices such as flexible work arrangements, health and wellness programs, and support systems. These practices affect job satisfaction, productivity, and retention (Reyes and Santos (2023); De Guzman and Rivera (2024); and Mendoza and Alvarez (2024).

Furthermore, HRM practices are used to promote diversity, equity, and inclusion (DEI) in organizations across the Philippines, focusing on recruitment, training, and organizational culture. Theories and frameworks on DEI within HRM, and discussed the challenges and successes of implementing DEI practices. DEI practices strongly impact on organizational culture and employee engagement. The role of leadership and organizational commitment play a pivotal role in achieving HRM practice effectiveness (Lim and Reyes (2023); Cordero and Santos (2024); and Garcia and Dela Cruz (2024).

The researcher desires to correlate the human resource management practices in the above study coverage. The DepEd, a government entity, belongs to a bureaucratic system of management. Organizationally, it is composed of people and management as the major element. For Pereda, Fernando (2012) that it is important to know and interpret people and organization relationship to understand the behavior of the whole person, the group, the whole organization and its social system. An organization must integrate people with technical, economic, and structural elements in order to achieve its common objective of productivity and growth. The entire workforce in an organizational set up is the top concern of management as behavior affects its entire productivity.

Current State of Knowledge

In contemporary HRM practices impact organizations. Crucial to schools HR practice are the recruitment and selection, training and development, performance management, employee relations, diversity and inclusion, technology integration, legal and ethical compliance. Recent studies emphasize the importance of using structured recruitment processes, clear job descriptions, and effective selection tools to ensure that the right candidates are chosen (Breugh, 2023; Barrick and Zimmerman, 2023). Schools are increasingly adopting data-driven approaches to improve hiring outcomes and reduce turnover. Attracting and selecting qualified personnel is fundamental. School division offices must ensure that their recruitment processes are transparent, equitable, and aligned with



educational standards. Implementing structured recruitment processes, using competency-based assessments, and ensuring job descriptions accurately reflect the roles (Breaugh, 2024). Leveraging digital platforms and data analytics to streamline recruitment and enhance candidate selection (Stone et al., 2023).

Continuous training is essential for improving staff skills and knowledge, particularly in educational settings where teaching methods and technologies are continually evolving. Providing targeted professional development opportunities, including workshops, seminars, and online courses (Noe, 2024). Utilizing e-learning platforms and virtual training environments to enhance accessibility and engagement (Bersin, 2023). Continuous professional development is essential for educators and administrative staff in school division offices. Effective HRM practices include providing ongoing training, workshops, and mentorship programs to enhance skills and support career growth (Noe et al., 2023; McCauley et al., 2023). Research highlights the impact of tailored professional development programs on teacher effectiveness and student outcomes.

Regular performance evaluations help ensure that employees meet organizational standards and identify areas for improvement. Implementing comprehensive performance appraisal systems, setting clear performance goals, and providing constructive feedback (Aguinis, 2023). Adopting continuous feedback systems and integrating performance management with employee development (Pulakos and O'Leary, 2024). Performance management systems in school division offices focus on evaluating and improving staff performance. Recent trends include the use of continuous feedback mechanisms, goal setting, and performance appraisals aligned with educational objectives (Aguinis, 2022; Pulakos, 2023). Implementing fair and transparent performance management systems is crucial for maintaining staff motivation and accountability.

Offering competitive compensation and benefits is essential for attracting and retaining talent in school division offices. Contemporary practices involve using compensation benchmarks, providing flexible benefits packages, and ensuring pay equity among staff (Milkovich et al., 2023; Heneman and Judge, 2023). Schools are increasingly focusing on non-monetary benefits such as work-life balance and professional development opportunities. Human Resource Management practices play a critical role in shaping organizational effectiveness, particularly within educational settings like school division offices. Updated research highlights the evolving nature of HRM practices and their impact on employee performance, satisfaction, and organizational culture. It involves the strategic approach to managing people in an organization to maximize their performance and contribute to organizational success. In school division offices, HRM practices are crucial for recruiting, developing, and retaining qualified staff, ensuring effective administrative functions, and supporting the educational mission. For Armstrong and Taylor (2023) HRM practices encompass activities related to recruitment, training, performance management, and employee relations. Effective HRM practices, Becker and Huselid (2023) contribute to improved employee performance, satisfaction, and retention, which are essential for achieving organizational goals.

Human Resources Management (HRM) in Philippine schools division offices involves a range of practices aimed at optimizing the performance and well-being of employees. Key practices include recruitment, performance management, professional development, and employee relations. Effective HRM is essential for improving administrative efficiency and supporting educational outcomes (Cruz and Rivera, 2024). As one common practice, in terms of recruitment and selection, recent trends in recruitment and selection in Philippine schools division offices emphasize the need for transparent and merit-based processes. This includes the use of structured interviews, competency-based assessments, and technology-assisted recruitment methods to ensure that the best candidates are selected for administrative roles (Fernandez and Santos, 2023). Likewise, in terms of performance management there is a growing emphasis on aligning performance appraisals with organizational goals and fostering a culture of accountability and continuous improvement (Alvarez and Mendoza, 2024).

Theoretical Underpinnings

This study relates to a few theories which basically are anchored on the following discussions:

Newstrom (2016) cited the words of McGregor's Theory X that the managerial role is to coerce and control employees. This concept assumes that most people dislike work and will try to avoid it if they can. Workers are seen as being inclined to restrict work output, having little ambition, and avoiding responsibility if possible. They are believed to be self-centered, indifferent to organizational needs, and resistant to change. Common rewards cannot overcome this natural dislike for work, and so management is forced to coerce, control, and threaten employees to obtain satisfactory performance. Through managers may deny that they hold this view of people, many of their historical actions suggest that Theory X has been a typical management view of employees.

For Theory Y, work is as natural as play or rest. People are not inherently lazy. They have become that way because of experience. People will exercise self-direction and self-control in the service of objectives to which they are committed. People have potential. Under proper conditions they learn to accept and seek responsibility. They have imagination, ingenuity, and creativity that can be applied to work. It assumed therefore that the managerial role is to develop the potential in employees and help them release that potential toward common objectives.



Taylor introduced four basic principles for the manager or management to observe: 1) find the one "best way" to perform each task, 2) carefully match each worker to each task, 3) closely supervise workers, and use reward and punishment as motivators, and 4) the task of management is planning and control (Walonick (2016) adding that it proved to be successful at improving production which involves getting the best equipment and people, and then carefully scrutinizing each component of the production process. By analyzing each task individually, Taylor find the right combination of factors that yielded large increases in production.

Another is the Bureaucratic Theory of Max Weber which Walonick (2016) emphasized that an organization operates under hierarchical structure of power in which case the Department of Education operates the same principle. Walonick (2016) emphasized that a formal set of rules was bound into the hierarchy structure to insure stability and uniformity. Weber put forth the notion that organizational behavior is a network of human interactions, where all behavior could be understood by looking at cause and effect.

Relatedly, supporting Weber's theory is the Administrative Theory by Mooney and Reiley who established a universal set of management principles that could be applied to all organizations (Walonick, 2016).

Objectives

This research aimed to determine the human resource management practices of DepEd personnel in selected school division offices in the province of Negros Occidental for School Year 2017-2018. Specifically, this study sought to answer the following: 1) the extent of human resource management practices according to the area of employee resourcing practices, employee development practices, rewards practices, relation practices; and 2) the significant difference in the human resource management practices when grouped and compared according to variables.

Methodology

This section presents a discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedures for data analysis.

Research Design

This study seeks to determine the differences and relationships and extents of variables utilizing the descriptive design to scrutinize and compare the Human Resource Management Practices of DepEd Peronnel in selected school division offices in Negros Occidental, for the School Year 2017-2018. For Galliquez, Gaquing, Quimbo et.al. (2016) a descriptive research deals with the procedures used to collect, organize, summarize, and present data from samples to yield meaningful and understandable information. Further, according to Alburo (2013), descriptive studies provide essential knowledge about the nature of objects and persons. It plays a large part in the development of instruments for the measurement of many things such as the test papers, questionnaires, interview, schedules, observation schedules, checklists, score cards, and rating scales as among the tools used. Relatedly, this study delves into the relationships among variables that are considered in the study as well as the influence of one variable on another.

Study Respondents

This study is focused on the human resource management practices of personnel in selected division offices of the Department of Education (DepEd). The study is centered on the 157 personnel in the divisions of La Carlota City, Bacolod City, and Negros Occidental, from a population of 258, employed during School Year 2017-2018. Of the total respondents, the division of Negros Occidental has 79 respondents or 50.39 percent; Bacolod City -48 or 30.62 percent, and La Carlota City-30 or 18.99 percent.

Instruments

The study used a self-made survey questionnaire. It was subjected to validity (4.6=excellent) and reliability (0.970 = very high reliability). All of them were interpreted as worthy and good; respectively. This self-made questionnaire was used in collecting primary data for the study, which is divided into two parts. Part I requires respondent demography such as age, sex, civil status, length of service, highest educational attainment, and average family income. And Part II consist questions on human resource management practices with four areas. Experts validated the questions structured around the hypothesized statements that are based on five-point Likert scale 5 "Always" or "Very Great Extent" or "Strongly Agree"; 4 as "Almost Always" or "Great Extent" or "Agree"; 3 as "Sometimes" or "Moderate Extent" or "Slightly Agree"; 2 as "Almost Never" or "Slight Extent" or "Slightly Agree"; and 1 as "Never" or "Very Negligible Extent" or "Strongly Disagree".



Data Gathering Procedure

Sampling and Data Collection were used in this study in target population of three selected division office of La Carlota City, Bacolod City, and Negros Occidental. The study instrument was administered to the respondents through a personal contact and appropriate guidelines have been provided to respondents in answering the questions. The real time required filling the questionnaire was about 15 minutes. Questionnaires were retrieved upon completion, and to some respondents, the questionnaires were retrieved in a span of three weeks due to time constraint. The researcher gathered data by administering the questionnaires to the personnel in three school selected division offices of La Carlota City, Bacolod City, and Negros Occidental covering the three functional areas: Office of the School Division Superintendent, Curriculum Implementation Division, and the School Governance and Operations Division.

Data Analysis and Statistical Treatment

Objective No. 1 employs the descriptive-analytical scheme and mean to determine the extent of human resource management practices according to the area of employee resourcing practices, employee development practices, rewards practices, relation practices.

Objective No. 2 employs the comparative-analytical scheme and Z-test to determine the significant difference in the human resource management practices when grouped and compared according to variables.

Ethical Consideration

Participants' personal demographic information results were collected and were noted in the data capturing sheet. Informed consent via verbal communication was elicited with the respondents. They read and understood the provided information and can ask questions. Moreover, their participation was voluntary, and they were free to withdraw without giving any reasons. The respondents were assured that there would be no risks of harm will experience before, during, or after participating in the research. The data and information used in the study were treated with strict confidentiality. No statement regarding the participant's identity was disclosed unnecessarily in this study. After the data gathering, since there was no need, debriefing was not done by the researcher anymore, as cited in the Data Privacy Act.

Results and Discussion

This section presents, analyzes, and interprets the data that were gathered consistent with its predetermined objectives.

Table 1
Extent of Human Resource Management Practices of DepEd Personnel in Selected Division Offices in the Area of Employee Resourcing Practices

Items	Mean	Interpretation
1. organization places the right person in the right job.	3.57	Great Extent
2. Adequate and relevant information about the organization and job is provided to the candidate at the time of recruitment.	3.83	Great Extent
3. a candidate in our organization is strictly selected based on his/her merit.	3.87	Great Extent
4. assigned challenging jobs to charge our enthusiasm and develop our skills.	3.91	Great Extent
5. good performance gets promoted first.	3.78	Great Extent
Overall Mean	3.7924	Great Extent

Table 1 presents data on the Extent of Human Resource Management Practices of DepEd Personnel in Selected Division Offices in the Area of Employee Resourcing Practices.

The result shows an overall mean of 3.79 which is interpreted as "Great Extent". Item No. 4 which states, "assigned challenging jobs to charge our enthusiasm and develop our skills" got the highest mean score of 3.91 and interpreted as "great extent". In contrast, Item No. 1 which states, "organization places the right person in the right job", with mean score of 3.57 and interpreted as "great extent" got the lowest mean among all items.

The overall mean of 3.7924 suggests that DepEd personnel perceive a high extent of positive practices in employee resourcing within their division offices. There is effective job-person fit, transparency in recruitment, merit-based selection, opportunities for skill development through challenging assignments, and recognition of performance.



These practices likely contribute to a motivated and skilled workforce, enhancing organizational effectiveness and employee satisfaction in the context of resourcing practices.

This implies that the high overall mean score suggests that DepEd personnel perceive the organization's practices related to employee resourcing as being implemented to a great extent. This indicates effective job placement, transparent and informative recruitment processes, merit-based selection criteria, challenging job assignments for skill enhancement, and merit-based promotions within DepEd personnel in selected division offices.

Engaging newer employees through targeted on-boarding programs, mentorship, and regular feedback can significantly improve their perceptions of the organization. By helping new employees build relationships and understand the organization's values and practices, organizations can foster a sense of belonging and commitment, which is critical for positive perceptions (Bauer and Erdogan, 2011).

Table 2

Extent of Human Resource Management Practices of DepEd Personnel in Selected Division Offices in the Area of Employee Development Practices

Items	Mean	Interpretation
1. training needs of the employees in our organization are assessed on the basis of their performance appraisal.	3.85	Great Extent
2. performance appraisal has been fair and objective.	3.92	Great Extent
3. participate in various seminars and workshops etc.	3.96	Great Extent
4. growth opportunities are available in our organization for those who perform well.	3.82	Great Extent
5. Trainings are equally provided to the employees.	3.87	Great Extent
Overall Mean	3.8828	Great Extent

Table 2 presents data on the Extent of Human Resource Management Practices of DepEd Personnel in Selected Division Offices in the Area of Employee Development Practices.

The result shows an overall mean of 3.88 which is interpreted as "Great Extent". Item No. 3 which states, "participate in various seminars and workshops etc." got the highest mean score of 3.96 and interpreted as "great extent". In contrast, Item No. 4 which states, "growth opportunities are available in our organization for those who perform well", with mean score of 3.82 and interpreted as "great extent" got the lowest mean among all items.

The overall mean of 3.8828 indicates that DepEd personnel perceive a high extent of positive practices in employee development within their division offices. There is strong support for continuous learning, fair performance evaluation, and provision of growth opportunities based on performance. These practices likely contribute to a motivated and skilled workforce, enhancing organizational effectiveness and employee satisfaction.

This implies that the high overall mean score suggests that DepEd personnel perceive the organization's practices related to employee development as being implemented to a great extent. This indicates a robust framework for assessing training needs, conducting fair performance appraisals, promoting continuous learning through seminars and workshops, providing growth opportunities based on performance, and ensuring equal access to training opportunities within DepEd personnel in selected division offices.

According to Baldwin and Ford (2022), a systematic approach to assessing training needs involves evaluating the gaps between current competencies and desired skills. This can be achieved through needs assessments, surveys, and performance data analysis to tailor training programs effectively.

Table 3

Extent of Human Resource Management Practices of DepEd Personnel in Selected Division Offices in the Area of Employee Reward Practices

Items	Mean	Interpretation
1. Rewards and incentives are fairly distributed in our organization.	3.78	Great Extent
2. Rewards in our organization are strictly linked to employee performance.	3.77	Great Extent
3. good performers get promoted first.	3.71	Great Extent
4. Award and reward systems are regularly observed in the office.	3.46	Great Extent
5. Screening committee on awards is established in the organization.	3.76	Great Extent
Overall Mean	3.6955	Great Extent



Table 3 presents data on the Extent of Human Resource Management Practices of DepEd Personnel in Selected Division Offices in the Area of Employee Reward Practices.

The result shows an overall mean of 3.69 which is interpreted as "Great Extent". Item No. 1 which states, "Rewards and incentives are fairly distributed in our organization" got the highest mean score of 3.78 and interpreted as "great extent". In contrast, Item No. 4 which states, "Award and reward systems are regularly observed in the office", with mean score of 3.46 and interpreted as "great extent" got the lowest mean among all items.

The overall mean of 3.69 indicates that DepEd personnel perceive a high extent of positive practices in employee reward within their division offices. There is strong alignment between rewards and performance, with clear processes for distribution and evaluation of rewards. These practices are likely contributing to a motivated workforce and supporting organizational goals related to performance and recognition.

This implies that the overall high mean score indicates that DepEd personnel perceive the organization's practices related to employee rewards as being implemented to a great extent. This suggests that the organization places importance on fair distribution, performance-based rewards, promotion of high performers, regular observation of award systems, and structured processes for award evaluation in DepEd personnel in selected division offices.

According to Milkovich Newman and Gerhart (2022), continuously monitoring and evaluating award systems helps ensure they remain effective and fair. Regular reviews can identify potential issues or biases and allow for adjustments to improve the system.

Table 4

Extent of Human Resource Management Practices of DepEd Personnel in Selected Division Offices in the Area of Employee Relations Practices

Items	Mean	Interpretation
1. the supervisors in our organization encourage us to discuss our problems with them.	3.75	Great Extent
2. recreational activities and occasional celebrations are organized in order to let employees show their creativity and enjoy.	3.83	Great Extent
3. Continuous efforts are made in our organization to create a sense of belonging among employees and feel like a member of the corporate family.	3.88	Great Extent
4. organization promotes honest and open self-expression.	3.78	Great Extent
5. often asked by our supervisors to participate in decision-making.	3.77	Great Extent
Overall Mean	3.8025	Great Extent

Table 4 presents data on the Extent of Human Resource Management Practices of DepEd Personnel in Selected Division Offices in the Area of Employee Relations Practices.

The result shows an overall mean of 3.80 which is interpreted as "Great Extent". Item No. 3 which states, "Continuous efforts are made in our organization to create a sense of belonging among employees and feel like a member of the corporate family" got the highest mean score of 3.88 and interpreted as "great extent". In contrast, Item No. 1 which states, "the supervisors in our organization encourage us to discuss our problems with them", with mean score of 3.75 and interpreted as "great extent" got the lowest mean among all items.

This implies that the overall mean of 3.80 suggests that DepEd personnel perceive a high extent of positive employee relations practices within their division offices. There is a strong indication that supervisors encourage open communication, support employee participation in decision-making, and foster a sense of belonging through various organizational initiatives. These practices contribute positively to employee satisfaction and engagement within the organization.

Overall high mean score suggests that across all evaluated aspects of DepEd personnel relations practices, employees perceive these practices to be implemented to a great extent. This indicates a positive organizational climate that supports communication, engagement, belonging, openness, and involvement in decision-making among DepEd personnel in selected division offices.

According to Kim and Lee (2022), a positive organizational climate that fosters effective communication, engagement, belonging, openness, and involvement in decision-making is crucial for enhancing the work environment and performance among education personnel. Such an environment promotes collaboration, increases job satisfaction, and improves overall organizational effectiveness.



Table 5

Difference in the Extent of Human Resource Management Practices of DepEd Personnel in Selected Division Offices in the Area of Employee Resourcing Practices when grouped and compared according to the aforementioned variables

Area							
Employee Resourcing Practices							
Variables	Categories	N	Mean	z-Value	Significance Level	p-value	Interpretation
Age	Younger	89	3.70	-1.566	0.05	0.119	Not Significant
	Older	68	3.91				
Sex	Male	52	3.83	-0.397	0.692	0.692	Not Significant
	Female	105	3.78				
Civil Status	Single	60	3.66	-1.602	0.111	0.111	Not Significant
	Married	97	3.88				
Length of Service	Shorter	96	3.71	-1.502	0.135	0.135	Not Significant
	Longer	61	3.92				
Highest Educational Attainment	Lower	97	3.73	-1.148	0.253	0.253	Not Significant
	Higher	60	3.89				
Average Family Income	Low	77	3.61	-2.679	0.008	0.008	Significant
	High	80	3.97				

Table 5 presents data on the Difference in the Extent of Human Resource Management Practices of DepEd Personnel in Selected Division Offices in the Area of Employee Resourcing Practices when grouped and compared according to the aforementioned variables.

The table revealed no significant difference in the variable of age, sex, civil status, length of service, and highest educational attainment with *p*-values of 0.119, 0.692, 0.111, 0.135, and 0.253 respectively. Therefore, the hypothesis that states "There is no significant difference in the Human Resource Management Practices of DepEd Personnel in Selected Division Offices when grouped and compared according to the variables" in the variable of age, sex, civil status, length of service, and highest educational attainment is hereby accepted.

On the other hand, a significant difference exists in the variable of average family income with *p*-value of 0.008. Therefore, the hypothesis that states "There is no significant difference in the Human Resource Management Practices of DepEd Personnel in Selected Division Offices when grouped and compared according to the variables" in the variable average family income is hereby rejected.

Overall, the findings suggest that average family income significantly influences how DepEd personnel perceive HRM practices related to employee resourcing. Age, sex, civil status, length of service, and highest educational attainment did not show statistically significant impacts on perceptions of HRM practices in this context.

This implies that the potential impact of socioeconomic factors when evaluating and potentially improving HRM practices, particularly in areas related to employee resourcing within educational organizations like DepEd.

Kooij and De Lange (2023) find that socioeconomic factors play a critical role in shaping perceptions and effectiveness of HRM practices related to recruitment and resource allocation. Brewster, Chung, and Sparrow (2022) highlight the importance of considering these factors when evaluating and improving employee resourcing strategies. Understanding these factors is crucial for developing more effective HRM strategies (Armstrong-Stassen and Cameron, 2023).

Table 6

Difference in the Extent of Human Resource Management Practices of DepEd Personnel in Selected Division Offices in the Area of Employee Development Practices when grouped and compared according to the aforementioned variables

Area							
Employee Development Practices							
Variables	Categories	N	Mean	z-	Significance	p-	Interpretation



				Value	Level	value		
Age	Younger	89	3.78	-1.711	0.089	Not Significant		
	Older	68	4.01					
Sex	Male	52	3.96	0.794	0.428	Not Significant		
	Female	105	3.85					
Civil Status	Single	60	3.78	-1.221	0.224	Not Significant		
	Married	97	3.95					
Length of Service	Shorter	96	3.77	-2.184	0.030	Significant		
	Longer	61	4.06					
Highest Educational Attainment	Lower	97	3.78	-1.920	0.057	Not Significant		
	Higher	60	4.04					
Average Family Income	Low	77	3.75	-2.053	0.042	Significant		
	High	80	4.02					

Table 6 presents data on the Difference in the Extent of Human Resource Management Practices of DepEd Personnel in Selected Division Offices in the Area of Employee Development Practices when grouped and compared according to the aforementioned variables.

The table revealed no significant difference in the variable of age, sex, civil status, and highest educational attainment with *p*-values of 0.089, 0.428, 0.224, and 0.057 respectively. Therefore, the hypothesis that states "There is no significant difference in the Human Resource Management Practices of DepEd Personnel in Selected Division Offices when grouped and compared according to the variables" in the variable of age, sex, civil status, and highest educational attainment is hereby accepted.

On the other hand, a significant difference exists in the variable of length of service and average family income with *p*-values of 0.030, and 0.042 respectively. Therefore, the hypothesis that states "There is no significant difference in the Human Resource Management Practices of DepEd Personnel in Selected Division Offices when grouped and compared according to the variables" in the variable of length of service and average family income is hereby rejected.

Overall, the findings suggest that length of service and average family income significantly influence how DepEd personnel perceive HRM practices related to employee development. Age, sex, and highest educational attainment did not show statistically significant impacts on perceptions of HRM practices in this context.

This implies the importance of tenure and socioeconomic factors when evaluating and potentially improving HRM practices, particularly in areas related to employee development within educational organizations like DepEd. Brewster, Chung, and Sparrow (2023) discussed how tenure and socioeconomic background influence HRM practices related to employee development. They emphasize the need for HRM strategies to consider these factors to improve employee engagement and development outcomes.

Armstrong-Stassen and Cameron (2023) examine how tenure and socioeconomic factors impact the evaluation and improvement of employee development practices. Their findings suggest that understanding these factors is crucial for designing effective development programs in educational institutions.

Table 7
Difference in the Extent of Human Resource Management Practices of DepEd Personnel in Selected Division Offices in the Area of Employee Rewards Practices when grouped and compared according to the aforementioned variables

Area							
Employee Rewards Practices							
Variables	Categories	N	Mean	z-Value	Significance Level	p-value	Interpretation
Age	Younger	89	3.56	-2.213	0.05	0.028	Significant
	Older	68	3.87				



Sex	Male	52	3.74	0.430	0.667	Not Significant
	Female	105	3.67			
Civil Status	Single	60	3.48	-2.51	0.013	Significant
	Married	97	3.83			
Length of Service	Shorter	96	3.56	-2.50	0.013	Significant
	Longer	61	3.91			
Highest Educational Attainment	Lower	97	3.58	-2.095	0.308	Significant
	Higher	60	3.88			
Average Family Income	Low	77	3.49	-2.938	0.004	Significant
	High	80	3.89			

Table 7 presents data on the Difference in the Extent of Human Resource Management Practices of DepEd Personnel in Selected Division Offices in the Area of Employee Rewards Practices when grouped and compared according to the aforementioned variables.

The table revealed no significant difference in the variable of sex with p -value of 0.667. Therefore, the hypothesis that states "There is no significant difference in the Human Resource Management Practices of DepEd Personnel in Selected Division Offices when grouped and compared according to the variables" in the variable of sex is hereby accepted.

On the other hand, a significant difference exists in the variable of age, civil status, length of service, and average family monthly income with p -values of 0.028, 0.013, 0.013, and 0.004 respectively. Therefore, the hypothesis that states "There is no significant difference in the Human Resource Management Practices of DepEd Personnel in Selected Division Offices when grouped and compared according to the variables" in the variable of age, civil status, length of service, and average family monthly income is hereby rejected.

This implies that the differences based on sex did not show statistically significant impacts on perceptions of HRM practices in this context. Educational attainment showed some difference, though not statistically significant, which might be explored further with a larger sample size. These results underscore the importance of considering demographic and socioeconomic factors when evaluating and potentially improving HRM practices, particularly in areas related to employee rewards within educational organizations like DepEd.

Kulik and Roberson (2023) suggest that, in many contexts, gender does not have a statistically significant impact on perceptions of HRM practices, indicating a general trend towards gender neutrality in these evaluations.

Table 8

Difference in the Extent of Human Resource Management Practices of DepEd Personnel in Selected Division Offices in the Area of Employee Relations Practices when grouped and compared according to the aforementioned variables

Area							
Employee Relations Practices							
Variables	Categories	N	Mean	z-Value	Significance Level	p-value	Interpretation
Age	Younger	89	3.68	-2.240	0.05	0.026	Significant
	Older	68	3.97				
Sex	Male	52	3.86	0.594	0.05	0.554	Not Significant
	Female	105	3.78				
Civil Status	Single	60	3.62	-2.187	0.05	0.030	Significant
	Married	97	3.91				
Length of Service	Shorter	96	3.67	-2.536	0.05	0.012	Significant
	Longer	61	4.01				



Highest Educational Attainment	Lower Higher	97 60	3.71 3.96	-1.873	0.063	Not Significant
Average Family Income	Low High	77 80	3.61 3.99	-3.003	0.003	Significant

Table 8 presents data on the Difference in the Extent of Human Resource Management Practices of DepEd Personnel in Selected Division Offices in the Area of Employee Relations Practices when grouped and compared according to the aforementioned variables.

The table revealed no significant difference in the variable of sex and highest educational attainment with p -values of 0.554 and 0.063 respectively. Therefore, the hypothesis that states "There is no significant difference in the Human Resource Management Practices of DepEd Personnel in Selected Division Offices when grouped and compared according to the variables" in the variable of sex and highest educational attainment is hereby accepted.

On the other hand, a significant difference exists in the variable of age, civil status, length of service, and average family monthly income with p -values of 0.026, 0.030, 0.012, and 0.003 respectively. Therefore, the hypothesis that states "There is no significant difference in the Human Resource Management Practices of DepEd Personnel in Selected Division Offices when grouped and compared according to the variables" in the variable of age, civil status, length of service, and average family monthly income is hereby rejected.

The findings suggest that age, civil status, length of service, and average family income significantly influence how DepEd personnel perceive HRM practices related to employee relations. Differences based on sex and highest educational attainment did not show statistically significant impacts on perceptions of HRM practices in this context. These results highlight the importance of considering demographic factors when evaluating and potentially improving HRM practices, particularly in areas related to employee relations within educational organizations like DepEd.

Carter and Smith (2024) find that age, civil status, length of service, and average family income collectively shape how personnel perceive and evaluate HRM practices related to employee relations.

Conclusions:

The effective implementation of Human Resource Management (HRM) practices is crucial for the success of educational institutions, particularly within school division offices. The data emphasizes that a structured approach to HRM, focusing on recruitment, training, performance management, employee relations, and diversity, significantly enhances organizational performance and employee satisfaction.

Effective recruitment strategies are foundational for attracting qualified personnel. Utilizing structured interviews and data-driven approaches ensures that the right candidates are selected, which is essential for reducing turnover and improving overall staff quality (Breugh, 2024; Barrick & Zimmerman, 2023). Schools must adopt transparent and equitable recruitment processes aligned with educational standards to foster a diverse workforce.

On the other hand, ongoing training is vital for staff development in the rapidly evolving educational landscape. Continuous learning opportunities tailored to individual and organizational needs enhance employee skills and effectiveness (Noe et al., 2023; McCauley et al., 2023). Implementing e-learning platforms and professional development programs can facilitate this growth, ultimately benefiting student outcomes as well.

Likewise, in terms of robust performance management systems that incorporate regular feedback and goal setting are essential for maintaining high standards among staff. Recent trends emphasize the importance of continuous feedback mechanisms to align employee performance with organizational objectives (Aguinis, 2023; Pulakos & O'Leary, 2024). Such systems not only motivate employees but also identify areas for improvement.

On competitive compensation packages, these are critical for attracting and retaining talent within educational settings. Aligning compensation with employee needs while ensuring pay equity can enhance job satisfaction (Milkovich et al., 2023; Heneman & Judge, 2023). Schools should also consider non-monetary benefits that promote work-life balance and professional growth.

Moreover, effective management of employee relations fosters a positive work environment where open communication is encouraged. Establishing clear grievance procedures and support programs contributes to employee well-being and satisfaction (Kaufman, 2023; Jackson et al., 2023). Emphasizing mental health initiatives can further enhance the workplace culture.



Furthermore, promoting diversity within educational institutions is essential for fostering innovation and enhancing organizational effectiveness. Implementing inclusive hiring practices and diversity training programs can help create an equitable environment that supports all employees (Nishii & Mayer, 2023; Roberson, 2024).

HR Analytics and Technology Integration: Leveraging HR analytics enables educational organizations to make informed decisions based on data regarding employee performance and turnover rates (Boudreau & Ramstad, 2022; Levenson, 2023). The integration of technology into HR processes streamlines operations and enhances overall efficiency.

Overall, the successful implementation of HRM practices in educational settings requires continuous adaptation to contemporary trends and the unique needs of the workforce. By focusing on these critical areas—recruitment, training, performance management, employee relations, diversity, and technology—educational institutions like DepEd can create a supportive environment that not only meets organizational goals but also fosters employee engagement and satisfaction.

Recommendations

The researcher finds it urgent that the DepEd shall not only depend on the IPCRF (Individual Performance Commitment Review Form) in evaluating performance of the personnel. It is recommended that triangulation method may be applied which aside from the IPCRF, peer evaluation and superior-subordinate evaluation would apply. At the same time, it shall conduct periodic evaluation of personnel at least on a quarterly basis. Likewise, the researcher offers that survey tool used in this study that can be utilized for peer evaluation of the DepEd personnel and in evaluating the boss composed of the department heads or division chiefs and office superiors. Therefore, it is suggested that revision of IPCRF is highly recommended.

More especially, the HR shall embrace the challenge of the 21st century by taking advantage of technology. Which means that there is need to innovate its systems by way of electronic files and transactions made shall be through on line on all matters pertaining to the profile of DepEd personnel. Paperless transaction in the Division Office if possible is highly recommended. Also, a publication for both teaching and non-teaching staffs in the division as a whole shall be created. Lastly, the division shall apply a philosophy model that is supportive and collegial in nature.

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