



MANAGEMENT OF HUMAN RESOURCE: AN INPUT TO EDUCATIONAL LEADERSHIP AND MANAGEMENT PRACTICES

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Abstract:

The paper investigates the management of human resources as an input to educational leadership and management practices. It identifies the function of human resource management in terms of recruitment and hiring, employee and employer relationships, training and development, compensation, rewards, benefits, and disciplinary action. This includes the responsibilities of human resource management to determine the educational management and practices in the area of HR planning, job analysis and design, monitoring performance, resolving conflict, and maintaining work culture. The research employs the descriptive quantitative research method in analyzing the data where purposive sampling is utilized in the gathering of the sample size of the study. The study comprised one hundred (100) respondents only. Results show that recruitment and hiring among the respondents reveal developing a system to attract applicants particularly those with outstanding talents to fill each position, showing that employee and employer relationship focuses on the HR management in fostering better relationships among personnel, staff, and faculties, show that compensation, rewards, and benefits exercises the equal work and equal compensation policy, and show that disciplinary action ensures all faculties/teachers, staff, and personnel are aware of the policies and procedures. On the other hand, it shows that HR planning formulates training and development based on the needs of the schools, faculties/teachers, staff, and personnel, shows that job analysis and design ensures work experiences, technical skills of faculties/teachers, staff, and employees are properly utilized for the success of the

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school organization, shows that monitoring performance is closely implemented by the HR to identify improvement and scope of upskill seminars and workshops of all faculties/teachers, personnel, and staff, shows that resolving conflict ensures that issues in the school are solved smoothly, and shows that maintaining work culture creates an essential positive impression in the school organization so that staff, teachers, and personnel know what they are expected to perform for a better working atmosphere in the school environment such as respect, unity, and understanding. Findings show that there is no significant correlation between the functions of human resource management towards an input to educational management and practices and the responsibilities of human resource management to determine the educational management and practices among the respondents.

Keywords: management of human resources, educational leadership and management practice, functions of human resources, responsibilities of human resource

1. Introduction

Human resource management in the educational system is very important since the workforce is the major instrument in the goals and achievement of the system, process, and development (Mallillin, 2017, pp. 58-74). It is the key to efficient service socio-economic development delivery in the educational system. It assesses adequate skills and workforce employee motivation (Mallillin, 2021, pp. 17-28) in the program of human resource management practices and development. The educational system depends on the execution and level of the human resource management program. It needed government attention for the educational sector the improve function and responsibilities as a basis for the progress of society in all sectors (Mahapatro, 2022). It is being defined that human resource management is the sum total of the point of view, obtained personnel, attitude, talents, creative abilities, skills, and knowledge. It refers to the factors consisting of interdependent and interrelated interactions on the ethical components, social, psychological, and physiology. It tends to do what is right. It is a part of the modern concern in all the practices, operations, principles, factors, methods, activities, decisions, and functions in the management of the people and employees in the school organization (Chelladurai, & Kim, 2022).

On the other hand, the function of human resource management is concerned with the workforce maintenance, motivation, and hiring process in the organization. It deals with the HR issues for employees such as communication (Mallillin & Caranguian, 2022) motivation, compensation, training, and HR administration. It ensures that employee satisfaction is maintained in a maximum contribution achievement of the organization and its objectives. It is defined as acquiring a strategic approach in managing (Mallillin, 2023) developing and motivating the commitment of the key people and resources in the organization. It includes the operative function, advisory function, and managerial function. It reflects and appreciates the required role in the capacity of the human

resources of the educational system and process (O'riordan, 2022). Hence, the human resource function focuses on HR planning, organizing, directing, and controlling. Human Resource Management has many essential functions in the school setting organization like learning development, performance management of the staff, teachers, and personnel especially on the various functions such as career planning, evaluation function, rewards, school relation, participation of teachers, communication, health and safety, personal well-being (Mallillin, 2022) and administrative responsibilities. It focuses on the various domains of HR practices in school setting management (Hamid, Muzamil, & Shah, 2022, pp. 1-16).

Furthermore, the responsibilities of human resource management are being described in the devised management system of people in the educational setting and operation (Mallillin, 2022, pp. 99-121). The human resource management responsibilities fall into various areas as to design of work, job analysis, defining the responsibilities, benefits, compensation, and staffing. It develops the key educational system priority in the exponential promise and increases in the global trends of education to be competent in the school setting efficiency and productivity. It develops the responsibilities of the educational system in schools (Mallillin, & Caranguian, 2023, pp. 131-141) and in their social responsibility development for the community. It addresses the gap in various orientations of the people in the school system and setting as to resistance and change, culture challenges, organizational leadership, collaboration in the teaching and learning process, lack of professional development, inequalities, socio-economics, and threats in the workplace (Mukhuty, Upadhyay, & Rothwell, 2022). Also, the transformation responsibilities of human resource management and their role in technology address the gap to investigate the impact of the role of human resources in the educational system and school setting. The success of the responsibilities lies in the HR practice in their various roles as to strategy (Mallillin, 2023) change, and administration. It transforms the context of responsibility in human resource management (Jani, Muduli, & Kishore, 2021).

Subsequently, the human resource management structure and position can be categorized into career, organization, and individual. Individual management identifies and entails the strength of the employees in the organization like the educational system. It also identifies the weakness of the individual that can boost positivity and improve shortcomings. It improves the order and benefits of the educational system (Mallillin, 2023, pp. 1-17) which provides methods in scientific human resource management. It positions and structures the optimal allocation in the based method of the human resource integration in maturity and capable model and proposition. The maturity level is established to structure the position of the human resource management principle, design, and model. It evaluates the model position and structure of human resource management competency (Hao, 2022). It reveals the effect of the position and structure of human resources on the right services and effectiveness. It determines leadership and influences the structure and position of the HR practices in the educational organization. It determines the ability and effect of the structure of the HR services in the educational system and setting. It also adopted the school process and accredited policy for the

improvement of human resource management in the school educational system. The influence of the structure and position is based on the effectiveness of the system and process of human resource management in terms of services and leadership (Rahmad, Sabri, & Nasfi, 2021, pp.123-131).

2. Statement of the Problem

- 1) What are the functions of human resource management towards an input to educational management and practices in terms of
 - 1.1 recruitment and hiring,
 - 1.2 employee and employer relationship,
 - 1.3 training and development,
 - 1.4 compensation, rewards, and benefits, and
 - 1.5 disciplinary action?
- 2) What are the responsibilities of human resource management to determine the educational management and practices in the area of
 - 2.1 HR planning,
 - 2.2 job analysis and design,
 - 2.3 monitoring performance,
 - 2.4 resolve conflict, and
 - 2.5 maintaining work culture?
- 3) Is there a significant correlation between the functions of human resource management towards an input to educational management and practices and the responsibilities of human resource management to determine the educational management and practices among the respondents?

2.1 Hypothesis

There is no significant correlation between the functions of human resource management towards an input to educational management and practices and the responsibilities of human resource management to determine the educational management and practices among the respondents.

3. Research Design

A descriptive quantitative research design is employed in the study because it is the best approach for the process and flow of the study. It is used to gather data and use survey questionnaires on the subject under study. It focuses on the measures of the functions of human resource management towards and input to educational management and practices in terms of recruitment and hiring, employee and employer relationship, training and development, compensation, rewards, benefits, and disciplinary action. This includes the responsibilities of human resource management to determine the educational management and practices in the area of HR planning, job analysis and

design, monitoring performance, resolving conflict, and maintaining work culture. In addition, descriptive research is a [quantitative research](#) method that attempts to collect quantifiable information for statistical analysis of the population sample (Risi, 2022, pp. 305-339).

3.1 Sampling Technique

Purposive sampling is employed in the study in the selection of the sample size. It is a type of non-probability technique and sampling because it is subjective and judgmental sampling. It focuses on the units and sampling techniques based on the criteria set by the researcher. It is an appropriate method for choosing the sample size of the survey research and observational research. This fits the design and representation of the powerful estimate sufficient sample size (Ames, Glenton, & Lewin, 2019, pp. 1-9).

3.2 Respondents of the Study

The subjects of the study are the leaders of the various educational institutions such as the Higher Education Institution, Department of Education, and Technical Education and Skills Development Authority. The study comprised one hundred fifty (150) respondents only.

4. Results and Discussion

4.1 On the functions of human resource management towards an input to educational management and practices in terms of recruitment and hiring, managing employee and employer relationships, training and development, compensation, rewards, and benefits, and overseeing disciplinary action

Table 1: Function of Human Resource Management Toward an Input to Educational Management and Practices in Terms of Recruitment and Hiring

	Indicators	WM	I	R
1.	Guiding personnel, staff, and faculties to improve effectiveness for their work.	3.38	MA	6.5
2.	Developing a system to attract applicants particularly those with outstanding talents to fill each position.	4.23	SA	1.5
3.	Providing personnel, staff, and faculties with a wide range of experiences in various work in the school.	4.00	A	4
4.	Testing qualified applicants' performance by actual demonstration of position/s applying for.	3.38	MA	6.5
5.	Ranking the applicants according to the recruitment policies set by the school.	4.23	SA	1.5
6.	Considering the teaching experiences, qualifications, and skills.	4.11	A	3
7.	Hiring and recruitment align with the school goals and job posting.	3.83	A	5
	Average Weighted Mean	3.88	A	
	Standard Deviation	0.368		

Table 1 presents the weighted mean and the corresponding interpretation of the function of HRM towards an input to educational management and practices in terms of recruitment and hiring among the respondents.

It shows in the table that most of the respondents say that “Developing a system to attract applicants particularly those with outstanding talents to fill each position”, and “Ranking the applicants according to the recruitment policies set by the school”, with a weighted mean of 4.23 or Strongly Agree which means recruitment and retention has an effect on the performance of the employees. This must be based on the qualifications and experiences. Human resource management is popular in terms of the recruitment process because they know how to screen the applicant based on the qualifications and needs of the organization from the school. It is a competency to hire qualified employees in the organization. On the other hand, it also shows that “Guiding personnel, staff, and faculties to improve effectiveness for their work”, and “Testing qualified applicants’ performance by the actual demonstration on position/s applying for”, with a weighted mean of 3.38 or Moderately Agree which means recruitment and retention affects the performance of the employees. This must be based on the qualifications and experiences of the branding employer which is very crucial in the organizational culture, especially in the educational system to balance work and potential employees (Cavaliere, *et al.* 2021).

Table 2: Function of Human Resource Management Toward an Input to Educational Management and Practices in Terms of Employee and Employer Relationship

	Indicators	WM	I	R
1.	The school relies on the success of each personnel, staff, and faculties.	3.94	A	3.5
2.	It focuses on HR management in fostering better relationships among personnel, staff, and faculties.	4.20	SA	1
3.	Negotiate positive outcomes in cases of conflicts among personnel, staff, faculties, and all other involved parties.	3.81	A	5
4.	Provide specific training such as team building, mindfulness, and angry management.	3.37	MA	7
5.	Ensures that staff, faculties, and personnel have the necessary materials to use in the workplace effectively.	3.94	A	3.5
6.	Employee employer relationship is flexible and responsive to collective power.	4.00	A	2
7.	Unity, respect, love, and understanding are observed based on professional ethics in the school.	3.77	A	6
	Average Weighted Mean	3.86	A	
	Standard Deviation	0.257		

Table 2 presents the weighted mean and the corresponding interpretation of the function of HRM towards an input to educational management and practices in terms of employee and employer relationships among the respondents.

It shows that employee and employer relationship “focuses on the HR management in fostering better relationships among personnel, staff, and faculties”, with a weighted mean of 4.20 or Strongly Agree which means the ultimate function of the

HRM is to provide better camaraderie in the school organization. On the other hand, it also shows that HRM “Provide specific training such as team building, and mindfulness”, with a weighted mean of 3.37 or Moderately Agree which means proper training and orientation are given among the employees in the organization. The overall average weighted mean is 3.86 (SD=0.257) or Agree on the function of HRM towards an input to educational management and practices in terms of employee and employer relationship as observed among the respondents.

Findings show that employers need to be flexible even in the school organization. The success of the organization even in the school is based on how to deal with people. In short, the success of the organization is based on its people. There is a need for human resources to foster and focus on a healthy relationship among all the various levels of the employees. Respect is earned among the people around the organization even in the school setting (Boehm, Schröder, & Bal, 2021, pp.257-272).

Table 3: Function of Human Resource Management Toward an Input to Educational Management and Practices in Terms of Training and Development

	Indicators	WM	I	R
1.	Conducts in-house training and development for all faculties/teachers, personnel, and staff when needed	4.09	A	2.5
2.	Sends faculties/teachers, personnel, and staff to seminars, training, workshops, etc. as part of their professional growth.	3.85	A	5
3.	Invites school officials in the area specified as resource speakers in training and seminars development.	4.00	A	4
4.	Invites authorized or expert personnel in the community who are in authority on certain topics to talk about during training, seminars, and workshop development.	3.63	A	6
5.	Disseminates to faculties/teachers, personnel, and staff information, ideas, practices, etc. acquired in-service training as mandated by the educational institution.	4.21	SA	1
6.	Provides onboard training and development among new faculties/teachers, personnel, and staff as part of their orientation to include the values, mission, and vision of the school.	3.37	MA	7
7.	Policies, safety, and procedures in the workplace are being highlighted in the training and development.	4.09	A	2.5
	Average Weighted Mean	3.89	A	
	Standard Deviation	0.298		

Table 3 presents the weighted mean and the corresponding interpretation of the function of HRM towards an input to educational management and practices in terms of training and development among the respondents.

It shows that “Disseminates to faculties/teachers, personnel, and staff information, ideas, practices, etc. acquired in-service training as mandated by the educational institution”, with a weighted mean of 4.21 or Strongly Agree which means all employees should undergo proper training to enhance his function in the organization. On the other hand, it also shows to “Provide onboard training and development among new

faculties/teachers, personnel, and staff as part of the orientation to include values, mission, and vision of the school”, with a weighted mean of 3.37 or Moderately Agree which means proper orientation must be given to new employees in the school organization to be aware in his function. The overall average weighted mean is 3.89 (SD=0.298) or Agree on the function of HRM towards an input to educational management and practices in terms of training and development as observed among the respondents.

Findings show that training and development in human resource management provides on-board training so that employees are oriented to the rules and policies in the organization. This includes the training and development that is needed in their professional development in the company (Trihapsari, Mujahidah, & Humairoh, 2021, pp. 145-153).

Table 4: Function of Human Resource Management Toward an Input to Educational Management and Practices in Terms of Compensation, Rewards, and Benefits

	Indicators	WM	I	R
1.	“Equal work, and equal compensation policy” is observed.	4.24	SA	1.5
2.	Ranking of faculties/teachers, personnel, and staff is taken care of for proper compensation, rewards, and benefits.	3.31	MA	7
3.	Incentives to deserving faculties/teachers, personnel, and staff are awarded to them properly and according to the law.	3.91	A	5
4.	Compensation, rewards, and benefits are given on a fixed date set like thirteen-month pay, monthly allowance, food allowance, clothing allowance, and other subsidies required.	3.83	A	6
5.	Ensures competitive salary grades are observed for both tangible and intangible benefits.	4.24	SA	1.5
6.	Develops and engages in salary grades, compensation, rewards, and benefits among teachers, personnel, and staff.	4.00	A	4
7.	Designs competitive salaries, benefits, and compensation to attract faculties/teachers, personnel, and staff.	4.12	A	3
	Average Weighted Mean	3.95	A	
	Standard Deviation	0.322		

Table 4 presents the weighted mean and the corresponding interpretation of the function of HRM towards an input to educational management and practices in terms of compensation, rewards, and benefits among the respondents.

It shows that “Equal work, and equal compensation policy” is observed, and “Ensures competitive salary grades are observed both tangible and intangible benefits”, with a weighted mean of 4.24 or Strongly Agree which means competitive salary is given based on the qualification of the employee in the organization. On the other hand, it also shows that “Ranking of faculties/teachers, personnel, and staff are taken care of for proper compensation, rewards, and benefits”, with a weighted mean of 3.31 or Moderately Agree which means salaries are based on the ranking of the employee in the organization. The overall average weighted mean is 3.95 (SD=0.322) or Agree on the

function of HRM towards an input to educational management and practices in terms of compensation, rewards, and benefits as observed among the respondents.

Findings show that incentives, rewards, compensation, and benefits are a part of human resources. It provides high morale of the organization that launches the team for the ethos to deal with the vision, core values, and mission which is included in the benefits of the company (MacLeod, & Urquiola, 2021, pp. 185-206)

Table 5: Function of Human Resource Management Toward an Input to Educational Management and Practices in Terms of Disciplinary Action

	Indicators	WM	I	R
1.	Manages to discipline faculties/teachers, staff, and personnel when required based on the policies of the school.	3.63	A	5
2.	Ensures that all faculties/teachers, staff, and personnel are aware of the policies and procedures to prevent disciplinary processes.	4.21	SA	1
3.	Incidents that happen in the workplace require disciplinary measures so that faculties/teachers, staff, and personnel may be aware of it.	3.71	A	4
4.	Faculties/Teachers, staff, and personnel are being notified of disciplinary action through written warning as part of their file.	4.01	A	2
5.	Disciplinary action will be imposed based on the grounds of the incidents.	3.32	MA	6.5
6.	Disciplinary action can be verbal warning, written warning, suspension, demotion, or termination from the services depending on the ground of the issue.	3.89	A	3
7.	Disciplinary action is based on the labor laws to ensure protection for all faculties/teachers, staff, and personnel.	3.22	MA	6.5
	Average Weighted Mean	3.71	A	
	Standard Deviation	0.358		

Table 5 presents the weighted mean and the corresponding interpretation of the function of HRM towards an input to educational management and practices in terms of disciplinary action among the respondents.

It shows that “Ensures all faculties/teachers, staff, and personnel are aware of the policies and procedures to prevent disciplinary process” with a weighted mean of 4.21 or Strongly Agree which means employees are knowledgeable of the rules and regulations for them to be reminded of disciplinary measures if any. On the other hand, it shows that “Disciplinary action will be imposed based on the ground of the incidents”, and “Disciplinary action is based on the labor laws to ensure protection for all faculties/teachers, staff, and personnel”, with a weighted mean of 3.32 or Moderately Agree which means the disciplinary measure is based on the rules and guidelines of the school organization. The overall average weighted mean is 3.71 (SD=0.358) or Agree on the function of HRM towards an input to educational management and practices in terms of disciplinary action as observed among the respondents.

Findings show that disciplinary action describes the approaches in contextualizing attention in the dynamic and violence of the school premises. This can be for both students and teachers. It identifies the effect and harmful exclusionary discipline that

moves to describe the efforts in the approach of positive school-wide behavior, social, learning, intervention support, and restorative practice. It provides reforms and identifies limitations to hamper equitable progress in the school. It integrates the need to explain the comprehensive and responsive cultural approach to the development of positive students that are identified and equity orientation for the challenges and implementation of the tools in analyzing the challenges for the disciplinary action and measures in the school. Safety school is very significant and important in the school for both students and teachers toward learning experience trajectory for positive development (Bastable, *et al.* 2022, pp. 125-155).

4.2 On the responsibilities of human resource management are to determine the educational management and practices in HR planning, job analysis, and design, monitoring performance, resolving conflict, maintaining a work culture

Table 6: Responsibility of HRM to Determine the Educational Management and Practices in the Area of HR Planning

	Indicators	WM	I	R
1.	Identifies problems of the school through evaluation of the performance of every faculty/teacher, staff, and personnel.	4.00	A	3
2.	Formulates goals by identifying the needs, requirements, and resources of the school.	3.91	A	4.5
3.	Formulates training and development based on the needs of the schools, faculties/teachers, staff, and personnel.	4.23	SA	1
4.	Provides the necessary budget and funds for the development and progress of the faculties/teachers, staff, and personnel.	3.69	A	6
5.	Provides alternatives for objectives of school organization not attained to obtain quality teaching and quality education in the school.	4.18	A	2
6.	Engages in executing, preparing, and identifying the goals of the school for proper planning.	3.91	A	4.5
7.	Participates in proactive planning to ensure that activities are being sustained and supported for the improved development of the school.	3.35	MA	7
	Average Weighted Mean	3.89	A	
	Standard Deviation	0.301		

Table 6 presents the weighted mean and the corresponding interpretation of the responsibility of HRM to determine the educational management and practices in the area of HR planning among the respondents.

It shows that “Formulates training and development based on the needs of the schools, faculties/teachers, staff, and personnel”, with a weighted mean of 4.23 or Strongly Agree which means that training and development is based on the needs of the employees in the organization. This is one of the responsibilities of human resource management who is responsible for the achievement of the planning process and organizational objectives. It supports the required activities growth and development of the organization. It empowers human resources to assign the right process and right resources to the right project that can ensure the delivery of time effectively in the process

of planning (Tuytens, Vekeman, & Devos, 2021). On the other hand, it shows that “Participates in proactive planning to ensure that activities are being sustained and supported for the improved development of the school”, with a weighted mean of 3.35 or Moderately Agree which means proper planning proactively on the training analysis can better enhance and improve employees in the organization to the fullest. It is the role of human resource management to acknowledge and analyze the expected results of the planning. The overall average weighted mean is 3.89 (SD=0.301) or Agree on the responsibility of HRM to determine the educational management and practices in the area of HR planning as observed among the respondents.

Findings show that responsibility of the human resource management is being emphasized for the competitive advantage of the organization. It identifies problems of the school through the evaluation and performance of every teacher, staff, and personnel. It also formulates goals through identifying the needs, requirements, and resources of the school (Komariyah, *et al.* 2021, pp. 176-193).

Table 7: Responsibility of HRM to Determine the Educational Management and Practices in the Area of Job Analysis and Design

	Indicators	WM	I	R
1.	HR planning requires the right resources and the right assignment for the job and project.	3.83	A	6
2.	Job analysis and designs include job description and position of the faculties/teachers, staff, and personnel.	4.13	A	2.5
3.	Ensures that faculties/teachers, staff, and personnel need to perform their job and work efficiently.	4.00	A	4.5
4.	Ensures that work experiences, technical skills of faculties/teachers, staff and employees are properly utilized for the success of the school organization.	4.26	SA	1
5.	Ensures that jobs or working loads are equally distributed to avoid issues and misunderstandings among the organization such as values, interests, and personality.	3.37	MA	7
6.	Builds teamwork in the school organization to complete the task with a high level of performance.	4.13	A	2.5
7.	Enhances the creation and effectiveness that is suitable to the system, culture, and sustenance in the school climate.	4.00	A	4.5
	Average Weighted Mean	3.96	A	
	Standard Deviation	0.293		

Table 7 presents the weighted mean and the corresponding interpretation of the responsibility of HRM to determine the educational management and practices in the area of job analysis and design among the respondents.

It shows that it “Ensures that work experiences, technical skills of faculties/teachers, staff, and employees are properly utilized for the success of the school organization”, with a weighted mean of 4.26 or Strongly Agree which means requiring job analysis and job design to the right project and right resources (Bunyamin, *et al.* 2021, pp. 180-188). On the other hand, it shows that “Ensures that jobs or working loads are

equally distributed to avoid issues and misunderstanding among the organization such as values, interest, and personality” with a weighted mean of 3.37 or Moderately Agree which means that work of the employees in the organization is equally distributed among them. The overall average weighted mean is 3.96 (SD=0.293) or Agree on the responsibility of HRM to determine the educational management and practices in the area of job analysis and design as observed among the respondents.

Findings show that a description of the design and purpose of the job analysis at the educational level and educational work is needed. Job analysis and design is the success and role of the organization to place the right person in the right position. It organizes the job analysis in the school organization that is effective in the procedure of human resource management to promote, select, provide compensation, and assess. Job design and analysis are made for the organization in the school regarding the task they will perform to be assigned in the abilities and peoples’ skills that possessed the work and achievement on the vision, and mission of the school (Strah, & Rupp, 2021).

Table 8: Responsibility of HRM to Determine the Educational Management and Practices in the Area of Monitoring Performance

	Indicators	WM	I	R
1.	Closely monitoring the HR responsibilities, roles, and training to identify improvement and scope of upskill seminars and workshops of all faculties/teachers, personnel, and staff.	4.20	SA	1
2.	Provides school teachers, staff, and personnel to learn for the new professional growth and development.	3.32	MA	5.5
3.	Provides a positive creative environment to boost the faculties/teachers, staff, and personnel loyalty in the school.	3.91	A	4
4.	Improves additional benefits in the school organization to feel that they are important in the school setting.	3.32	MA	5.5
5.	Ensures that the tasks of the faculties/teachers, staff, and personnel increase their job satisfaction.	4.03	A	3
6.	Ensures that all resources are being provided to improve and help the faculties/teachers, staff, and personnel in their tasks to the fullest.	4.11	A	2
	Average Weighted Mean	3.81	A	
	Standard Deviation	0.395		

Table 8 presents the weighted mean and the corresponding interpretation of the responsibility of HRM to determine the educational management and practices in the area of monitoring performance among the respondents.

It shows that “Closely monitoring the HR responsibilities, roles, and training to identify improvement and scope of upskill seminars and workshops of all faculties/teachers, personnel, and staff”, with a weighted mean of 4.20 or Agree which means HR monitoring performance identifies the scope and records on the arrangement of the upskill and workshop among them (Sučić, *et al.* 2021). On the other hand, it shows that it “Provides school teachers, staff, and personnel to learn for the new professional growth and development”, and “Improves additional benefits in the school organization to feel that they are important in the school setting”, with a weighted mean of 3.32 or

Moderately Agree which means that there is closely monitoring from the HR responsibility, roles, and training to identify improvement and scope of upskill seminars and workshops for all teachers, personnel, and staff. The overall average weighted mean is 3.81 (SD=0.395) or Agree on the responsibility of HRM to determine the educational management and practices in the area of monitoring performance as observed among the respondents.

Findings show that the outcome of monitoring performance stresses on the consistency of the effect of school, adjusting the essentials for the school and student characteristics. It captures the distinct aspect of the school performance for the improved educational system in exploring the monitoring performance of the school system and accountability (Prior, Goldstein, & Leckie, 2021, pp. 486-507).

Table 9: Responsibility of HRM to Determine the Educational Management and Practices in the Area of Resolving Conflict

	Indicators	WM	I	R
1.	School heads, and coordinators intervene with the resolving process of the conflicts in the school environment.	3.96	A	4.5
2.	Listens to both parties without showing injustice and biased judgment in resolving the conflict process in the school.	3.96	A	4.5
3.	Ensures that issues and conflicts in the school are solved in a smooth manner where the proper solution is given emphasis.	4.24	SA	1
4.	Creates camaraderie in school organization to avoid conflict among faculties/teachers, staff, and personnel since individuals have diverse backgrounds.	4.00	A	3
5.	Analyses the root causes of the conflict and tries to give possible solutions to minimize conflicts among the faculties/teachers, staff, and personnel.	4.12	A	2
6.	Identifies the manner of conflicts to prevent and hold rights of the staff, faculties/teachers, and personnel in cases of harassment.	3.39	MA	7
7.	Mediates to specific interactions and tasks in order for various phases of activities to have a smooth flow of the school organization.	3.77	A	6
	Average Weighted Mean	3.92	A	
	Standard Deviation	0.275		

Table 9 presents the weighted mean and the corresponding interpretation of the responsibility of HRM to determine the educational management and practices in the area of resolving conflict among the respondents.

It shows that “Ensures that issues and conflicts in the school are solved in a smooth manner where a proper solution is given emphasis”, with a weighted mean of 4.24 or Strongly Agree which means resolving conflict can be meaningful on the part of the human resource management where one of their responsibilities in the organization (Abdulkadiroğlu, Che, & Yasuda, 2011, pp. 399-410). On the other hand, it shows that “Identify the manner of conflicts to prevent and hold rights of the staff, faculties/teachers, and personnel in cases of harassment”, with a weighted mean of 3.39 or Moderately Agree which means school heads and coordinators intervene with the resolving process

of the conflicts in the school environment because it is important for their role in the school organization. The overall average weighted mean is 3.92 (SD=0.275) or Agree on the responsibility of HRM to determine the educational management and practices in the area of resolving conflict as observed among the respondents.

Findings show that issues and conflicts in the school are solved in a smooth manner where the proper solution is given emphasis (Korpela, Kurhila, & Stevanovic, 2022, pp. 1-17).

Table 10: Responsibility of HRM to Determine the Educational Management and Practices in the Area of Maintaining Work Culture

	Indicators	WM	I	R
1.	Responsible for maintaining and shaping school organizational culture.	4.09	A	4
2.	Creates an essential positive impression in the school organization so that staff, teachers, and personnel know what they are expected to perform.	4.20	SA	1.5
3.	Provides a better working atmosphere in the school environment so that respect, unity, and understanding are observed.	4.20	SA	1.5
4.	Instill a peaceful environment in the school organization to eliminate stressful environments that can affect the work performance of the staff, teachers, and personnel.	3.33	MA	7
5.	The communication process is transparent and vital for an open-door policy to express freedom of expression and democracy in the school organization.	4.00	A	5
6.	Improves job satisfaction through recognition and incentives for the work performed in the school.	4.15	A	3
7.	Enhances overall branding and images to spread positivity within the faculties/teachers, staff, and personnel in the school organization.	3.83	A	6
	Average Weighted Mean	3.97	A	
	Standard Deviation	0.311		

Table 10 presents the weighted mean and the corresponding interpretation of the responsibility of HRM to determine the educational management and practices in the area of maintaining work culture among the respondents.

It shows that “Creates an essential positive impression in the school organization so that staff, teachers, and personnel know what they are expected to perform”, and “Provides a better working atmosphere in the school environment so that respect, unity, and understanding is observed”, with a weighted mean of 4.20 or Strongly Agree which means to maintain essential work culture (Ampofo, 2020, pp. 139-160). On the other hand, it shows that “Instill a peaceful environment in the school organization to eliminate stressful environments that can affect the work performance of the staff, teachers, and personnel”, with a weighted mean of 3.33 or Moderately Agree which means responsibility is being shaped in the organization. The overall average weighted mean is 3.97 (SD=0.311) or Agree on the responsibility of HRM to determine the educational management and practices in the area of maintaining work culture among the respondents. Findings show that maintaining work culture can adapt to better camaraderie among the members of the group in the organization (Morales, *et al.* 2020, 1-20).

4.3 On the significant correlation between the functions of human resource management and the responsibilities of human resource management to determine the educational management and practices among the respondents

Table 11: Test of significant correlation between the functions of HRM and Responsibilities of HRM Among the Respondents

Test of Variables Functions and Responsibilities of HRM	Critical r value	Relationships *significant *not significant	Hypotheses *accepted *rejected
Recruitment and Hiring:			
1. HR Planning	0.02586972	Not significant	Accepted
2. Job Analysis and Design	0.02564005	Not significant	Accepted
3. Monitoring Performance	0.02613991	Not significant	Accepted
4. Resolve Conflict	0.02577054	Not significant	Accepted
5. Maintaining Work Culture	0.02560774	Not significant	Accepted
Employee and Employer Relationship:			
1. HR Planning	0.02593665	Not significant	Accepted
2. Job Analysis and Design	0.02510639	Not significant	Accepted
3. Monitoring Performance	0.02620754	Not significant	Accepted
4. Resolve Conflict	0.02583722	Not significant	Accepted
5. Maintaining Work Culture	0.02567400	Not significant	Accepted
Training and Development:			
1. HR Planning	0.02583645	Not significant	Accepted
2. Job Analysis and Design	0.02560708	Not significant	Accepted
3. Monitoring Performance	0.02610629	Not significant	Accepted
4. Resolve Conflict	0.02573739	Not significant	Accepted
5. Maintaining Work Culture	0.02557481	Not significant	Accepted
Compensation, Rewards, and Benefits:			
1. HR Planning	0.02966857	Not significant	Accepted
2. Job Analysis and Design	0.02940518	Not significant	Accepted
3. Monitoring Performance	0.02997843	Not significant	Accepted
4. Resolve Conflict	0.02955482	Not significant	Accepted
5. Maintaining Work Culture	0.02936812	Not significant	Accepted
Disciplinary Action:			
1. HR Planning	0.02645578	Not significant	Accepted
2. Job Analysis and Design	0.02622092	Not significant	Accepted
3. Monitoring Performance	0.02673206	Not significant	Accepted
4. Resolve Conflict	0.02635436	Not significant	Accepted
5. Maintaining Work Culture	0.02618787	Not significant	Accepted
One-tailed test, df of 100, 0.05 level of significance with a critical r value of 0.194604			

Table 11 presents the test of significant correlation between the functions of human resource management and the responsibilities of human resource management to determine the educational management and practices among the respondents.

It shows that when the two variables are tested against each other between the functions and responsibilities. It reveals that the computed r value of Recruitment and Hiring against HR Planning is 0.02586972, Job Analysis and Design is 0.02564005, Monitoring Performance is 0.02613991, Resolve Conflict is 0.02577054, and Maintaining

Work Culture is 0.02560774 which is not significant and acceptance of the hypothesis. Nevertheless, when two variables are tested between Employee and Employer Relationship against HR Planning, the critical r value is 0.02593665, Job Analysis and Design is 0.02510639, Monitoring Performance is 0.02620754, Resolve Conflict is 0.02583722, and Maintaining Work Culture is 0.02567400 which is also not significant and non-rejection of the hypothesis. Moreover, when two variables are tested between the Training and Development and HR Planning, the critical r value is 0.02583645, Job Analysis and Design is 0.02560708, Monitoring Performance is 0.02610629, Resolve Conflict is 0.02573739, and Maintaining Work Culture is 0.02557481 which is not significant and acceptance of the hypothesis.

Indeed, when two variables are tested between the Compensation, Rewards, and Benefits against HR Planning, shows that the critical r value is 0.02966857, Job Analysis and Design is 0.02940518, Monitoring Performance is 0.02997843, Resolve Conflict is 0.02955482, and Maintaining Work Culture is 0.02936812 which is also not significant and the acceptance of the hypothesis.

Lastly, when Disciplinary Action is tested against HR Planning, it shows that critical r value is 0.02645578, Job Analysis and Design is 0.02622092, Monitoring Performance is 0.02673206, Resolve Conflict is 0.02635436, and Maintaining Work Culture is 0.02618787 which is not significant and acceptance of the hypothesis.

Therefore, it is safe to say that there is no significant correlation between the functions of human resource management towards an input to educational management and practices and the responsibilities of human resource management to determine the educational management and practices among the respondents. One-tailed test, of 100, 0.05 level of significance with a critical r value of 0.194604.

5. Conclusions

It shows that functions of HRM in terms of recruitment and hiring among the respondents reveal to develop a system to attract applicants particularly those with outstanding talents to fill each position and ranking the applicants according to the recruitment policies set by the school, shows that employee and employer relationship focuses on the HR management in fostering better relationship among personnel, staff, and faculties, where it provides specific training such as team building, and mindfulness, shows that training and development disseminates to faculties/teachers, personnel, and staff information, ideas, practices, etc. acquired in service trainings as mandated by the educational institution, shows that compensation, rewards, and benefits exercises the "Equal work, and equal compensation policy" to ensures competitive salary grades are observed both tangible and intangible benefits, and shows that disciplinary action ensures all faculties/teachers, staff, and personnel are aware of the policies and procedures to prevent disciplinary process where disciplinary action will be imposed based on the ground of the incidents and is based on the labor laws to ensure protection for all faculties/teachers, staff, and personnel.

On the other hand, responsibility of HRM in the area of HR planning formulate training and development based on the needs of the schools, faculties/teachers, staff, and personnel, shows that job analysis and design ensures that work experiences, technical skills of faculties/teachers, staff, and employees are properly utilized for the success of the school, shows that monitoring performance is closely done as part of the HR responsibilities, roles, and training to identify improvement and scope of upskill seminars and workshops of all faculties/teachers, personnel, and, shows that resolving conflict ensures that issues and conflicts in the school are solved in a smooth shows to create an essential positive impression in the school organization so that staff, teachers, and personnel know what they are expected to perform for a better working atmosphere in the school environment so that respect, unity, and understanding is observed where it instill a peaceful environment in the school organization to eliminate stressful environments that can affect work performance of the staff, teachers, and personnel.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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