Perceived Implementation of Human Resources Management (HRM) Practices and Demographic Variables of Employees in Private Higher Education Institutions

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ABSTRACT

The research used the descriptive-correlational method.

attempt of the researcher to find out the perception of the respondents on the extent of implementation of the following HRM practices such as: recruitment and placement, training and development, performance appraisal, compensation and benefits and employee relations and the issues and challenges encountered in the implementation of these practices. In the research, the respondents were also asked on their perception of the effectiveness of the HRM in their institutions.

Correlational method was used in finding out the relationship between the different HRM practices and the demographic variables of the respondents. The study also found out the relationship between the following: Perception on the extent of implementation of HRM practices and the issues/challenges encountered in the implementation of these practices; Perception of on the extent of implementation of HRM practices and the extent by which HRM is implemented effectively; andThe issues/challenges encountered in the implementation of HRM practices and the extent by which HRM is implemented effectively.

KEYWORDS: job motivation, job satisfaction

INTRODUCTION

The world is no longer what it used to be. It is changing faster and faster and the world of economics, business and academe is changing with it.

All organizational change and success rest on its people. Human Resource Management then plays a vital role as organizations come to meet varied challenges confronting them. The onset of globalization and technology has prompted Human Resource Management (HRM) to redefine its strategies to make it more responsible to the changing times. In Human Resource Management, there is a need to consider "human capital".

> *"Human capital theory suggests that individuals and society derive economic benefits from investments in people" (Zula and Chermack, 2007).*

With the rise of private higher education institutions in our country today, competition is becoming very much apparent. In order to survive and succeed, these institutions should make full use of its "human capital".

The opportunity to select, train and develop human resource cannot be taken for granted in the private higher education institutions. They should then develop strategies such as selecting the right people, building competencies,

providing training, evaluating progress and building positive working relationship.

Furthermore, the private higher education institutions should be able to identify the traits and practices that blend well with their culture, aspirations and values formation.

HRM was then labeled as Personnel Management in the past. It was then limited to just managing personnel, dealing with clerical and administrative tasks, like recruitment, 201 filing and compensation. But now, aside from these tasks, HRM has branched out, in many different sub-fields such as: staffing, training, performance management, compensation and labor relations (Mello, 2006).

Johnson and Kristonis (2007) mentioned that "the most valuable resource in education of students is the quality of the people hired for specific assignment." Furthermore, in hiring teachers, the first step in gaining a competitive edge is to recognize the recruitment of the best talent available. Aside from this, it is also important to support new teachers through planned professional development and mentoring plans. Increased salaries potentially provide a means of attracting and retaining quality young teachers.

Experts in the field of Human Resources have continually looked on how HRM can be a strategic partner of institutions in the realization of their vision-mission and help the institutions to attain their organizational goals and objectives and be more competitive.

The results of the study of Green et al. (2006) revealed that the direct impact of Strategic Human Resource Management (SHRM) on organizational performance is positive and significant. It was also found out that SHRM directly and positively influence individual performance, organizational commitment and job satisfaction.

According to Mello (2006), when evaluating HRM strategies and policies, it is important that they enhance employees' identification with an attachment to their jobs

and the organization. It is also essential to find out to what extent do HRM polices attract, retain, motivate and develop the employee's abilities, knowledge and competencies required to achieve the organization's strategic business objectives. This is more so in private higher education institutions.

Private higher education institutions are educational institutions, owned by citizens of the Philippines, corporations or associations and religious groups.

A private higher education institution is composed of teaching and non-teaching personnel. The teaching personnel are those who are formally engaged in actual teaching assignments. The non-teaching personnel are those who perform certain prescribed functions directly supportive of teaching and are engaged in administrative functions and maintenance of a higher education institution.

Private higher education institutions need to have strategic HRM and align their existing HRM practices with the changing times. Such alignment, will help these institutions motivate the employees, enable them to deliver effective work outputs which will result to productivity, less turnover and thus, good business outcomes.

The researcher was exposed to private corporations for twenty-four years and observed that these corporations have started with the thrust of transforming from traditional to strategic HRM. Having left these corporations and has now been with a private higher education institution for seven years, the researcher intended to find out how the private higher education institutions are transforming from traditional to strategic HRM. This research concerned itself with the relationship between the perceived Human Resource Management practices; namely, recruitment and placement, training and development, performance appraisal, compensation and benefits and employee relations and the demographic variables of employees of private higher education institutions. To get the results, the researcher

conducted a study of four (4) private higher education institutions and a HRM model was formulated for these institutions.

STATEMENT OF THE PROBLEM

The researcher answered the following questions:

1. What is the profile of the respondents in terms of the following demographic variables?
   a. Age
   b. Gender
   c. Highest Educational Attainment
   d. Length of Service in the Institution
   e. Job Classification (Teaching and Non-Teaching)
2. To what extent are the Human Resource Management practices in recruitment and placement, training and development, performance appraisal, compensation and benefits and employee relations implemented by the selected private higher education institutions as perceived by the respondents?
3. To what extent is HRM implemented effectively as perceived by the respondents?
4. What are the HRM issues/challenges encountered in the implementation of HRM practices as perceived by the respondents?
5. Is there a significant relationship between the perception of the respondents in the following when grouped according to demographic variables?
   a. Extent of implementation of HRM practices
   b. Extent by which HRM is implemented effectively
   c. HRM issues/challenges encountered in the implementation of HRM practices
6. Is there a significant relationship between the following:
   a. Perception of the respondents on the extent of implementation of HRM practices and the issues/challenges encountered in the implementation of these practices;
   b. Perception of the respondents on the extent of implementation of HRM practices and the extent by which HRM is implemented effectively; and
   c. Perception of the respondents on the issues/challenges encountered in the implementation of HRM practices and the extent by which HRM is implemented effectively?
7. Is there a significant difference between the perception of the respondents in the following when grouped according to demographic variables?
   a. Extent of implementation of HRM practices
   b. Extent by which HRM is implemented effectively
   c. HRM issues/challenges encountered in the implementation of HRM practices
8. Is there a significant difference between the following:
   a. Perception of the respondents on the extent of implementation of HRM practices and the issues/challenges encountered in the implementation of these practices;
   b. Perception of the respondents on the extent of implementation of HRM practices and the extent by which HRM is implemented effectively; and
   c. Perception of the respondents on the issues/challenges encountered in the implementation of HRM practices and the extent by which HRM is implemented effectively?
9. Based on the results of the study, what Human Resource Management Model can be proposed?

THEORETICAL FRAMEWORK

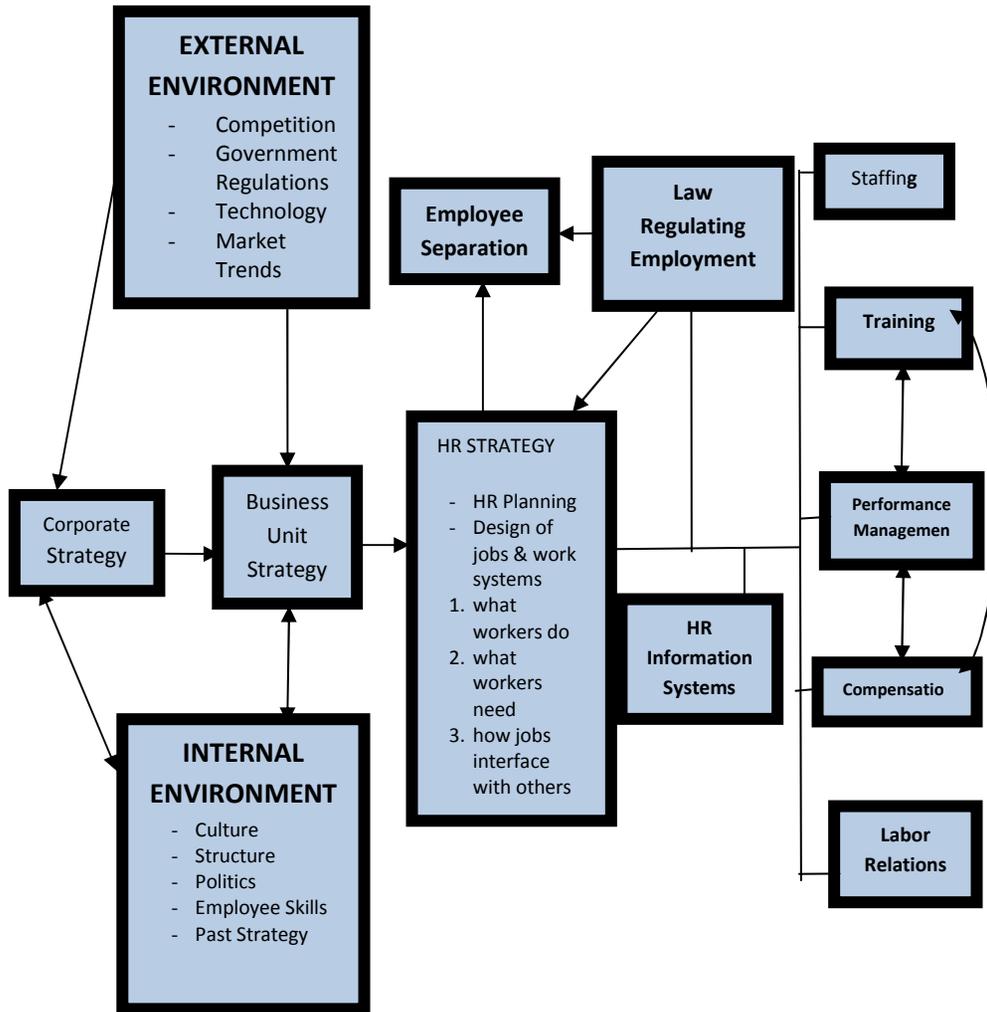Figure 1 shows a model of Strategic Human Resource Management.

Figure 1. Model of Strategic Human Resource Management (Mello, 2006)

It is evident in the model that the HRM functions are affected by external environment, such as competition, government regulations, technology, market trends and economics and the internal environment which pertains to culture, structure, politics, employee skills and past strategy.

The Strategic Human Resource Management (SHRM) model shows an interaction among the external environment, internal environment, corporate strategy, business unit strategy, Human Resource (HR) strategy, employee separation and law regulating employment, HR information systems and different HR functions such as staffing, training, performance management, compensation and labor relations.

When evaluating HRM strategies and policies, some factors/characteristics should be considered: These are (1) it is important that they enhance employee's identification and attachment to their jobs (2) to what extent do HRM policies attract, retain, motivate and develop the employee's abilities, knowledge and competencies required to achieve the organization's strategic business objectives (3) to what extent do HRM policies reduce personnel-related costs and help eliminate unnecessary work (4) how HRM policies promote the achievement of employee goals and at the same time satisfy the organization's strategic business objectives (5) to what extent do HRM policies foster organizational and employees adaptability and readiness for change (6) to what extent do HRM policies contribute to employee performance and productivity and (7) to what extent HRM policies stimulate the employees to achieve a designated goal.

Conceptual Framework

The conceptual framework on Figure 2 presents the two (2) core variables of the study, these are the Human Resource Management Practices composed of: recruitment and placement, training and development, performance appraisal, compensation and benefits and employee relations; and the profile of the respondents composed of: age, gender, highest educational attainment, length of service in the

institution and job classification. The conceptual framework also shows the relationship between the two (2) variables as reflected by the solid double headed arrows, likewise the difference between these two (2) variables as reflected by the dotted double headed arrows.

In conceptual framework, the relationship between the extent of implementation of HRM practices, the extent of how HRM is implemented effectively and the issues/challenges encountered in the implementation of these practices are shown as reflected in the solid double headed arrows. The dotted double headed arrows reflect the difference between these three (3) variables.
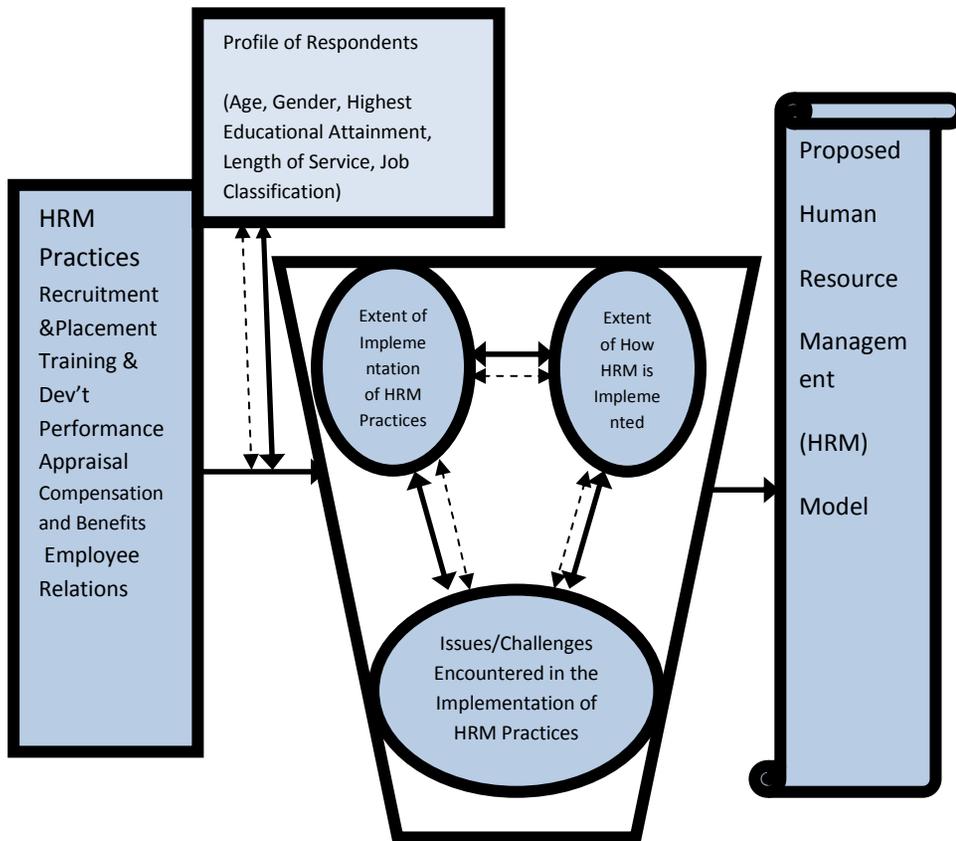

Figure 2. Conceptual Framework on the Perceived Implementation of HRM Practices and Demographic Variables

Scope and Limitations of the Study

The respondents of the study were the tenured teaching and non-teaching personnel of four private higher education institutions. These are universities located in Metro Manila and have been existing for more than 50 years. These universities are included in the list of Private HEI's (Higher Education Institutions) granted autonomous and deregulated status by the Commission on Higher Education (CHED).

In the study, the respondents who were employed in the institutions during the first semester 2009-2010 were asked on their perception on the extent of implementation of the different HRM practices such as: recruitment and placement, training and development, performance appraisal, compensation and benefits, and employee relations.

Aside from this, the respondents also gave their perception on the effectiveness of the Human Resource Management in their respective universities. The issues and challenges encountered in the implementation of HRM practices were also looked into.

The study did not intend to compare the results of the four institutions but it described the variables stated above, as a whole.

The employees from the state universities were not included in the study.

LITERATURE REVIEW

Human Resource Management Practices

"*Human Resource Management (HRM) focuses on managing people within the employer-employee relationship. Specifically, it involves the productive use of people in achieving the organization's strategic business objectives and the satisfaction of individual employee needs*" (Stone, 2002).

Human Resource Management (HRM) consists of an organization "people practices" which includes the policies, practices and systems that influence employees' behavior, attitudes and performance. HRM influence people who work for the organization and how those people work. The human resources, if well managed, have the potential to be a source of sustainable competitive advantage, contribution to the basic objectives such as quality, profits and customer satisfaction (Noe et al., 2004).

As mentioned by Mello (2006), the following are the different descriptions of the HRM functions:

Staffing involves job analysis, human resource planning, employee a specific tasks and responsibilities and the abilities, skills and qualifications needed to perform a job are identified. Human Resource Planning ensures that the organization has the right number of qualified people in the right jobs at the right time. In employee recruitment, the organization seeks and attracts a pool of applicants from which qualified candidates are considered for job vacancies. In employee selection, the organization chooses from among the available candidates the individual predicted to be most likely to perform successfully in the job.

HRM is also involved in training. It is the acquisition of attitudes, skills, and knowledge required for employees to learn and perform their jobs, improve on their performance, prepare themselves for more senior positions, and achieve career goals.

In HRM, the process of determining how well employees are doing their jobs is called performance management. In this activity, the employees are assessed and given feedback on their strengths and areas for improvement.

Compensation consists of cash rewards, such as the base salary, bonus, incentive payments, and allowances, which the employees receive and these are important in motivating employees and reinforcing their behavior as demanded by the organization's business strategies.

Labor relations deals with the relationship between an organization and its employees. In an organization, if the relationship is healthy, there will be cooperation and high level of commitment. On the other hand, if it is poor, there will be conflict and low commitment.

Recruitment and Placement

An important function of HRM is to ensure that the organization has an adequate supply of human resources at all levels and in all positions at the right time and in the right place to man the jobs that have been properly identified and described.

Kleiman (2000) defined human resource planning as an HRM practice that helps managers anticipate and meet changing needs related to the acquisition, deployment and utilization of its employees. Noe et al. (2004) stated that the first step in human resource planning is personnel forecasting. Forecasting attempts to determine the supply of and demand for various types of human resources to predict areas within the organization where there will be labor shortages and surpluses.

According to Dessler (2000), developing personnel plans require three forecasts: one for personnel requirements, one for the supply of outside candidates, and one for the supply of inside candidates. To predict the need for personnel, there is a need to first project the demand for the product or service. Next, project the volume of production required to meet these estimates and finally, relate the personnel needs to these production estimates.

Once personnel needs are projected, the next step is to build a pool of qualified applicants. Recruitment is the search for potential applicants for actual and anticipated vacant positions in the organization.

According to Noe et al. (2004), recruitment typically begins with a review of candidates' employment applications, and resumes. The organization administers tests to candidates who meet basic requirements and qualifies

candidates undergo one or more interviews. Organizations check references and conduct background checks to verify the accuracy of information provided by the candidates. Candidates who accept offers are placed in the positions for which they were selected.

Hill (2000) mentioned that higher education institutions have began adopting corporate style human resource management practices such as careful recruitment and selection of staff, extensive use of systems and communication, team working, individual responsibility for training and learning, more participation in decision-making and use of performance appraisal and performance management techniques.

Johnson and Kristonis (2007) addressed the effectiveness of its HRM through recruitment and retention practices in Aldine Independent School District in Houston, Texas. According to them, "the most valuable resource in education of students is the quality of the people hired for this specific assignment." In their article, the following were emphasized:

1. Recruitment is the foremost to effective HRM. In forecasting internal demand for teaching, the student enrollment in all grade levels has to be considered. Timelines for recruitment should be established. Human Resource Department Directors can pick up current trends of hiring needs through lunches and regular phone conversations with administrators at other school districts. HRM Departments must be flexible to act when significant changes in the environment occur.
2. It is important to support new teachers through planned professional development. The quality of workplace should always be a factor in attracting the best teachers. Supporting the positive attitude in new teachers is also important.
3. Retention and mentoring plans for teachers are considered important in retaining good teachers.

4. Increased salaries potentially provide a means of attracting and retaining quality young teachers.

Lee (2005) mentioned that to gain a competitive edge in the teacher recruitment process it is important to: reduce the bureaucracy of the selection process, make sure that there is one contact person who can knowledgeably answer applicant's questions about all aspects of the hiring process, including position openings, requirements, selection process, timing, etc., follow up with applicants at each stage of the process to let them know where they stand and to inform them of next steps and timing, personalize all communications, make sure everyone from the office staff to human resources to the district administrators who come into contact with applicants treat applicants in a professional and courteous manner, make applicants feel that they are important and everyone's first priority, give full attention to the applicant in interviews, plan and organize each event or recruitment activity, train interviewers and everyone who comes into contact with candidates so that they understand their critical roles in selecting candidates and lastly, recognize all staff that participate in the selection process.

Training and Development

According to Noe et al. (2004), in the economics of work, the forward looking management is one which provides opportunities for development of human capital. Employees can be best partners in any enterprise if they are maximally developed and when they reach their optimum potential.

According to them, job applicants when hired, consciously or unconsciously, think of how they can grow in and on the job and organization. It is not enough that whatever knowledge and skills employees bring to their organization when newly hired are fully utilized. They should acquire additional capabilities for more responsibilities in their current and future positions.

It was also pointed out that because of data information and technology, the need to update the workers

to adjust to a very fast changing environment is critical in order for the organization to compete, survive, and excel. Moreover, gaps in knowledge, skills and attitudes can be filled in even with the minutest reference book in an office of factory bookshelf or by a professional helping in training, pathing, and counseling programs.

They also expressed the need for needs assessment prior to the conduct of a program. Needs assessment consist of an organization analysis, person analysis, and task analysis.

Drost et al. (2002) conducted a study comparing training and development practices within and across nine countries and one region and attempted to find out whether there are universal training and development practices. This study was part of a larger research project which was designed to study a range of HRM practices and organizational contextual factors across countries. The sample was comprised primarily of managers and engineers responding to functionally equivalent survey items.

Japan

1. Place great importance on the concept of lifetime employment.
2. Systematically use of on-the-job training.
3. Reviews training monthly and formally recognize individual training accomplishments.
4. Sees to it that supervisors are responsible for training employees, enforcing policy and guiding employees in development.
5. Makes managers at all levels accountable for the execution of employee training and development plans, which include technical and non-technical skill development.
6. Uses of broad job responsibilities.
7. Employs frequent rotation among job assignments to develop organizational skill.

Korea

1. Emphasis is placed on molding current and future managers to fit the corporate culture.
2. Loyalty, dedication and team spirit are key elements, rather than current job skills.
3. Goal is to develop what is called the "all around man".

China

1. Emphasis is on corporate values and interpersonal skills.
2. There is consistently high degree of governmental involvement with respect to the provision and regulation of training and development for the workforce.
3. Worker education has typically consisted of two components: cultural-political courses and scientific subjects.
4. Secondary education has traditionally emphasized the qualities necessary for excelling in a factory environment, particularly, discipline and memorization.
5. Chinese managers are being trained in modern management techniques as well as appropriate industrial or commercial skills by the companies themselves as well as by universities, professional associations and foreign consulting firms.

Taiwan

1. Emphasis is on public vocational-training institutes for students.
2. New curricula are adopted to encourage creativity and free thought.
3. Emphasis is on cross-training and mobility.
4. Have greater interest in managerial rather than technical training.
5. Courses on interpersonal relations, leadership, motivation, communication skills are exceptionally popular.

Mexico and Latin America

1. Increased levels of training have been driven by standards established by industry requirements and by international investors.
2. Emphasis on the on-the-job and skill-development of lower-level employees.
3. Emphasis on manufacturing and foreign business techniques such as just-in-time (JIT).
4. Some employers offer on-site general education courses and high school equivalency instruction.

Australia

1. Government introduced the 1990 Training Guarantee Act, which requires Australian employers with payrolls above a specified amount to spend 1.5% of annual payroll expenses on employee training.

Canada

1. Use of outside consultants is becoming more common.
2. Emphasis training and development to oil and gas, finance, insurance, real estate and mining industries. Lowest level training and development practices include education, health and manufacturing.

United States

1. Companies require that employees are capable not only of technical service and product knowledge but are equally capable of critical thinking skills, team building skills, job rotation and learning abilities on the job.

Performance Appraisal

Kleiman (2000) defined performance appraisal as the assessment of employees' job performance levels. An effective performance appraisal system can create competitive advantage by improving employee job performance in two ways: by directing employee behavior toward organizational goals and by monitoring that behavior to ensure that goals are met.

A good performance appraisal system reinforces an organization's strategic business plan by focusing attention on employee's progress toward meeting their portion of plan. In effect, appraisal system lets employees know what is expected of them and thus channels their behaviors in proper directions.

The development of balanced scorecard plays an important role in performance appraisal (Zula and Chermack, 2007; Kettunen, 2005). In the balanced scorecard, there is a need to translate metrics into strategy by using four perspectives in critical areas such as product, process, customer and market development.

HR Focus (September 2003) cited the following Mercer's Human Resource Consulting list of ways to improve the performance management system:

1. Reflect your organization's performance values.
2. Secure the commitment and active participation of your company's executives.
3. Find the relevant performance metrics.
4. Build in accountability - hold managers accountable for performance feedback and differentiation.
5. Establish complementary roles and responsibilities for managers and those they manage.
6. Integrate performance management with other business and human resource processes.
7. Minimize the administrative burden of your system.

8. Provide necessary training and communication.
9. Measure and track your results.

Compensation and Benefits

Job evaluation is aimed at determining relative worth of a job. It compares jobs to another based on their content which is usually defined in terms of compensable factors like skills, effort, responsibility and working conditions.

According to Noe et al. (2004), incentive pay is pay tied to individual performance, profits and other measures of success. Organizations select forms of incentive pay to energize, direct or control employees' behavior. It is influential because the amount paid is linked to predefined behaviors or outcomes.

Dessler (2000) mentioned that incentives are usually paid to specific employees whose work is above standard. Employee benefits, on the other hand, are available to all employees based on their membership in the organization. There are four types of benefit plans: pay supplements, insurance, retirement benefits and services.

As reflected in HR Focus (May 2003), in developing a pay system, the following are being recommended:

1. *Define pay.* How does your organization define pay? Is it just compensation? Does it include an incentive system? Are benefits included?
2. *Articulate your compensation philosoph*y. Do you want to be the pay leader? Do you want to be known for innovative incentive systems?
3. *Develop job descriptions and job value information.* Job descriptions demonstrate what you are paying for.
4. *Obtain data.* When setting compensation, you need benchmarks about salaries from national and local surveys.

5. *Establish salaries and ranges.* There is a need to consider your pay philosophy as well as the marketplace.
6. *Periodically review.* Market competition and internal equity change over time. Frequent check ups will ensure that your pay plan remains balanced and applicable.
7. *Communicate.* Explain the philosophy and details of your pay system to employees and managers.
8. *Support your policies.* Be prepared to fight a manager who asks you to do something to avoid the pay plan provisions – or even something illegal.

Clark and d' Ambrosio (2005) mentioned that small or no salary increase and rising cost of health insurance paid by employees have made total compensation in many institutions less competitive.

Employee Relations

Faculty differs in their attitudes and needs depending upon where they are in their respective careers. Younger faculty members are more receptive to using EAP services. Their common needs for assistance in balancing work and family pressures may open opportunities for peer group support. Support groups may be especially attractive for junior faculty who are relatively isolated in their departments by gender or ethnic differences.

Results of the study of Brown et al. (2008) revealed that there is a weak association between formal human resource management practices and satisfaction with sense of achievement. Improvements in perceptions of job security, the climate of employment relations and managerial responsiveness are the most important factors in explaining the rise in satisfaction with sense of achievement between 1998 and 2004.

In the study of Tillman and Tillman (2008), results showed that the length of service of teachers in Upstate South Carolina was not positively correlated with job satisfaction. Supervision was positively correlated with teacher job satisfaction.

Dogan (2009) believes that his study makes a contribution to the understanding of job satisfaction and its key determinants. This research study was composed of a conceptual analysis of job satisfaction and an empirical research for the relationships between job satisfaction and a set of variables: pay, promotion, positive affectivity/encouragement, job involvement, potential of rest-day/off-day, relations with co-workers, health facilities, relations with supervisor, training and education facilities, autonomy, physical facilities, reconciliation role of supervisor, procedural justice, tangible aids, office tools, level of role clearness participation in decisions and management style of the supervisor.

One of the outstanding results of the research as the main determinants of job satisfaction indicates organizational/structural variables such as "training and educational facilities", "health facilities", "physical facilities", "office tools" are also as important as personal traits such as "job involvement" and "positive affectivity" to increase job satisfaction level of employees in organizations. On the other hand, one of the interesting results of the study is that no relation exists between job satisfaction and "promotion". It is suggested that managers should apply additional/further researches in their organizations to investigate the underpinning variables of job satisfaction and commitment employees.

In the research study of Chong et al. (2001), employee relations ethics is defined as "treating employees properly, with respect and dignity." The term employee relations ethics is used both individually and collectively to analyze the negative human results from a moral rather than economic perspective.

The article suggests that moral management is needed; it is management with ethics, a state of ethical excellence and the practice and implementation of the moral maximization principle. Moral maximization is behaviors, actions and decisions that result in the greatest enhancement of individual and collective human rights, human freedoms, human equity and human development. These ends ultimately can lead to more humane and productive market organizations to serve society.

Human Resource Management

In HRM, there is a need to consider human capital.

"*Human capital theory suggests that individuals and society derive economic benefits from investments in people*" (Zula and Chermack, 2007).

Without dealing into the complicated method of calculating for return-on investment (ROI) on human capital, the prime principle of this effort is to simply look into human resource investments for the business organization, much in the same way as infrastructure investment, machinery, software, etc. As Zula and Chermack (2007) stated, human capital theory involves investing in acquired education/schooling, on-the-job training and development and other knowledge, which have a positive impact on productivity and wages. The human capital model involves all of these dimensions to increase productivity and profits as well as wages and income.

Noe et al. (2004) stated that the HR manager and his or her department carry out three main functions. First, the manager exerts line authority in his or her unit and implied authority elsewhere in the organization. He or she exerts coordinative function to ensure that the organization's HR objectives and policies are coordinated and implemented. And he or she provides various staff services to line management, for example, the HR manager or department assists in hiring, training, evaluating, rewarding, promoting and disciplining of employees at all levels.

Mello (2006) identified the following features which will make HR foster emergence of strong organizational culture. These are:

1. *Visibility.* This refers to the degree to which HR practices are salient and observable. HR practices should be disclosed to the employees, they could make cause-effect attributions of the HR practices.
2. *Understandability.* This refers to how the HR practices are explained to the employees, leaving no misinterpretations and miscommunication.
3. *Legitimacy of authority.* This refers to the credibility of the person communicating the HR policies and the recipients' involvement in the outcome.
4. *Relevance.* It is important that the individual goals and organizational goals are aligned. For example, if the organization has a strategic goal of customer service and an employee values gain, then service-based bonuses will heighten relevance and allow both the individual and organization to achieve their goals.
5. *Instrumentality.* This refers to the adequate incentives associated with performance of the desired behavioral pattern.
6. *Validity.* All HRM practices should be consistent with what they purport to do and what they actually do in order to help create a strong situation. In organizations, if they want to hire the qualified employees, the selection and screening processes must be valid to accomplish this.
7. *Consistent HRM messages.* Messages sent by HRM should possess compatibility and stability. The espoused and inferred values should be consistent.
8. *Agreement among principal HRM decision making.* If employees will "see" that the decision makers agree on their decisions, employees' consensus could be easily obtained.
9. *Fairness.* This refers to the adherence of HRM practices to the principles of delivering three dimensions of justice: distributive, procedural, and interactional. Distributive justice means "equality" rule in which all receive the same outcome or in which subsets of employees receive different amounts based on relevant differences, such as in a merit pay system, or an "*individual need*" rule, such as flexible working hours for single mother in unique circumstances. In procedural justice, employees are given voice in determining the methods by which outcome decisions are made. Interactional justice involves managers' openly and respectfully explaining to employees the reasons behind decisions and distribution of outcomes.

Strategic HRM objectives must accurately reflect the strategic objectives and values of the organization. It is important that HR objectives, policie,s and plans must be integrated with the organization's strategic business objectives. HRM becomes a true business partner in boosting the organization's competitive advantage by helping achieve strategic objectives and employee's growth.

Bamberger and Meshoulam (2000) mentioned that there are two dimensions that need to be added in the HR system. One is agility. This refers to how HR is responsive to shifts in the organization's external environment. It is typically achieved through an emphasis on skills development. The other dimension is alignment. This refers to the degree of how the various HR system attributes are synergistic.

HR Focus (September 2003), featured a study of US Organizations participated by HR leaders at more than 300

US based organizations, with regard to how and why HR is changing and what it means to their organizations.

Key findings include:

1. Fifty-five percent of the respondents reported that their organization has a human capital strategy.
2. In organizations with an explicit human capital strategy, business leaders view human capital primarily as a source of value rather than a business expense.
3. Organizations with an explicit human capital strategy are more likely to have a human resource strategy.
4. Companies that have a HR strategy spend more time on strategic activities. These companies are viewed as strategic business partners by the organization's leadership, they have greater control over budgets and allocation of resources; and are more effective at using metrics to manage HR operations and influence business decisions throughout the organization.
5. Fifty percent of the respondents indicated that their HR function is in the midst of transformation. Transformation means restructuring the HR organization, implementing a new service delivery model, and automating work processes.
6. Specific activities or tactics of HR transformation included assessing of HR customers, creating a new HR organization structure, auditing the current HR information system a designing a new HR service delivery strategy.
7. More than half of HR leaders currently report to either the company CEO or president.
8. Most HR leaders work in collaboration with the finance functions to set human capital strategy, develop human capital budgets and allocate the budget to various programs.

Ericksen and Dyer (2004) concluded that behavioral approach offers Strategic Human Resource Management (SHRM) scholars an opportunity to explain how people contribute to specific organizational goals in specific contexts and, in turn, to identify human resource strategies that extend the general High Performance Human Resource Strategy (HPHRS) in new and important ways.

Kazmi and Faruq (2001) concluded that SHRM is not completely dependent on business strategy. Even without this, HRM strategy linkage, SHRM could be possible. SHRM is a planning process and the resulting plan must be a long-term plan. Both strategic and functional HRM consider people merely as assets, resource or capital. On the other hand, SHRM consider them as strategic asset, resource, or capital. SHRM is important in sustaining and creating competitive advantage for the organizations.

Schuler (2000) in his article, Linking the People with the Strategic Needs of the Business, identified the 5P model of Strategic Human Resource Management. The model includes the following:

HR Philosophy is expressed in statements defining business values and cultures. This expresses how to treat and value people.

HR Policies are expressed as shared values (guidelines). These establish guidelines for action on people-related business issues and HR programs.

HR Programs are articulated as HR Strategies. These coordinate efforts to facilitate change to allow major people-related business issues.

HR Practices for Leadership focus on managerial and operational roles. These motivate needed role behaviors.

HR Processes involve the formulation and implementation of other activities. These define how these activities are carried out.

Green et al. (2006) made a study of 269 human resource professionals from large US manufacturing firms. Results indicate that the direct impact of SHRM on organizational performance is positive and significant. It was also found out that SHRM directly and positively influence individual performance, organizational commitment, and job satisfaction.

Abdelmeguid and Hafeez (2003) noted that many organizations have realized that proper management of the skills and competence base is the key to their survival profitability in the knowledge economy.

The data in the study of Birdi et al. (2008) were obtained by matching evidence on management practices in UK manufacturing companies from three surveys conducted over 7 years to audited records of company performance. Results showed that the practice that stood out as most likely to promote company productivity is empowerment. The next best practice is extensive training and education. The adoption of this practice will enhance company performance, though effects are variable. Empowerment and extensive training accounted for a 9% increase in value added per employee in the study.

Endrissat and Baum (2009) illustrated how they develop Human Resource strategy by relying on a system of shared practices which, in turn, constitute the underlying relational dynamics. This research study discussed the nature of practices-in-use and presents findings from an inductive analysis of a qualitative HR study. Researchers mainly present their findings on central strategic HR work. The summary of how their findings contribute to existing Strategic Human Resource Management (SHRM) theory is as follows: (a) SHRM means enabling sense making processes under conditions of uncertainty, (b) SHRM means reducing strategic requirements down to a human level, (c) SHRM means demonstrating insight and adjusting to the logic of market competition and (d) SHRM means inventing and experimenting within realms of possibility. Researchers conclude that the state of research in strategic management is currently experiencing a paradigm shift and viability of its assumptions has become somewhat blurred.

In their study the following were the responses of the HR managers and line managers in different industrial sectors as to what HR managers do in order to be "strategic".

HR Practices: What do HR Managers do in order to be 'strategic'?

A. Providing Information

To inform others	To act as moderator	To merge HR processes
Disseminating new strategic initiatives of the top management throughout the organization by means of values, symbols, metaphors, and myths.	Initiating and simplifying communication and trying to boost plausibility of the strategic management decisions.	Standardizing HR management instruments.
Informing employees about the content of the new strategies.	Motivating the employees and enhancing the acceptance of the business strategy.	Continuously evaluating the different practices used for executing tasks in the various areas and acquainting the relevant line managers, as well

		as subordinate HR managers, with the new and centrally developed instruments.
Stimulating a particular course of action through internal communication.	Being an agent between the company's management team, the planned strategy and the employees. HR managers function as a catalyst during the strategic change processes.	Making them aware of any gaps there may be in implementing strategic change.

B. Enhancing Workforce Flexibility

Boosting the urgency to change	Mapping out business needs as quickly as possible	Keeping employees flexible and mobile
Creating expectations within the organization to reflect anticipated market developments.	Responding quickly (but often reactively) to short-term strategic change initiatives.	Developing flexible organizational and work-related structures.

Trying to align employees` behavior to business strategy by applying intervention measures on a system level, in particular on a cultural level.	Acting as service provider for the line management.	(Co-) developing IT based talent pools that cover the whole company.
	Responding rapidly to new market requirements and developing new concepts and instruments frequently.	Establishing an infrastructure for world wide intra- and extra-firm talent finding and exchange.

C. Driving Innovation Culture

Creating openness	Serving as second opinion	Offering innovative solutions
Developing a culture of confrontation with respect to sociopolitical topics (e.g., aging workforce, diversity management, work-life balance).	Being a 'hygiene' or 'stabilizing' factor, i.e. reminding managers who work in specialized areas not to lose sight of the social aspect.	Offering line managers innovative HR knowledge that is directly linked to the strategy implementation.
(Co-) creating a context that will	Helping line managers to find	Engaging actively in business

offer HR as well as line managers' greater influence in shaping the corporate future in the long term.	the right balance between specialist and social competencies.	strategy activities and work jointly with line managers in developing solutions to realize strategic intentions.

Lawler (2005) cited a reliable and valid instrument model for HRM Practices. It covered six HRM domains (*staffing, training and development, performance appraisal, performance rewards, employee relations and internal communication systems*). It was revealed that there is a relationship between each HRM domain and organizational performance. Therefore, practitioners can adopt a specific HRM practice to boost their company's bottom line.

HRM plays a key role in the success of an enterprise; it strategically integrates the interests of an organization and its employees and plays as major contributor to the success of an enterprise because it is in a key position to affect customers, business results and ultimately shareholder value.

Human Resource Management Practices in the Philippines

Calleja and Cayayan (2006) conducted a study on the relationship of Human Resource Management Role and Practices and Organization Effectiveness. Below are the findings:

Human Resource (HR) professionals are increasingly challenged to play strategic roles in organizations and demonstrate how HR functions are linked with organizational performance. This study describes the current state of human resource management practice in the Philippines through HR's work systems and roles. It evaluates the relationship of these variables with: (a) perceptions of organizational performance, (b) employee productivity, (c) human capital depletion and (d) financial performance. Results indicated that HR units in Philippine organizations are weaker in the strategic HR roles. Significant relationships were obtained with HR roles and work systems and perceptions of organizational effectiveness.

In the results, HR units in Philippine organizations were generally perceived by the line managers as moderately effective in performing the roles such as: Strategic Partner, Employee Champion, Change Agent, and Administrative Expert. The results also showed that HR units in the Philippines are still more focused on responding to the day-to-day concerns of employees in improving the delivery of HR processes. There are, however, indications that they are moving towards having strategic roles in organizations.

The study conducted by Lu (2005) revealed that HRM Practices (such as performance appraisal, training and development, compensation, career planning and separation) were perceived by the academic and non-academic employees of De La Salle University System as effective to a great extent. Among the performance appraisal practices, providing results of evaluation for both academic and non-academic personnel through the intranet was rated as the lowest. Among the training and development practices, posting the training programs was rated as the lowest. Human Resource Management practices significantly correlated with organizational commitment, except for the practices of hiring, compensation and separation. However, HRM practices such as career development, training and development, employee relations, and performance appraisal were the significant predictors of organizational commitment for De La Salle University System. The demographic variables such as educational attainment, length of service, age are significant predictors of organizational commitment at De La Salle University System.

The study conducted by Franco and Hechanova (2005) showed that workers are more intrinsically than extrinsically motivated. They tend to work more for internal rewards such

as enjoyment, self-satisfaction, self-fulfillment and value things such as choice and autonomy in their work place.

According to Jocano (2001), industrial peace and harmony cannot thrive in the midst of conflicts. He also added that the most effective method of resolving workers' grievances against management and management's grievances against management and management's grievances against workers is the informal dialogue between the aggrieved worker or his representatives and management representatives. The use of "pakiusap" (talking things over) or informal dialogue until a consensus is arrived at resolves the problem diplomatically and tactfully.

Human Resource Management and Demographic Variables

In the article of Rankin et al. (2007) feminist perspectives explain the lack of women in academia by focusing on interaction in the workplace, claiming that on-the-job socialization and the maintenance of unearned male privileges create a chilly climate or a work environment unaccommodating to women. Findings show that women are more likely to be employed in institutions where there are higher proportions of women administrators and students, less emphasis on research, less endowed revenue and more reliance on federal funding.

Human Resource Management Challenges/Problems

The objective of the research study of Omprakash et al. (2008) is to gain a deeper understanding about the HR challenges being faced by Business Transforming Outsourcing (BTO) organizations and to offer appropriate solutions to overcome them. In this study, the most important HR challenges identified for the BTO industry are related to dimensions such as compensation and benefits, retention, strategy, training and development and recruitment. Although there are a large number of outsourcing organizations providing business process

outsourcing services, only a few of them have moved in the outsourcing value chain towards providing higher value added services, following the BTO path.

Synthesis

The review of literature which focused on the implementation of HRM practices such as recruitment and placement, training and development, performance appraisal, compensation and benefits and employee relations in different organizations guided the researcher in this study. The study forms semblance of the review of literature since it was focused on the perception of the employees of the selected private higher education institutions on these HRM practices.

Likewise, the study also adopted the review of related literature which focuses on the role of strategic HRM in an organization. In the study the respondents were asked on the effectiveness of HRM in the private higher education institutions.

It also sought to find out the relationship of HRM with demographic variables and the issues and challenges in HRM.

RESEARCH METHODOLOGY

Population and Sampling Procedures

As indicated in Table 1A the total population of the teaching and non-teaching personnel of the four private higher education institutions is 2,252, composed of (862) from Institution A; (674) from institution B; (161) from institution C; and (555) from Institution D.

Table 1A

Number of Teaching and Non-Teaching Personnel of the (4) Private Higher Education Institutions

Institution	Teaching	Non-Teaching	Total
A	321	541	862
B	451	223	674
C	56	105	161
D	244	311	555
Total	**1072**	**1180**	**2252**

As indicated in Table 1B there were a total 362 respondents composed of (140) 38.67% from Institution A; (70) 19.33% from institution B; (41) 11.32% from institution C; and (111) 30.66% from Institution D.

Table 1B

Distribution of Frequencies and Percentages of the Total Number of Respondents

Institution	Teaching	Non-Teaching	Total	Percentage
A	62	78	140	38.67
B	42	28	70	19.33
C	21	20	41	11.32
D	78	33	111	30.66
Total	**203**	**159**	**362**	**100.00**

Research Instrument

The researcher used the concepts in the review of related literature as bases in designing the questionnaire. After the questionnaire was designed by the researcher, it was validated by (15) experts who were composed of: Human Resource Practitioners, Education Management Experts, and Research Experts.

A pilot testing of the questionnaire was conducted to (15) teaching and non-teaching personnel from different private higher education institutions, apart from the actual group of respondents.

The questionnaire got an over-all score of .920 Cronbach alpha. Cronbach's alpha is a test of a model or survey's internal consistency. Cronbach alpha should be at least .70 or higher to retain an item in an "adequate" scale; and many researchers require a cut-off of .80 for a "good scale."

Statistical Treatment of Data

Quantitative data were gathered from the responses given by the respondents. These were presented in tabular form and analyzed using descriptive statistics, such as frequencies, percentages, means and standard deviations.

The null hypotheses were tested at .05 level of significance.

Standard Statistical Package for Social Sciences (SPSS) was used in analyzing the data in this study.

RESULTS AND DISCUSSIONS

Question 1: What is the profile of the respondents in terms of the following demographic variables?

    1.1 Age

    1.2 Gender

    1.3 Highest Educational Attainment

    1.4 Length of Service in the Institution

    1.5 Job Classification (Teaching and Non-Teaching)

Age

As reflected in Table 2, the highest number of the respondents belonged to the 35-39 years age group. This constituted (68) 18.8% of the total population, closely followed by those who were 30-34 years old (67) 18.5%. Only 4.1% of the respondents are between 55-59 years old.

Table 2
Distribution of Frequencies and Percentages of the Profile of the Respondents

Demographic Variables		Total (N = 362)	
		Frequency	(%
Age	20-24	23	6.4
	25-29	57	15.7
	30-34	67	18.5
	35-39	68	18.8
	40-44	48	13.3
	45-49	28	7.7
	50-54	37	10.2
	55-59	15	4.1
	60 and above	19	5.2
Gender	Male	139	38.4
	Female	223	61.6
Highest Educational Attainment	College	202	55.8
	Postgraduate	160	44.2
Length of Service	1-5 years	103	28.5
	6-10 years	77	21.3
	11-15 years	68	18.8
	16-20 years	44	12.2
	21-25 years	14	3.9

	26-30 years	22	6.1
	Above 30 years	34	9.4
Job Classification	Non Teaching	159	43.9
	Teaching	203	56.1

In the structure of private higher education institutions, there are fewer career ladders and jobs that are in management and in conducting a random survey in these institutions, it is usual to have many respondents who are practitioners and not managers. These practitioners are usually at the 35-39 years age group.

Gender

As depicted in Table 2 out of the 362 respondents, 139 or 38.4% were male and 223 or 61.6% were female.

This may be supported by the observation that in the Philippines, the female group is more attracted to work in private higher education institutions while the male are more attracted to work in corporations or seek for overseas employment.

However, in the study of Rankin (2007), it was mentioned that there is lack of women in academia and according to Toutkoushian and Conley (2005) female faculty earn 5.2% less than male faculty.

Highest Educational Attainment

As reflected in Table 2, most of the respondents have acquired at least a college degree and this constituted about 56% out of 362 respondents. The respondents with postgraduate degree were (160) which is 44.2% of the population.

These results may reflect the number of teaching personnel and non-teaching personnel who have completed their college education. The number of the total respondents with postgraduate degree seems to represent the teaching personnel who have completed their postgraduate studies, since this is a requirement for this job classification. This can be further supported, that there are some teaching personnel who have not completed their postgraduate degree.

These results may suggest that there is a need to encourage employees to enroll in postgraduate studies to enhance their competencies on their jobs.

Length of Service

As indicated in Table 2, there were (103) 28.5% respondents who had rendered service to the private higher education institutions between 1-5 years, while there were only (14) 3.9% of the respondents who have rendered 21-25 years of service. It was revealed from the interviews that the turn-over are caused by some employees who have not been promoted after 5 years of service sought employment in other institutions and corporations. Some sought scholarships and pursue graduate studies, since completion of a master's degree is a requirement for permanency in the private higher education institutions.

In spite of this, interestingly 71.5% have served at least 6 years. This may somehow reflect the stability of being employed in a private higher education institution.

Job Classification

The results in Table 2 show that in the distribution of the job classification there were (203) 56.1% teaching personnel and (159) 43.9% non teaching personnel.

Among the respondents, the teaching personnel dominate the non-teaching personnel. The teaching personnel play an important role to pursue the mission of the institutions of providing general education to the students.

Question 2. To what extent are the Human Resource Management practices in recruitment and placement, training and development, performance appraisal, compensation and benefits and employee relations implemented by the selected private higher education institutions as perceived by the respondents?

Extent of Implementation of Recruitment and Placement Practices as Perceived by the Respondents

As indicated in Table 3, the over-all rating of the extent of implementation of recruitment and placement practices as perceived by the respondents is 3.86 (great extent) and standard deviation of .622. Among these practices, there were two (2) which were rated to a very great extent. These practices are a) credentials/track records (mean of 4.26 and standard deviation of .870) and (b) interviews (mean of 4.30 and standard deviation of .703).

These results confirm the study of Hill (2000), wherein he mentioned that higher education institutions have begun adopting corporate style human resource management practices such as careful recruitment and selection of staff, extensive use of systems and communication, team working, individual responsibility for training and learning, more participation in decision-making and use of performance appraisal and performance management techniques.

Table 3

Extent of Implementation of Recruitment and Placement Practices as Perceived by the Respondents

Recruitment and Placement	Mean	Verbal Interpretation	Standard Deviati

Practices			on
4.) Various methods of recruitment are used such as:			
a.) Advertising of job openings in newspapers	3.38	Moderate Extent	1.320
b.) Posting of job openings in the internet/intranet	3.30	Moderate Extent	1.173
5.) Various selection tools are used to ensure proper selection of applicants such as:			
a.)Credentials/ track records	4.26	Very Great Extent	.870
b.) Interviews	4.30	Very Great Extent	.703

Recruitment and Placement Practices
*Over-all Mean: 3.86
Verbal Interpretation: Great Extent
Standard Deviation: .622

The more experienced the faculty applicant, the higher is his chance to be hired, since competent faculty members are needed to provide quality education.

On the other hand, two (2) of the practices were rated to a moderate extent. These are (a) advertising of job openings in newspapers (mean of 3.38, standard deviation of 1.320) and (b) posting of job openings in the internet/intranet (mean of 3.30 and standard deviation of 1.173).

It has been a common practice for the private higher education institutions to post job openings in the bulletin board due to lack of budget to invest in newspaper advertisements. The word of mouth and referrals are the common practices in these institutions.

This could be attributed to the lack of awareness on the importance of the use of internet and intranet as tools for advertising job openings in the institutions.

Extent of Implementation of Training and Development Practices as Perceived by the Respondents

The extent of implementation of training and development practices as perceived by the respondents is reflected in Table 4. The over-all mean of all the practices is 3.73 with a verbal interpretation of great extent. All the training and development practices were rated to a great extent. From the interviews, it was mentioned that there are scheduled training programs being offered to all employees.

This confirms the findings of Zula and Chermack (2007) that human capital theory involves investing in acquired education/schooling, on-the-job training and development and other knowledge, which have a positive impact on productivity and wages.

Table 4

Extent of Implementation of Training and Development Practices as Perceived by the Respondents

Training and Development Practices	Mean	Verbal Interpretation	Standard Deviation
1. All employees are given orientation on the following:			
a. The organization's philosophy, mission and vision.	4.18	Great Extent	.941
b. The organization's organizational structure, policies, rules and regulations.	4.07	Great Extent	1.056
c. The employee's performance evaluation.	3.93	Great Extent	1.108
2. Training programs are made available to all employees.	3.57	Great Extent	1.046
12. Career Development programs are conducted.	3.56	Great Extent	1.105
11. Follow-up activities after the training programs are conducted.	3.47	Great Extent	1.134

Training and Development Practices
*Over-all Mean: 3.73
Verbal Interpretation: Great Extent
Standard Deviation : .873

According to Bendick and Lofhjelm (2001), the training to be more comprehensive should address individual behaviors, organizational systems and employer performance goals.

Likewise, in the study, the institutions which were surveyed have prepared a listing of employees who need to attend the different training programs to address their individual training needs.

Furthermore, in the study of Poole (2001), it was mentioned that the Strategic Management of International Education Activities at Australian Universities and Faculties of Business, the deans and faculty viewed organizational learning as critical for them.

Interviews showed that the institutions have invested in conducting training programs. Participation in professional training programs is also one of the factors in the promotion of the employees.

Extent of Implementation of Performance Appraisal Practices as Perceived by the Respondents

As indicated in Table 5, the over-all mean of the extent of implementation of performance appraisal practices as perceived by the respondents is 3.62, with a verbal interpretation of great extent. Among the practices, two got a moderate extent value. These are (a) incentives, rewards and recognition given to employees based on their performance, and (b) coaching/mentoring are done after evaluation. All the other practices were rated to a great extent.

Table 5

Extent of Implementation Performance Appraisal Practices as Perceived by the Respondents

Performance Appraisal Practices	Mean	Verbal Interpretation	Standard Deviation
2. Performance appraisal	3.83	Great Extent	.959

helps attain the philosophy, mission and vision of the institution.			
6. Employees are evaluated based on the performance and delivery of their actual duties and responsibilities.	3.83	Great Extent	1.051
3. Performance appraisal is conducted regularly (at least once or twice a year) to improve employee's work effectiveness.	3.82	Great Extent	1.022
12. Incentives, rewards and recognition are given to employees based on their performance	3.33	Moderate Extent	1.253

.			
13. Coaching and mentoring are done after each evaluation.	3.14	Moderate Extent	1.203

Performance Appraisal Practices
*Over-all Mean: 3.62
Verbal Interpretation: Great Extent
Standard Deviation : .910

The study of Johnson and Shields (2007) mentioned that the results of performance appraisal are crucial criteria for compensation. The system of performance appraisal and compensation has considerably increased the work efficiency of the academic staff as well as bettered the quality of teaching and research.

The study of Shepherd et al. (2009) mentioned that regular and frequent performance evaluations are a routine part of life for marketing faculty, whatever their institutional affiliation is.

As mentioned in the interviews, the institutions lack the implementation of the performance management system. The problems on incentives and rewards may lead to organizational conflict.

In the private higher education institutions studied, management may lack the time to set goal-setting sessions and the performance standards have not been fully explained to the employees. As a result, employees may not be fully aware of the criteria used in the rating system.

Extent of Implementation of Compensation and Benefits Practices as Perceived by the Respondents

The results in Table 6 show that the over-all mean of the extent of implementation of compensation and benefits practices as perceived by the respondents is 3.41 (great extent). Among the (12) practices, five got a moderate extent value. These are (a) competitiveness of employees pay is established through compensation survey with the industry or labor market; (b) incentives and rewards are provided to deserving employees; (c) salary adjustment (such as across the board increases, re-ranking) is regularly scheduled; (d) employees receive profit sharing; and (e) employees receive food, uniform allowances and health cards.

The results confirm the study of Clark and d' Ambrosio (2005) wherein it was mentioned that small or no salary increase and rising cost of health insurance paid by employees have made total compensation in many institutions less competitive.

From the interviews, it was mentioned that the institutions have not implemented variable pay compensation such as business incentive plans, cash profit-sharing plans, individual performance plans, gain sharing/productivity plans, team awards, special recognition plans and stock option plans.

There is a need for higher private education institutions surveyed to review the rewards and incentives scheme for their employees.

Table 6

Extent of Implementation of Compensation and Benefits Practices as Perceived by the Respondents

Compensation and Benefits	Mean	Verbal Interpretation	Standard Deviation
6. Employees are given service awards for staying in the institution for 5 years and above.	3.76	Great Extent	1.337
10. Employees receive longevity pay. (Pay increase given to an employee based on length of total service).	3.73	Great Extent	1.233
12. Employees can avail of loans.	3.70	Great Extent	1.116
8. Salary adjustment (such as across the board increases, re-ranking) is regularly scheduled.	3.38	Moderate Extent	1.316
3. Incentives and rewards are provided to deserving employees.	3.22	Moderate Extent	1.227
2. Competitiveness of employees pay is established through compensation survey within the industry or labor market.	3.13	Moderate Extent	1.144
9. Employees receive profit sharing.	3.04	Moderate Extent	1.519
11. Employees receive food, uniform	3.00	Moderate Extent	1.480

allowances and health cards.			

Compensation and Benefits Practices
*Over-all Mean: 3.41
Verbal Interpretation: Great Extent
Standard Deviation: .958

Extent of Implementation of Employee Relations Practices as Perceived by the Respondents

As revealed in Table 7, the extent of implementation of employee relations practices as perceived by the respondents has an over-all mean of 3.49 (great extent) with .868 standard deviation.

Among the employee relations practices, the item, employee grievances and complaints are addressed immediately by management (mean of 3.29 and standard deviation of 1.154) got a moderate extent value.

Table 7

Extent of Implementation of Employee Relations Practices as Perceived by the Respondents

Employee Relations Practices	Mean	Verbal Interpretation	Standard Deviation
6. Recognition and rewards are given to employees with exemplary performance.	3.62	Great Extent	1.145
13. There are spiritual,	3.62	Great Extent	1.110
recreational and physical activities for employees.			
7. Due process is observed in disciplining employees.	3.61	Great Extent	1.018
2. Counseling and guidance services are provided to employees whenever necessary.	3.44	Great Extent	1.162
3. Dialogues between employees and employers are encouraged to discuss common problems.	3.40	Great Extent	1.117
10. Employees are given opportunities to give suggestions on work	3.40	Great Extent	1.127

Employee Relations Practices	Mean	Verbal Interpretation	Standard Deviation
improvement.			
4. Employee grievances and complaints are addressed immediately by management	3.29	Moderate Extent	1.154

Employee Relations Practices
*Over-all Mean: 3.49
Verbal Interpretation: Great Extent
Standard Deviation: .868

Conflicts in the institutions need to be addressed immediately. According to Jocano (2001), the most effective method of resolving workers' grievances against management and management's grievances against workers is the informal dialogue between the aggrieved worker or his representatives and management representatives. The use of "pakiusap" (talking things over) or informal dialogue until a consensus is arrived at resolves the problem diplomatically and tactfully.

Summary of the Extent of Implementation of HRM Practices as Perceived by the Respondents

The results in Table 8 show that each of the HRM practices got a rating of great extent. Recruitment and placement got 3.86; training and development got 3.73; performance appraisal got 3.62; compensation and benefits got 3.41; and employee relations got 3.49. From the results it can be gleaned that among the practices, recruitment and placement got the highest rating and compensation and benefits got the lowest rating.

In this study it was also found out that the HRM practices were perceived by the employees as to a great extent.

Table 8
Summary of Extent of Implementation of HRM Practices as Perceived by the Respondents

HRM Practices	Over-all Mean	Verbal Interpretation	Standard Deviation
1. Recruitment and Placement	3.86	Great Extent	.622
2. Training and Development	3.73	Great Extent	.873
3. Performance Appraisal	3.62	Great Extent	.909
4. Compensation and Benefits	3.41	Great Extent	.958
5. Employee Relations	3.49	Great Extent	.868

The private higher education institutions surveyed have given importance to their recruitment and placement practices to be able to recruit the best applicant to assume the vacant position.

There is a need to improve their compensation and benefits practices and align them with the present economic needs of the employees.

Question 3: To what extent is HRM implemented effectively as perceived by the respondents?

Based on the results in Table 9 (page 132) on the extent of effective implementation of HRM as perceived by the respondents, the over-all mean is 3.61 (great extent) and with standard deviation of .862.

The results of the study confirm the study of Calleja and Cayayan (2006), wherein findings showed that Human Resource professionals are increasingly challenged to play strategic roles in organizations and demonstrate how HR functions are linked with organizational performance. The results also showed that HR units in the Philippines are still more focused on responding to the day-to-day concerns of employees and improving the delivery of HR processes. There are, however, indications that they are moving towards having strategic roles in organizations.

Table 9

Extent of Effective Implementation of HRM as Perceived by the Respondents

HRM Practices	Mean	Verbal Interpretation	Standard Deviation
The institution affiliate with external accreditation organizations (such as PAASCU and ISO) to be able to meet quality standards.	3.97	Great Extent	.984

HRM Practices	Mean	Verbal Interpretation	Standard Deviation
Employees are made aware of the institution's mission and vision.	3.94	Great Extent	.962
HRM head participates in strategic planning.	3.92	Great Extent	.908
The institution is prepared to respond to the demands of the external environment such as providing increase in pay and benefits to meet the needs of the employees.	3.48	Great Extent	1.037
HR sees to it that the organizational structure is reviewed regularly.	3.48	Great Extent	1.053
HR staff is competent in performing their functions.	3.47	Great Extent	1.129
Researches are conducted to	3.46	Great Extent	1.084

HRM Practices	Mean	Verbal Interpretation	Standard Deviation
be able to know the best HR practices which can be integrated in			
Effective Implementation *Over-all Mean: 3.61 Verbal Interpretation: Great Extent Standard Deviation: .862 culture survey.			1.073

Tang et al. (2006) cited in their article the following: One of the key elements in the design and implementation of HRM policies and programs is to develop employees that remain loyal and identify with organizational goals and objectives. This showed that employees with favorable perceptions on the effectiveness of HRM practices were positively related to organizational commitment, perceived organizational support, and procedural justice.

The study of Stoenoiu and Bolboaca (2009) mentioned that most Romanian universities are at the early development of strategic management and that each university should focus on human capital, communication, and innovation to assure a top competitive advantage in the future. In addition, Endrissat and Baum (2009) emphasized that HR managers need to provide information, enhance workforce flexibility and drive innovation culture in order to become strategic.

Question 4: What are the HRM issues/challenges encountered in the implementation of HRM practices as perceived by the respondents?

As indicated in Table 10 A and Table 10 B, the top 5 issues and challenges encountered in the implementation of the HRM practices as perceived by the respondents are:

1. Training brochures for employees
2. Clear reward system for high performers
3. Compensation and benefits to respond to the present economic crisis
4. Regular follow-up for measuring what participants learned from training program
5. It is easy to attract applicants for all job openings

The results reveal that it has been a practice to invite employees to attend training programs, however, employees have not been given copies of training brochures. Considering the training needs cycle, it is the role of HRM Group to provide training brochures to all employees to properly communicate the objectives, topics, methodology and schedule of the different training programs. This information will help the employees attend the seminars relevant to their areas of expertise.

The decrease in the enrolment has given them difficulty to upgrade the compensation of benefits.

Table 10A

Summary of HRM Issues/ Challenges Encountered in the Implementation of Recruitment and Placement, Training and Development and Performance Appraisal Practices as Perceived by the Respondents

HRM Issues and Challenges Encountered in the Implementation of HRM Practices	Over-all Mean	Verbal Interpretation	Standard Deviation
It is easy to attract applicants for all job openings.	3.27	Moderate Extent	1.041
The job opening is filled up immediately.	3.38	Moderate Extent	.995
There is a training brochure for all employees.	3.03	Moderate Extent	1.209
Participants apply what they learned from the seminars in the workplace.	3.38	Moderate Extent	1.047
There is a regular follow-up for measuring what participants learned from the training programs.	3.26	Moderate Extent	1.083
There is a system of monitoring the training programs attended by the participants.	3.31	Moderate Extent	1.113

HRM Issues and Challenges Encountered in the Implementation of HRM Practices	Over-all Mean	Verbal Interpretation	Standard Deviation
Supervisors are involved in designing training programs.	3.35	Moderate Extent	1.100
Rater and ratee dialogue is always observed.	3.28	Moderate Extent	1.143
The employees are well-informed of the performance appraisal system.	3.35	Moderate Extent	1.227
Performance appraisal is conducted as scheduled.	3.32	Moderate Extent	1.145
There is a clear reward system for high performers.	3.08	Moderate Extent	1.228
Criteria for performance appraisal are reviewed regularly.	3.35	Moderate Extent	1.110

Table 10B

Summary of HRM Issues/ Challenges Encountered in the Implementation of Compensation and Benefits and Employee Relations Practices as Perceived by the Respondents

HRM Issues and Challenges Encountered in the Implementation of HRM Practices	Over-all Mean	Verbal Interpretation	Standard Deviation
There are clear policies on promotion in relation to corresponding increase in compensation and benefits.	3.37	Moderate Extent	1.274
The institution upgrades the benefits.	3.36	Moderate Extent	1.265
Compensation and benefits are reviewed regularly.	3.33	Moderate Extent	1.239
The institution conducts regular job evaluation.	3.36	Moderate Extent	1.081
Compensation and benefits respond to the present economic crisis.	3.26	Moderate Extent	1.261
Compensation and benefits are given as scheduled.	3.39	Moderate Extent	1.177

HRM Issues and Challenges Encountered in the Implementation of HRM Practices	Over-all Mean	Verbal Interpretation	Standard Deviation
Deductions on pay are accurate.	3.32	Moderate Extent	1.215
Suggestions from employees are encouraged.	3.29	Moderate Extent	1.056
Employees are given additional work load with prior consultation.	3.37	Moderate Extent	1.142

Employees also feel that the knowledge gained in the different training programs may be more enhanced if there is a periodic monitoring of the application of what they have learned. It is a common practice in the institutions that after attending training programs, follow-up sessions are seldom conducted.

Daley et al. (2002) analyzed data from a survey of county Department of Social Services employees in North Carolina conducted in spring 2000. Results showed that when organizations employ such personnel practices as internal career ladders, formal training systems, results-oriented performance appraisal, employment security, employee voice participation, broadly defined jobs and performance-based compensation, they are more able to achieve their goals and objectives.

Recruitment and Placement Issues and Challenges Encountered in the Implementation of HRM Practices as Perceived by the Respondents

The over-all mean value for recruitment and placement issues and challenges encountered in the

implementation of HRM practices as perceived by the respondents is 3.49 with a verbal description of great extent as reflected in Table 11.

The following were rated to a moderate extent: (a) it is easy to attract applicants for all job openings, and (b) the job opening is filled up immediately.

The results can be related to the two (2) recruitment and placement practices which were rated to a moderate extent as perceived by the respondents. These are (a) advertising of job openings in newspapers and (b) posting of job openings in the internet/intranet.

Table 11

Recruitment and Placement Issues/Challenges Encountered in the Implementation of HRM Practices as Perceived by the Respondents

Recruitment and Placement Issues/ Challenges	Mean	Verbal Interpretation	Standard Deviation
It is easy to attract applicants for all job openings.	3.27	Moderate Extent	1.041
The job opening is filled up immediately.	3.38	Moderate Extent	.995

Recruitment and Placement Issues/ Challenges
*Over-all Mean: 3.49
Verbal Interpretation: Great Extent
Standard Deviation: .862

Training and Development Issues and Challenges Encountered in the Implementation of HRM Practices as Perceived by the Respondents

As reflected in Table 12, the training and development issues and challenges encountered in the implementation of HRM practices got an over-all rating of 3.38 (moderate extent). The following were rated moderate extent value: (a)

there is a training brochure for all employees (mean of 3.03); (b) participants apply what they learned from the seminars in the workplace (mean of 3.38); (c) there is a regular follow-up for measuring what participants have learned from the training programs (mean of 3.26); (d) there is a system of monitoring the training programs attended by the participants (mean of 3.31); and (e) supervisors are involved in designing training programs (mean of 3.35).

Table 12

Training and Development Issues/ Challenges Encountered in the Implementation of HRM Practices as Perceived by the Respondents

Training and Development Issues/ Challenges	Mean	Verbal Interpretation	Standard Deviation
There is a training brochure for all employees.	3.03	Moderate Extent	1.209
Participants apply what they have learned from the seminars in the workplace.	3.38	Moderate Extent	1.047
There is regular follow-up for measuring what participants have learned from the training programs.	3.26	Moderate Extent	1.083
There is a system of monitoring the training programs attended by the participants.	3.31	Moderate Extent	1.113
Supervisors are involved in designing	3.35	Moderate Extent	1.100

training programs.			

Training and Development Issues/ Challenges
*Over-all Mean: 3.38
Verbal Interpretation: Moderate Extent
Standard Deviation: .928

As revealed in the interviews, the private higher education institutions lack manpower to focus on the different training and development needs of the institutions. The training programs are being conducted regularly in the private higher education institutions studied, however, the HR units have not fully established the training cycle to meet the training needs of all employees.

Performance Appraisal Issues and Challenges Encountered in the Implementation of HRM Practices as Perceived by the Respondents

As depicted in Table 13, the over-all rating of the performance appraisal issues/challenges encountered in the implementation of HRM practices is 3.38 (moderate extent). The following were rated to a moderate extent: (a) rater and ratee dialogue is always observed (mean of 3.28); (b) the employees are well-informed of the performance appraisal system (mean of 3.35); (c) performance appraisal is conducted as scheduled (mean of 3.32); (d) there is a clear reward system for high performers (mean of 3.08) and (e) criteria for performance appraisal are reviewed regularly (mean of 3.35).

Table 13
Performance Appraisal Issues/ Challenges Encountered in the Implementation of HRM Practices as Perceived by the Respondents

Performance Appraisal Issues/ Challenges	Mean	Verbal Interpretation	Standard Deviation
observed.			
The employees are well informed of the performance appraisal system.	3.35	Moderate Extent	1.227
Performance appraisal is conducted as scheduled.	3.32	Moderate Extent	1.145
There is clear reward system for high performers.	3.08	Moderate Extent	1.228
Criteria for performance appraisal are reviewed regularly.	3.35	Moderate Extent	1.110
Rater and ratee dialogue is always	3.28	Moderate Extent	1.143

Performance Appraisal Issues/ Challenges
*Over-all Mean: 3.38
Verbal Interpretation: Moderate Extent
Standard Deviation: .1041

However, the study of Hays and Plagens (2002) mentioned that in the area of performance evaluation, the New Public Management in North Carolina implemented a collaborative goal setting phase at the beginning of the evaluation cycle, tailoring each assessment to the workers' job requirements, and building in frequent inter-term planning session. With these, the level of the workers' satisfaction with their evaluation process has been transformed.

The study of Johnson and Shields (2007) examined a case of management-union partnership in performance appraisal that applied since 2000 to teachers in Australia's largest public schooling bureaucracy, the NSW Department of Education and Training, whose teachers have a long history of union solidarity and industrial militancy. It was mentioned in the study that the following should be considered: (1) the results of performance appraisal are crucial criteria for compensation and improve the efficiency of the academic staff and the (3) fields such as teaching, research and

publications and management tasks, as well as results of open-university student surveys should be used regularly in appraising the academic staff; (2) the system of performance appraisal and compensation has considerably increased the work efficiency of the academic staff as well as bettered the quality of teaching and research.

From the results of the interviews, it was mentioned that the institutions have not designed specific schedule for the rater and ratee dialogue after the rating. It was also mentioned that there is a need to review the design of the performance appraisal system and that everyone should be involved in the system. Collaborative goal setting phase should be conducted.

Compensation and Benefits Issues and Challenges Encountered in the Implementation of HRM Practices as Perceived by the Respondents

The results in Table 14 show that over-all rating of compensation and benefits issues/challenges encountered in the implementation of HRM practices as perceived by the respondents is 3.38 (moderate extent). Out of the (10) compensation issues and challenges the following got a moderate extent value: (a) there are clear policies on promotion in relation to corresponding increase in compensation and benefits (mean of 3.37); (b) the institution upgrades the benefits (mean of 3.36); (c) compensation and benefits are reviewed regularly (mean of 3.33); (d) the institution conducts regular job evaluation (mean of 3.36); (e) compensation and benefits respond to the present economic crisis (mean of 3.26); (f) compensation and benefits are given as scheduled (mean of 3.39); and (g) deductions on pay are accurate (mean of 3.32). The results are related to the extent of implementation of compensation and benefits where there is a need to review the competitiveness of employees pay through compensation survey and the need to provide incentives and rewards to deserving employees. Likewise, the salary adjustments, profit sharing and allowances of employees need to be implemented.

Table 14

Compensation and Benefits Issues/ Challenges Encountered in the Implementation of HRM Practices as Perceived by the Respondents

Compensation and Benefits Issues/ Challenges	Mean	Verbal Interpretation	Standard Deviation
4. There are clear policies on promotion in relation to corresponding increase in compensation and benefits.	3.37	Moderate Extent	1.274
5. The institution upgrades the benefits.	3.36	Moderate Extent	1.265
6. Compensation and benefits are reviewed regularly.	3.33	Moderate Extent	1.239
7. The institution conducts regular job evaluation.	3.36	Moderate Extent	1.081
8. Compensation and benefits respond to the present economic crisis.	3.26	Moderate Extent	1.261
9. Compensation and benefits are given as	3.39	Moderate Extent	1.177

scheduled.			
10. Deductions on pay are accurate.	3.32	Moderate Extent	1.215

Compensation and Benefits Issues/ Challenges
*Over-all Mean: 3.38
Verbal Interpretation: Moderate Extent
Standard Deviation: .1054

Employee Relations Issues and Challenges Encountered in the Implementation of HRM Practices as Perceived by the Respondents

As reflected in Table 15, the over-all rating of the employee relations issues/challenges encountered in the implementation of HRM practices as perceived by the respondents is 3.46 (great extent). The following got a moderate extent value: (a) suggestions from employees are encouraged (mean of 3.29); and (b) employees are given additional work load with prior consultation (mean of 3.37).

Table 15

Employee Relations Issues/ Challenges Encountered in the Implementation of HRM Practices as Perceived by the Respondents

Employee Relations Issues/ Challenges	Mean	Verbal Interpretation	Standard Deviation
Suggestions from employees are encouraged.	3.29	Moderate Extent	1.056
Employees are given additional work load with prior consultation.	3.37	Moderate Extent	1.142

Employee Relations Issues/ Challenges
Over-all Mean: 3.46
Verbal Interpretation: Great Extent
Standard Deviation: .938

In the interviews, it was mentioned that only recently that the institutions have started the implementation of the suggestion programs.

Question 5: Is there a significant relationship between the perceptions of the respondents in the following when grouped according to demographic variables?

5.1   Extent of implementation of HRM practices

5.2   Extent by which HRM is implemented effectively

5.3   HRM issues/challenges encountered in the implementation of HRM practices

Relationship between the Perception of the Respondents on the Extent of Implementation of HRM Practices and Demographic Variables

As gleaned from Table 16, there is a significant relationship between the perception of the respondents on the extent of implementation of HRM practices and demographic variables.

Table 16

Relationship between the Perception of the Respondents on the Extent of Implementation of HRM Practices and their Demographic Variables

HRM Practices	Age	Gender	Educational Attainment	Length of Service	Job Classification
Recruitment and Placement	.042 .423	-.014 .785	.070 .183	-.077 .141	**.111*** .034
Training and Development	.041 .439	-.064 .222	.029 .585	-.088 .094	.030 .565

Performance Appraisal	.049 .355	-.068 .199	.048 .367	-.084 .111	.074 .158
Compensation and Benefits	.015 .772	.011 .835	-.055 .298	-.089 .089	.005 .928
Employee Relations	.030 .572	-.034 .520	.055 .297	-.070 .183	.057 .279

* Correlation is significant at the 0.05 level (2-tailed)

Job classification, which is one of the demographic variables, is significantly related to recruitment and placement practices with a correlation coefficient of .111 and significant at a p-value of .034. Thus, there is a significant relationship between the perception of the respondents on the extent of implementation of HRM practices and their demographic variables at .05 level of significance.

The results show that for the teaching and non-teaching personnel, job classification is an important criterion in HRM's recruitment and placement practices.

As revealed in the interviews, the teaching and non-teaching personnel have considered the importance of the recruitment and placement practices in terms of hiring competent employees.

Relationship between the Perception of the Respondents on the Extent by which HRM is implemented Effectively and their Demographic Variables

As reflected in Table 17, there is no significant relationship between the perception of the respondents on the extent by which HRM is implemented effectively and their demographic variables. Ages, gender, educational attainment, length of service and job classification are not factors on how the respondents perceive the effectiveness of HRM. The null hypothesis is accepted at .05 level of significance.

Table 17

Relationship between the Perception of the Respondents on the Extent by which HRM is Implemented Effectively and their Demographic Variables

HRM	Age	Gender	Educational Attainment	Length of Service	Job Classification
Effective HRM	.020 .702	-.073 .165	.026 .616	-.089 .089	.033 .536

* Correlation is significant at the 0.05 level (2-tailed)

Relationship between the Perception of the Respondents on the Issues/Challenges Encountered in the Implementation of HRM Practices and their Demographic Variables

The results in Table 18 show that there is a significant relationship between the perception of the respondents on the HRM issues/challenges encountered in the implementation of HRM practices and their demographic variables. The results are as follows: (a) there is a slightly positive correlation between educational attainment and training and development with a correlation coefficient of .105. which is significant at p-value of .045; (b) there is a slightly negative correlation between length of service and training and development with a correlation coefficient of -.108 which is significant at p-value of .039; and (c) there is also a slightly negative correlation between the length of service and performance appraisal with a correlation coefficient of -.118 which is significant at p-value of .025.

Table 18

Relationship between the Perception of the Respondents on the Issues/ Challenges Encountered in the Implementation of HRM Practices and Demographic Variables

HRM Issues/Challenges	Age	Gender	Educational Attainment	Length of Service	Job Classification
Recruitment and Placement	.031 .555	-.018 .732	.054 .309	-.101 .056	.042 .425
Training and Development	.016 .756	-.070 .181	**.105*** .045	**-.108*** .039	.096 .068
Performance Appraisal	-.008 .872	-.006 .905	-.034 .518	**-.118*** .025	.020 .710
Compensation and Benefits	.026 .620	-.039 .459	-.070 .185	-.083 .113	.034 .519
Employee Relations	.071 .176	-.102 .052	.020 .704	-.052 .323	.087 .097

*Correlation is significant at 0.05 level (2-tailed)

The null hypothesis that there is no significant relationship between the perception of the respondents on the HRM issues/challenges encountered in the implementation of HRM practices and their demographic variables is rejected at .05 level of significance.

As mentioned in the interviews, among the employees of private higher education institutions, the employees with postgraduate studies are more interested to attend both external and internal training programs. Thus, the higher the educational attainment, the more they become aware of the importance of training and development for their career growth in the institutions. However, employees who have been working for several years may have already achieved the most number of seminars that are needed in their jobs. Likewise, the length of service makes employees feel secure even with low performance rating. They feel that they are tenured employees and the low performance rating will not affect their stay in the institutions.

6. Is there a significant relationship between the following:

6.1 Perception of the respondents on the extent of implementation of HRM practices and the issues/challenges encountered in the implementation of these practices;

6.2 Perception of the respondents on the extent of implementation of HRM practices and the extent by which HRM is implemented effectively; and

6.3 Perception of the respondents on the issues/challenges encountered in the implementation of HRM practices and the extent by which HRM is implemented effectively?

Relationship between the Perception of the Respondents on the Extent of Implementation of HRM Practices and the Issues/Challenges Encountered in the Implementation of these Practices

Table 19

Relationship between the Perception of the Respondents on the Extent of Implementation of HRM Practices and the Issues/ Challenges

Encountered in the Implementation of these Practices

HRM Issues Challenges / HRM Practices	Recruitment & Placement	Training & Dev't	Perf. Appraisal	Compensation and Benefits	Employee Relations
Recruitment and Placement	.717 .000	.626 .000	.609 .000	.624 .000	.620 .000
Training & Dev't	.800 .000	.763 .000	.755 .000	.739 .000	.687 .000
Performance Appraisal	.794 .000	.755 .000	.765 .000	.711 .000	.726 .000
Compensation and Benefits	.808 .000	.743 .000	.807 .000	.871 .000	.723 .000
Employee Relations	.836 .000	.838 .000	.834 .000	.864 .000	.786 .000

* Correlation is significant at the 0.05 level (2-tailed)

As gleaned from Table 19, there is no significant relationship between the perception of the respondents on the extent of implementation of HRM practices and the issues/challenges encountered in the implementation of these practices. The null hypothesis that there is no significant relationship between the perception of the respondents on the extent of implementation of HRM practices and the issues/challenges encountered in the implementation of these practices is accepted at .05 level of significance.

Relationship between the Perception of the Respondents on the Extent of Implementation of

HRM Practices and the Extent by which HRM is Implemented Effectively

Results in Table 20 show that there is no significant relationship between the perception of the respondents on the extent of implementation of HRM practices and the extent by which HRM is implemented effectively. The null hypothesis that there is no significant relationship between the perception of the respondents on the extent of implementation of HRM practices and the extent by which HRM is implemented effectively is accepted at .05 level of significance.

Table 20

Relationship between the Perception of the Respondents on the Extent of Implementation of HRM Practices and the Extent by which HRM is Implemented Effectively

HRM Practices	HRM Effectiveness
Recruitment and Placement	.639 .000
Training and Development	.747 .000
Performance Appraisal	.741 .000
Compensation and Benefits	.689 .000
Employee Relations	.775 .000

* Correlation is significant at the 0.05 level (2-tailed)

Relationship Between the Perception of the Respondents on the Issues/Challenges Encountered In the Implementation of HRM Practices and the Extent by which HRM is Implemented Effectively

As shown in Table 21, there is no significant relationship between the perception of the respondents on the issues/challenges encountered in the implementation of HRM practices and the extent by which HRM is implemented effectively.

Table 21

Relationship between the Perception of the Respondents in the Issues/Challenges Encountered in the Implementation of HRM Practices and the Extent by which HRM is Implemented Effectively

HRM Issues/Challenges	HRM Effectiveness
Recruitment and Placement	.789 .000
Training and Development	.829 .000
Performance Appraisal	.787 .000
Compensation and Benefits	.733 .000
Employee Relations	.841 .000

 * Correlation is significant at the 0.05 level (2-tailed)

Question: 7 Is there a significant difference in the perception of the respondents in the following when grouped according to demographic variables?

    7.1   Extent of Implementation of HRM Practices

    7.2   Extent by which HRM is implemented effectively

    7.3   HRM issues/challenges encountered in the implementation of HRM practices

Difference between the Perception of the Respondents on the Extent of Implementation of HRM Practices and Demographic Variables

As indicated in Table 22, there is a difference in the perception of the respondents on the extent or implementation of HRM practices and the demographic variables. Among the demographic variables, job classification has a significant difference with an f value of 4.858 (significant at .003).

Table 22

Difference between the Perception of the Respondents on the Extent of Implementation of HRM Practices and Demographic Variables

	Sum of Squares	Df	Mean Square	F	Sig.
Age					
Bet. Groups	6.459	8	.807	1.424	.185
Within Groups	200.132	353	.567		
Total	206.590	361			
Gender					
Bet. Groups	.302	1	.302	.528	.468
Within Groups	206.288	360	.573		
Total	206.590	361			
Educational Attainment					
Bet. Groups	.252	1	.252	.439	.508
Within Groups	206.338	360	.573		
Total	206.590	361			
Length of Service					
Bet. Groups	6.113	6	1.019	1.804	.097
Within	200.477	355	.565		

Groups					
Total	206.590	361			
Job Classification					
Bet. Groups	8.081	3	2.694	4.858	.003
Within Groups	198.509	358	.554		
Total	206.590	361			

The null hypothesis that there is no significant difference between the perception of the respondents on the extent of implementation of HRM practices and demographic variables is rejected at .05 level of significance.

This would support the result that there is a significant relationship between the perception of the respondents on the extent of implementation of HRM practices and demographic variables.

It is also job classification, which is one of the demographic variables, that is significantly related to recruitment and placement practices. This may be attributed to the impression of the non-teaching personnel that the teaching personnel undergo more rigorous screening processes.

Difference between the Perception of the Respondents on the Extent by which HRM is Implemented Effectively and Demographic Variables

The results in Table 23 show that there is a significant difference between the perception of the respondents on the extent by which HRM is implemented effectively and demographic variables. Among the demographic variables, job classification has a significant difference with an f value of 2.639 (significant at .049). At 0.05, there is a significant difference between the perception of the respondents on the extent by which HRM is implemented effectively.

Table 23

Difference between the Perception of the Respondents on the Extent by which HRM is Implemented Effectively and Demographic Variables

	Sum of Squares	Df	Mean Square	F	Sig.
Age					
Bet. Groups	7.862	8	.983	1.332	.226
Within Groups	260.404	353	.738		
Total	268.265	361			
Gender					
Bet. Groups	1.432	1	1.432	1.933	.165
Within Groups	266.833	360	.741		
Total	268.265	361			
Educational Attainment					
Bet. Groups	.294	1	.294	.396	.530
Within Groups	267.971	360	.744		
Total	268.265	361			
Length of Service					
Bet. Groups	5.633	6	.939	1.269	.271
Within Groups	262.632	355	.740		
Total	268.265	361			
Job Classification					
Bet. Groups	5.805	3	1.935	2.639	.049
Within Groups	262.460	358	.733		
Total	268.265	361			

Difference between the Perception of the Respondents on the Issues/Challenges Encountered in the Implementation of the HRM Practices and Demographic Variables

As revealed in Table 24, the null hypothesis that there is a significant difference between the perception of the respondents on the issues/ challenges encountered in the implementation of the HRM practices and the demographic variables is rejected. Among the demographic variables, job classification has a significant difference with an f value of 3.372 (significant at .019).

It has been observed that the non-teaching personnel feel that the teaching personnel are given more support in the implementation of the HRM practices.

Table 24

Difference between the Perception of the Respondents on the Issues/ Challenges Encountered in the Implementation of the HRM Practices and Demographic Variables

	Sum of Squares	Df	Mean Square	F	Sig.
Age					
Between Groups	7.264	8	.908	1.142	.334
Within Groups	280.598	353	.795		
Total	287.862	361			
Gender					
Between Groups	.731	1	.731	.917	.339
Within Groups	287.131	360	.798		
Total	287.862	361			

	Sum of Squares	Df	Mean Square	F	Sig.
Educational Attainment					
Between Groups	.066	1	.066	.082	.775
Within Groups	287.796	360	.799		
Total	287.862	361			
Length of Service					
Between Groups	7.830	6	1.305	1.654	.131
Within Groups	280.031	355	.789		
Total	287.862	361			
Job Classification					
Between Groups	7.911	3	2.637	3.372	.019
Within Groups	279.951	358	.782		
Total	287.862	361			

Question 8. Is there a significant difference between the following:

   8.1 Perception of the respondents on the extent of implementation of HRM practices and the issues/challenges encountered in the implementation of these practices;

   8.2 Perception of the respondents on the extent of implementation of HRM practices and the extent by which HRM is implemented effectively; and

   8.3 Perception of the respondents on the issues/challenges encountered in the

implementation of HRM practices and the extent by which HRM is implemented effectively?

Difference between the Perception of the Respondents on the Extent of Implementation of the HRM Practices and the Issues/Challenges Encountered in the Implementation of these Practices

As depicted in Table 25, there is a significant difference between the perception of the respondents on the extent of implementation of HRM practices and the issues/challenges encountered in the implementation of these practices, thus the null hypothesis is rejected at .05 level of significance.

In the surveyed institutions, in spite of how the HRM Group aligns its functions to the strategic role of the institutions, still the employees are being affected by the issues and challenges they encounter in the implementation of these practices.

This is supported by the study of Omprakash et al. (2008), wherein the most identified HR challenges of the Business Transforming Outsourcing (BTO) organizations are related to dimensions such as compensation and benefits, retention, strategy, training and development and recruitment.

Difference between the Perception of the Respondents on Extent of Implementation of HRM Practices and the Extent by which HRM is Implemented Effectively

The results in Table 26 reveal that the null hypothesis that there is no significant difference between the perception of the respondents on the extent of implementation of HRM practices and the extent by which HRM is implemented effectively is accepted at .05 level of significance.

Table 25

Difference between the Perception of the Respondents on the Extent of Implementation of HRM Practices and the Issues/Challenges Encountered in the Implementation of these Practices

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Extent of HRM Implementation Practices & Issues/Challenges Encountered	362	.917	.000

Paired Samples Test								
	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 Extent of HRM and Issues	.20312	.36158	.01900	.16575	.24049	10.688	361	.000

| Pair 1 Extent of HRM and Effectiveness | .00566 | .51191 | .02691 | .04725 | .05857 | .210 | 361 | .833 |

Table 26

Difference between the Perception of the Respondents on the Extent of Implementation of HRM Practices and the Extent by which HRM is Implemented Effectively

Paired Samples Correlations			
		N	Correlation	Sig.
Pair 1 Extent of Implementation of HRM Practices & HR Effectiveness		362	.808	.000

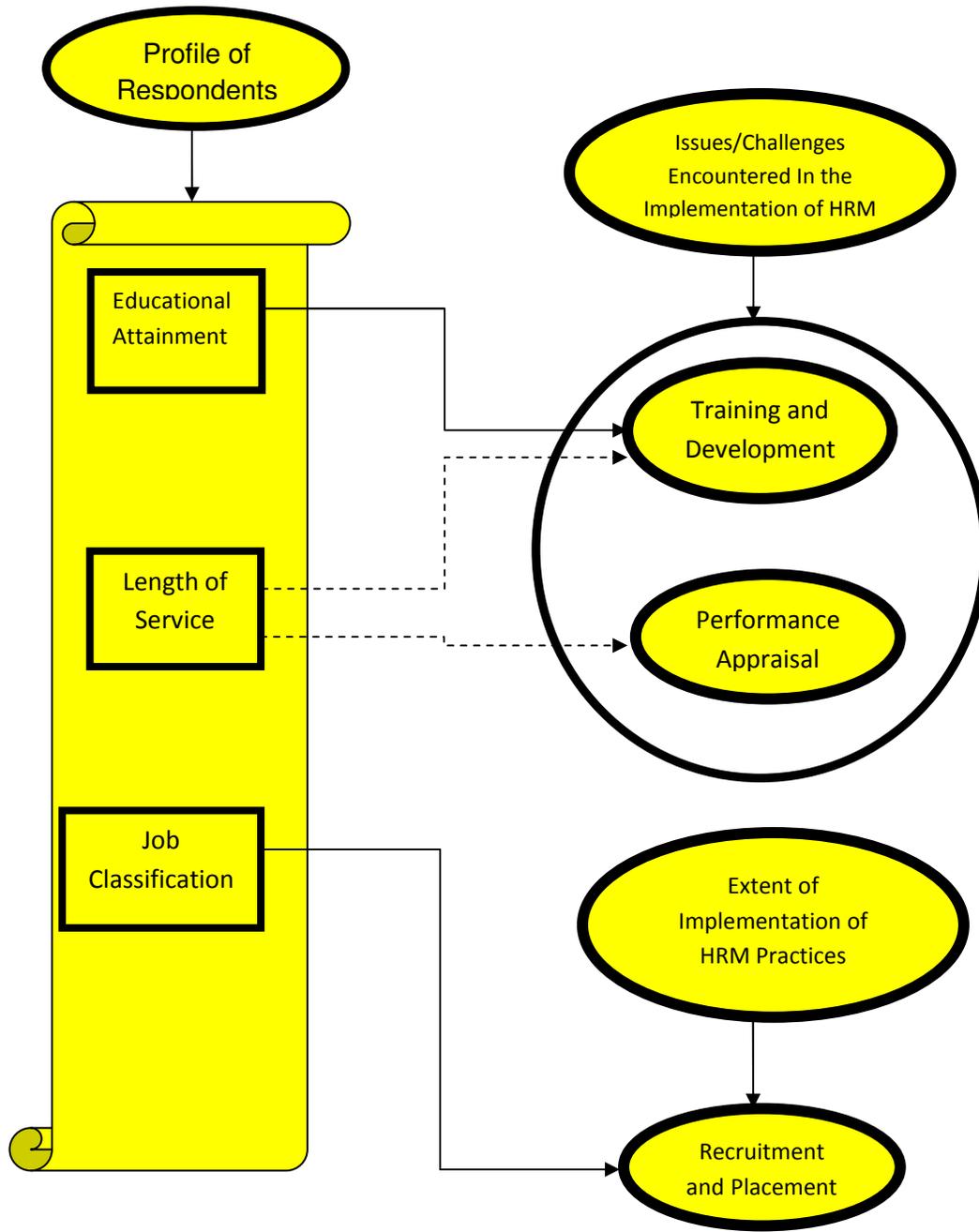| Paired Samples Test								
	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	

Difference between the Perception of the Respondents on the Issues/ Challenges Encountered on the Implementation of HRM Practices and the Extent by which HRM is Implemented Effectively

As can be gleaned from Table 27, there is a significant difference between the issues/challenges encountered in the implementation of HRM practices and the extent by which HRM is effectively implemented, thus the null hypothesis is rejected at .05 level of significance.

This could be attributed to the role of HRM which is still focused on responding to the day-to-day concerns of the employees in improving the delivery of HR processes.

This is supported by the study of Calleja and Cayayan (2006) wherein results showed that the HR units in the Philippine organizations were generally perceived by the line managers as moderately effective in performing roles such as: Strategic Partner, Employee Champion, Change Agent and Administrative Expert.

Table 27

Difference between the Perception of the Respondents on the Issues/ Challenges Encountered on the Implementation of HRM Practices and the Extent by which HRM is Implemented Effectively

Paired Samples Correlations			
	N	**Correlation**	**Sig.**
Pair 1 Issues and Effectiveness	362	.858	.000

Paired Samples Test								
	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Dev.	Std. Error Mean	Lower	Upper	t	df	
Issues and Effectiveness	-.19746	.46903	.02465	-.24594	-.14898	-8.010	361	.000

Question 9. Based on the results of the study, what Human Resource Management Model can be proposed?

Figure 3 shows the proposed Human Resource Management Model. Among the demographic variables, only job classification has a significant relationship with recruitment and placement practices. There is no significant relationship between the perception of the respondents on the extent of effectiveness of HRM and the demographic variables. In terms of the issues/challenges encountered in the implementation of HRM practices and the demographic variables, educational attainment is slightly positively correlated with training and development, length of service is slightly negatively correlated with training and development and length of service is slightly negatively correlated with performance appraisal. There is no significant relationship

between the perception of the respondents on the extent of implementation of HRM practices and the issues/challenges encountered in the implementation of these practices. Neither is there a significant relationship between the perception of the respondents on the extent of implementation of HRM practices and the extent by which HRM is implemented effectively. Likewise, there is no significant relationship between the perception of the respondents on the issues/challenges encountered in the implementation of HRM practices and the extent by which HRM is implemented effectively.

Note: Broken lines mean negative relationship

Figure 3. Proposed Human Resource Management Model

RESEARCH

Summary

The research is a correlational study on the perceived Human Resource Management (HRM) practices and the demographic variables of employees in the selected private higher education institutions. From the results, a proposed HRM model for such private higher education institutions was designed.

Findings

1. The highest number of the respondents belonged to the age group between 35-39 years old. This is followed by those who were 30-34 years old (67) 18.5%, then those who were from 25-29 years old (57) 15.7%, then those from 40-44 years old (48) 13.3% and then those from 50-54 years old (37) 10.2%. The respondents who were from 45-49 years old, constituted (28) 7.7%, then followed by those from 20 - 24 years old (23) 6.4%, then followed by those 60 and above (19) 5.2% and lastly those from the age group 55-59 (15) 4.1%.

2. The respondents were composed of 139 of 38.4% male and 223 or 61.6% female.

3. Most of the respondents have acquired at least bachelor degree and this constituted about 202 out of 362 respondents. The respondents with postgraduate degree were 160.

4. There were (103) 28.5% respondents who have rendered service to the private higher education

institutions for 1-5 years, while there were only (14) 3.9% of the respondents who have rendered 21-25 years of service. Among the respondents, those with 6-10 years of length of service were (77) 21.3% of the total population, followed by those with 11-15 years (68) 18.8%, then those with 16-20 years of service (44) 12.2%, then those with above 30 years of service were (34) 9.4% and those with 26-30 years of service (22) 6.1% .

5. There were a total of 159 (43.9%) non-teaching personnel and 203 (56.1%) teaching personnel.

6. The extent of implementation of recruitment and placement practices as perceived by the respondents got a verbal interpretation of great extent. Among the recruitment and placement practices: (a) credentials/track records, was rated very great extent; and (b) interviews got a very great extent value. On the other hand, (2) of the practices are rated to a moderate extent. These are (a) advertising of job openings in newspapers and (b) posting of job openings in the internet/intranet.

7. The over-all mean score of the implementation of all the training and development practices as perceived by the respondents is to a great extent. All the training and development practices were rated to a great extent.

8. The over-all mean of the extent of implementation of the performance and appraisal practices as perceived by the respondents is to a great extent. Among the practices: (a) incentives, rewards and recognition given to employees based on their performance; and (b) coaching/mentoring done after evaluation got a

moderate extent value. All the other practices were rated to a great extent.

9. The over-all mean of the extent of implementation of compensation and benefits as perceived by the respondents is to a great extent. Among the (12) practices, five (5) got a moderate extent value. These are (a) competitiveness of employees pay is established through compensation survey with the industry or labor market (b) incentives and rewards are provided to deserving employees (c) salary adjustment (such as across the board increases, re-ranking) is regularly scheduled (d) employees receive profit sharing and (e) employees receive food, uniform allowances and health cards.

10. The extent of implementation of employee relations practices as perceived by the respondents is to a great extent. Among the employee relations practices, employee grievances and complaints are addressed immediately by management, was rated to a moderate extent.

11. In summary, recruitment and placement, training and development, performance appraisal, compensation and benefits and employee relations as perceived by the respondents got to a great extent value.

12. As to the extent of effective implementation of HRM as perceived by the respondents the over-all rating is to a great extent. All the items got a rating of great extent except for item no. 8 (HR administers institutional culture survey).

13. The over-all mean of recruitment and placement issues and challenges encountered in the implementation of the HRM practices as perceived by the respondents

was rated to a great extent. The following were rated with moderate extent: (a) it is easy to attract applicants for all job openings;   and (b) the job opening is filled up immediately.

14. The training and development issues/challenges encountered in the implementation of HRM practices as perceived by the respondents got an over-all rating of moderate extent.   The following were rated moderate extent value: (a) there is a training brochure for all employees; (b) participants apply what they have learned from the seminars in the workplace; (c) there is a regular follow-up for measuring what participants have learned from the training programs; (d) there is a system of monitoring the training programs attended by the participants; and (e) supervisors are involved in designing training programs.

15. The performance appraisal issues and challenges encountered in the implementation of HRM practices as perceived by the respondents got an over-all rating of moderate extent.   Among the (10) issues and challenges the following were rated to a moderate extent: (a) rater and ratee dialogue is   always observed; (b) the employees are well-informed of the performance appraisal system ; (c)   performance appraisal is conducted as scheduled (d) there is clear reward system for high performers; and   (e) criteria for performance appraisal are reviewed regularly.

16. The compensation and benefits issues/ challenges encountered in the implementation of the HRM practices as perceived by the respondents got an over-all mean score of moderate extent. Among the (10) compensation issues and challenges, the following got a moderate extent value: (a) There are clear policies on promotion in relation to corresponding increase in

compensation and benefits; (b) the institution upgrades the benefits; (c) compensation and benefits are reviewed regularly; (d) the institution conducts regular job evaluation; (e) compensation and benefits respond to the present economic crisis; (f) compensation and benefits are given as scheduled; and (g) deductions on pay are accurate.

17. The employee relations issues and challenges encountered in the implementation of HRM practices as perceived by the respondents got a great extent value. The following got a moderate extent value: (a) suggestions from employees are encouraged; and (b) employees are given additional work load with prior consultation.

18. The null hypothesis that there is no significant relationship between the perception of the respondents on the extent of implementation of HRM practices and their demographic variables is rejected at .05 level of significance. Job classification has a significant relationship with recruitment and placement at .05 level of significance.

19. There is no significant relationship between the perception of the respondents on the extent by which HRM is effectively and their demographic variables.

20. There is a significant relationship between the perception of the respondents on the HRM issues/challenges encountered in the implementation of HRM practices and demographic variables. The results are as follows: (a) there is a slightly positive correlation between educational attainment and training and development with a correlation coefficient of .105 which is significant at p-value of .045 (p <. 05); (b) there is a slightly negative correlation between length of service and training and development with a

correlation coefficient of -.108 which is significant at p-value of .039 (p<.05); and (c) there is also a slightly negative correlation between the length of service and performance appraisal with a correlation coefficient of -.118 which is significant at p-value of .025 (p<.05).

21. There is no significant relationship between the perception of the respondents on the extent of implementation of HRM practices and the issues/challenges encountered in the implementation of these practices.

22. There is no significant relationship between the perception of the respondents on the extent of implementation of HRM practices and the extent by which HRM is implemented effectively.

23. There is no significant relationship between the perception of the respondents on the issues/challenges encountered in the implementation of HRM practices and the extent by which HRM is implemented effectively.

24. There is a significant difference between the perception of the respondents on the extent of implementation of HRM practices and demographic variables at .05 level of significance. Among the demographic variables, only job classification has a significant difference.

25. There is a significant difference between the perception of the respondents on the extent by which HRM is implemented effectively and demographic variables at .05 level of significance. Among the demographic variables, only job classification has a significant difference.

26. The null hypothesis that there is no significant difference between the perception of the respondents in the issues/challenges encountered in the implementation of the HRM practices and demographic variables is rejected at .05 level of significance. Among the demographic variables, job classification has a significant difference in the HRM issues/challenges encountered in the implementation of these practices.

27. There is a significant difference between the perception of the respondents on the extent of implementation of HRM practices and the issues/challenges encountered in the implementation of these practices.

28. The null hypothesis that these is no significant difference between the perception of the respondents on the extent of implementation of HRM practices and the extent by which HRM is implemented effectively is accepted.

29. In terms of the issues/challenges encountered in the implementation of HRM practices and the extent by which HRM is implemented effectively, there is a significant difference.

Conclusions

Based on the findings of the study, the following conclusions can be drawn:

1. The sample population belonged to the age group 35-39, female, at least with bachelor's degree, with 1-5 years length of service and teaching personnel.

2. All the human resource management practices were implemented to a great extent.

3. The over-all effectiveness of human resource management is to a great extent.

4. As to the issues and challenges encountered, the following need to be addressed:
    - Training brochures for employees
    - Clear reward system for high performers
    - Compensation and benefits to respond to the present economic crisis
    - Regular follow-up for measuring what participants learned from training programs
    - It is easy to attract applicants for all job openings

5. Among the demographic variables, only job classification has a significant relationship with recruitment and placement practices.

6. Educational attainment and length of service in the institution are the demographic variables with significant relationship with the issues/challenges encountered in the implementation of HRM practices.

7. All the demographic variables are not significantly related to the effective implementation of HRM.

8. Job classification is the only demographic variable with significant difference in the extent of implementation of HRM practices, with the extent by which HRM is implemented effectively and with the extent by which with HRM issues/challenges encountered in the implementation of the HRM practices.

9. The extent of implementation of HRM practices and the issues/challenges encountered as perceived by the respondents have significant difference.

10. The extent of implementation of HRM practices and the extent by which HRM is implemented effectively as perceived by the respondents do not have a significant difference.

11. The issues/challenges encountered in the implementation of HRM practices and the extent by which HRM is implemented effectively as perceived by the respondents have a significant difference.

Recommendations

Based on the findings, the following are the recommendations:

1. That the private higher education institutions consider the following action plans:
    - A. On Recruitment and Placement: The institutions should review the advertising of job openings and design innovative advertisements to attract applicants. HRM may work with the Information Technology Group to use both the internet and intranet for the job openings.
    - B. On Training and Development: The supervisors of the institutions should be oriented on the training cycle so that they will be more involved in the facilitation of the training programs. Action plans on the application of the things learned during the training programs should be incorporated at the end of the conduct of the training programs.
    - C. On Performance Appraisal: HR should review the performance management system. Employees should be oriented on this system. The introduction of goals setting and performance appraisal feedback giving are important areas to be practiced in all departments.
    - D. On Compensation and Benefits: The institutions should benchmark with other schools in terms of the compensation scheme.

The compensation and benefits of the employees should meet the present economic crisis.

E. On Employee Grievances and Complaints: A system on Grievance Machinery should be designed. The supervisors should be trained on handling grievances of employees. A written procedure should be designed to handle grievances of employees. The members of the grievance committee should be identified. Suggestion programs need to be fully implemented to encourage suggestions from employees.

2. That the private higher education institutions assess the competencies of the HRM personnel and train them to become strategic partners of the institutions.

3. That the institutions review the Human Resource Management organizational structure, objectives and functions and align them with the strategic plans of the institutions.

4. That the private higher education institutions assess the effects of the HRM practices on the different demographic variables such as age, gender, education attainment, length of service and job classification.

5. That the results of this research should be presented to different private higher education institutions to make the management aware of the perception of the employees on the different HRM practices.

6. That for future research, a comparative study on the HRM practices of different private higher education institutions is recommended.

7. That case studies be conducted to assess the relationship of the HRM practices and the demographic variables such as age, gender,

educational attainment, length of service and job classification.

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