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Human Resources Management Practices, Job Satisfaction and Faculty Performance

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ABSTRACT

Being satisfied with the job is significant for organizations. Certain human resource management practices account for job satisfaction and improved performance. The researcher being one of the faculty members of a Higher Education Institution (HEI), felt the need to study on what greatly affects work performance of faculty members in an HEI. The participants of the study were all faculty members, deans and students of the Teacher Education Institutions in Bohol. There was no sampling technique applied since all of them were included in the study. It employed the descriptive-correlation method in gathering the data by employing standardized questionnaires. To determine the perception of the respondents in terms human resource management practices and the level of job satisfaction, the weighted formula was employed. For the teaching performance of the faculty members, the arithmetic mean was used. To determine the relationship between HRM practices and job satisfaction to teaching performance, Pearson Product – Moment Coefficient of Correlation was used while to obtain the data for the difference in the performance of faculty members when grouped according to the raters, One-Way Analysis of Variance (ANOVA) was used. Findings revealed that the faculty members perceived highly the existing human resource management practices in their workplace. The participants developed a high perception with these aspects of human resource management practices. In terms of job satisfaction, the participants perceived a high level of job satisfaction. They found satisfaction with the meaningfulness of the job, social benefits and support from the administrators. The mean of work performance of the faculty members is very satisfactory and there is no difference in the mean of work performance of faculty members as perceived by the deans and students. The result further revealed that there is a significant relationship of human resource management practices, job satisfaction and teaching performance as indicated by the critical value. The study concludes that faculty members with satisfactory performance are driven by a sound human resource practice and satisfaction with their job as teachers. The support from the human resource management department and other administrators results in better teaching performance.

Introduction

Human Resources Management (HRM) is consensually considered to be a management field, able to bring strategic contributions to organizations (Friedman, 2007). It is of paramount principle that human resources are the most important assets of an organization. Any organization cannot be successful without effectively managing these resources. That is why the purpose of HRM is to maximize the productivity of an organization by optimizing the effectiveness of its employees and most importantly to lessen turnover.

The human resources of an organization represent one of its largest investments. In fact, government reports show that approximately 73 percent of national income is used to compensate employees (Byars and Rue, 2006).

The current economic crisis, globalization, and fierce competition are now forcing firms to look again and re-examine their importance of HRM to help them to navigate through these challenging times. The importance of HRM as a competitive advantage had been long embraced by companies. However, in many countries in Southeast Asia, awareness of the importance and value of HR as competitive advantage has yet to be appreciated as observed on their analysis of HRM in the Philippines.

Currently, human resource managers are extremely pressured to provide a strong contribution to the organization, based on the functions that relate to the way the workers are attracted, developed, appraised and maintained in the organization with high effectiveness levels and less turnover. According to this perspective, the keypoint to sustainable HRM is to have effective practices of human resources.

In the educational system, the most important human resource is the teacher (Stoner 1978 as cited by Andal 2015). He/She helps to provide the essence of and orchestrates the learning process. That is why, this human resource, the teacher, must remain attracted, developed, appraised and maintained in the organization with high effectiveness to achieve better results especially for learning institutions, the major goal is to provide quality education to its clientele, the students.

Thus, it calls for the important role of teachers to provide such. Teaching is a challenging yet inspiring task because it deals with the development of individuals which relates to effectiveness of his/her existence. How much and what the teacher imparts depends on his values, feelings, attitudes, beliefs, perceptions and behavior towards work, group, supervisor, administrator and environment.

Andal (2015) said that the values of the teacher are his/her normative views of what is good, and desirable is associated with teachers' satisfaction in the job. Indeed, satisfaction in the job plays an important role on what the teacher will impart or execute. According to Ngimbudzi (2009), job satisfaction is not a new phenomenon at all in organizational science and organizational behaviour. It is one of the topics that have drawn interests among scholars in the field. Many studies have been done on this particular topic for over six decades now and thousands of articles have been published (Zembylas & Papanastasiou, 2006). Attempts to improve performance in schools will never succeed if teachers' job satisfaction is ignored. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively (Mbua, 2003).

Numerous studies on the effect of teacher's performance to students' learning and achievement are to be considered since there is really a significant relationship between teacher's performance and student learning. That is why, teachers must be stimulated and motivated to the fullest in their teaching performance. Educational leaders and administrators/managers have to pay special attention to the phenomena of motivation and job satisfaction. Mbua (2003) added that motivated and satisfied teachers are most likely to affect the students' learning positively while the opposite of that may have negative impacts on students' performance.

It is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement (Panda and Mohanty, 2003). There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, and relations with students. For development of quality teachers, one has to understand the factors associated with it (Usop, et al., 2013). Satisfaction of employees and clients is one of the important factors of success for any organization and any sector of the economy. It drives the motivation to continuously improve the process of delivering services to customers and provide the culture of excellence towards the achievement of the organization's vision and mission (Laguador, De Castro & Portugal, 2014).

It is in this light that the researcher being one of the faculty members of a Higher Education Institution (HEI), felt the need to study on what greatly affects work performance of faculty members in a Higher Education Institution. Would a sound HRM practice and being satisfied in a job lead to high performance at work? This study seeks to determine the relationship of human resource management practices and job satisfaction to teacher's work performance. Whatever results that can be generated in this study will lead to a plan of action concerning on the improvement or enhancement of the topics under study.

Literature Review

Human Resources Management is concerned with effectively using the assets of human resources for the attainment of organizational goals and the continued viability and success of the organization. The literature evidences have confirmed the relationship between HRM and organizational success (Stavrou and Brewster, 2005). It is concerned with the development of both individuals and the organization in which they operate. HRM, then is engaged not only in securing and developing the talents of individual workers but also in implementing programs that enhance communication and cooperation between those individual workers in order to nurture organizational development. It encompasses those activities designed to provide for and coordinate with the human resources of an organization.

The theoretical studies that have been conducted within the framework of HRM (Bamberger and Meshoulam, 2000) as well as empirical studies of Guthrie, 2001) have not presented a precise definition or systems of HRM practices. Although the authors have not clearly explicated what they mean by practices of HRM, most of them seem to have an underlying conception similar to that of Schuler (1992): "Specific actions used by companies to attract, motivate, retain and develop the employees".

Indeed, a notable body of research has emerged that shows that human resource practices collectively do contribute significantly to organizational performance (Youndt and Snell, 2004). In studying human resource management specifically on attracting and boosting employees, theories on motivation are always a thing to be considered. Employee motivation theories attempt to create models to understand what motivates people to push their performance at work. Savvy managers familiarize themselves with a range of motivational theories, employing a mix of different approaches depending on the situations they find themselves in and the types of employees they supervise. Effective employee motivation can increase employee's productivity and loyalty; failing to put these theories into place can lead to increased employee turnover.

The Theory of Management by Objectives or MBO by Peter Drucker puts forth the premise that employees are more motivated by goals and objectives that they had a hand in setting. Rather than dictating instructions, quotas and goals from above, managers following an MBO philosophy include employees in strategic decision-making whenever possible, especially in decisions that directly affect employees' daily routines.

In relation to the study, educators have to be involved in setting the goals of the Higher Education Institutions through strategic planning and in the formulation of Faculty Development Program. One of the practices of HRM is supervisors support. This comprises how the employees are given the chance to be part of decision-making and strategic planning. The more they are involved in such undertakings, the more they are motivated and satisfied. Thus, there's a tendency that they perform better than those who are not involved.

For motivation and satisfaction, Douglas McGregor at the MIT Sloan School of Management in the 1960s, created and developed "Theory X and Theory Y" as one of the theories of human motivation and management. These theories describe two contrasting models of workforce motivation in human resource management practices. For him, Theory X and Y are not opposite ends of the same continuum, but rather two different continua in themselves. In order to achieve the most efficient production, a combination of both theories may be used where appropriate.

McGregor defined a Theory X manager who believes that most people do not like work. Workers are not smart or creative. People do not care about the organization, and will adequately work when there are promises for rewards. Moreover, Theory X manager believes that people want to have direction in order to evade responsibility. On the other hand, Theory Y managers feel that people want to do what is best for the organization and can direct themselves under the right conditions.

In the context of this study, educators don't perform at the same level and effectiveness; some are active while the others are passive. In a learning institution, educational leaders or administrators may encounter different personalities with their subordinates and the big challenge there is on how to motivate these subordinates at their best to perform better results. That is why administrators should look into factors that affect the performance of these subordinates. In other words, these administrators or leaders should be employee-centered and should believe that effective management requires treating employees as humans and not just worker bees.

Moreover, Salin in his theory on LMX (Leader-Member Exchange) Theory said that "leaders develop unique relationships with different subordinates and that the quality of these relationships is a determinant of how each subordinate will be treated." With these two theories, Salin combined individual and the organization at the same time. In addition, workers

(subordinates) develop feelings of effective commitment if they receive the importance and motivation from supervisors not just by overseeing them all the time but by also giving them importance. Similarly, the Herzberg two-factor motivation theory, which proposes that employees will be motivated to perform if intrinsic factors such as responsibility, recognition and personal growth are offered to employees, relate to the study.

Hence based on these theories, institutional leaders such as coordinators, supervisors, department heads or chairpersons, deans and directors have to give focus on the importance of human resource management practices by exposing subordinates to different activities such as observations, conferences and other avenues for faculty development. With these, the leaders will be able to provide salient feedback for the subordinates/educators to further improve their craft in their working environment. Educational leaders' main goal should be on leading the human resources grow in their working environment.

Work environment also is the biggest factor that influences job satisfaction according to the Job Characteristics Model (JCM) by Hackman & Oldham. It encourages intrinsically motivating characteristics of job satisfaction. There are five key job characteristics such as skill variety, task identity, task significance, autonomy and feedback that influence psychological states like job satisfaction. Based on this model, it is thought that by improving the five core job dimensions, this will subsequently lead to a better work environment, increased job satisfaction and yield better work performance.

Notably, several theories and model would support the claim that effective HRM practices and high level of job satisfaction of employees lead to better work performance. The more satisfied workers are, the more commitment they will gain and the more effective they will be in their working environment. The employees or workers, as the main human resource in any organization, should be treated as humans and not just worker bees.

The concept of teacher job satisfaction is defined as the "teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher". According to Spector (1999), job satisfaction is defined as "simply how people feel about their different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs."

Additionally, Mbuu (2003) then, defines job satisfaction as "the fulfillment acquired by experiencing various job activities and rewards." Whereas, for Robbins (2005), the concept job satisfaction refers to the employee's feelings about her or his job. Similarly, according to Robbins & Judge (2008), job satisfaction is a positive feeling about one's job resulting from an evaluation of its characteristics. Moreover, job satisfaction is defined by Lunenburg and Ornstein (2004) as the amount of importance a school places on its human resources. However, a body of literature contends that whether researchers in this field agree or disagree on the definition of certain concepts is not an issue of any importance. It acknowledges the ambiguity of the concept of job satisfaction and suggests the need for re-conceptualization of the phenomenon. This implies that there is a conceptual gap that needs to be addressed by researchers in the field of organizational science or behavior.

On the basis of the above definitions, in this study, the researcher uses the concept of teacher job satisfaction to simply refer to the teachers' attitudes, perceptions and feelings that they have towards their job. Teacher job satisfaction refers to whether teachers are happy with their job or not. In other words, if teachers have positive attitudes or good feelings about their job, these qualities are taken to describe a satisfied dimension. Wood (2008) said that employees derived their job satisfaction from supportive administration. According to the author, an informative and consultative administration makes employees comfortable with their jobs. Moreover, according to Woods and Weasmer (2002), workers' job satisfaction is derived from collegial relationship that they enjoy at their place of work. It is very important for teachers to have time to share experiences.

However, Roethlisberger in his article published in *Classics of Organization Theory Sixth Edition* (Shafriz et al. 2005) argues that salary is the main demand which a worker is making of his employment and that what an employee wants is simply to be assigned in work that he or she is supposed to do and the amount of money they will earn by the end of the day for such a job and nothing else. This implies that money is the main source of satisfaction to some employees. Other workers derive their satisfaction from being accepted and recognized by their supervisors and co-workers. In other words, teachers like other employees, derive their satisfaction from acceptance and recognition.

Aside from theories and model, this study is also supported with legal bases. The field of human resources management is greatly influenced and shaped by the state and federal laws governing employment issues. Indeed regulations and laws govern all aspects of human resource management – recruitment, placement, development and compensation.

One of the most important pieces of HRM legislation, which affects all of the functional areas, is Title VII of the Civil Rights Act of 1964 and subsequent amendments, including the Civil Rights Act of 1991. These acts made illegal the discrimination against employees or potential recruits for reasons of race, color, religion, sex and national origin. It forces employers to follow – and often document – fairness practices related to hiring, training, pay, benefits and virtually all other activities and responsibilities related to HRM.

Indeed, there should be fairness in terms of hiring, paying and of course in training employees like pursuing further studies so that they will emerge as competitive resources in the organization most especially in the learning institution.

That's why, it is stated in Republic Act No. 7784 that It is likewise universally recognized that the teacher is the key to the effectiveness of the teaching-learning process by drawing out and nurturing the best in the learner as a human being and a worthy member of the society. Thus, this Act aims to provide and ensure quality education by strengthening the education and training of teachers nationwide through a national system of excellence for further education.

Human resources like teachers should be treated well since they are the key to the effectiveness of the teaching-learning process. This calls on the importance of the management of these human resources so that they will be motivated to the organization where they belong and even be loyal to the present job. Effective and sound human resource management practices are very vital in a learning institution because it would have diverse effects on it its human resources, most especially the teachers. Hence, affects their performance.

According to Stronge (2011), measuring teacher's performance is a complicated but necessary process. It is particularly complex because of the varied types of teachers and student, and styles of teaching and learning. Its purpose is to improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness. He offered performance standards to measure teacher's performance, these are: professional knowledge, instructional planning, instructional delivery, assessment of and for student learning, learning environment, professionalism, and student academic progress. Performance standards refer to major duties performed for all teachers. Professional knowledge means that the teacher demonstrates an understanding of the curriculum, subject content and the developmental needs of students by providing relevant learning experiences. These standards are expectations for effective professional performance and refer to the major duties performed by the teachers.

It is in this light that in terms of teaching performance, the instructor or professor will be evaluated based on these four aspects: commitment and professionalism, knowledge of subject, teaching for independent learning and management of learning. And these aspects are used in this study through performance indicators that are used in the evaluation system to identify observable behaviors and performance of the major job standards.

Knowledge of the subject means that the teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the developmental needs of students by providing relevant learning experiences. Management of learning refers to the teacher effectively engages students in learning by using variety of effective instructional strategies in order to meet individual learning needs. Commitment and professionalism means that the teacher maintains a commitment to professional ethics, communicates effectively and takes the responsibility for and participates in professional growth. Teaching for independent learning means that the teacher maintains and provides a respectful, positive and student-centered learning environment that is conducive to learning wherein the students will be stimulated to think critically and analytically. With these, teachers are really essential in the learning process. That is why, the human resource management should see to it that effective implementation of HR practices, having the concern on the welfare of these teachers should be present in the organization. These practices are designed and implemented to ensure that an organization's human resource contributes to the achievement of its objectives.

A study of Abeysekera (2007) with the title *The Impact of Human Resource Management Practices on Marketing Executive Turnover of Leasing Companies* which was published in a *Contemporary Management Research* made use of the six Human Management Practices such as: realistic job information, job analysis, work family balance, career development, compensation and supervisor support. It was found out that work family balance and MEIL (Marketing Executives Intention to

Leave) was positively correlated. This can be due to the freedom enjoyed by marketing executives. Findings suggest that most of the marketing executives believe that leasing companies are in support for work family balance. Compensation and job analysis were found to be strong HRM practice predictors of MEIL. The implication of this finding is that compensation and job analysis are the most critical HRM practices to be implemented by leasing companies to reduce MEIL. Employees tend to leave their jobs if they feel they are not satisfied with it, hence it affects work performance and eventually leave their jobs.

With the six HRM practices employed in the study, findings revealed: Realistic Job Information, where pre-selection practices are concerned, found that individuals who displayed a higher tendency to leave their jobs were those who perceived that the job previews that they received during the interview process were not realistic.

Firth, Mellor, Moore & Louquet (2004), found that emotional support from supervisors and self-esteem mediated the impact of stressors on stress reactions, job satisfaction, commitment to the organization and intention to quit. It is suggested that to ameliorate intention to quit and in turn reduce turn over, managers need to actively monitor workloads and the relationships between supervisors and subordinates. Monitoring workloads and supervisor-subordinate relationships by management may reduce intention to quit and subsequent turn over, thereby saving organizations or institutions the considerable financial cost and effort involved in the recruitment, induction and training of replacement staff. Literature has indicated that lack of administrative and collegial support, negative school atmosphere, low morale, diminishing status and lack in respect are all factors contributing to teacher job dissatisfaction (Jones, 2001; Lumsden, 1998; Weasmer & Woods, 2002).

Work family balance, in studies that focused on other HR practices, it was found that employee turnover was lower when employees had shorter work hours and were given a choice of work schedules, even though their workload was higher. The results suggested that firms which provide employees with flexible work schedules had the advantage of reducing employee turnover. Batt & Valcour (2003) found that most effective organizational responses to work, family conflict and to turnover are those that combine work family policies with other human resource practices including work redesign and commitment enhancing incentives.

Compensation (Benefits and Recognition), in studies related to compensation, Park, Ofori-Dankwa, & Bishop, (1994) and Trevor, Barry, & Boudreau (1997) found that salary growth had a pronounced effect on turnover. Particularly, salary growth effects on turnover were greatest for high performers, that is, high salary growth significantly reduced turnover for high performing employees. Abassi and Hollman (2000) in their study have identified lack of recognition and lack of competitive compensation systems are some reasons for employee turnover in the organization.

For career development, it was found out that the lack of meaningful work and opportunities for promotion significantly affected employees' intentions to leave an organization. Organizations were able to improve their employees' retention rate by adopting job enrichment programs and enhancing their advancement opportunities. Besides promotion opportunities, the evaluation criteria used in the promotion and reward system also had significant effects on employees' turnover intentions. Ineffective performance appraisal and planning systems contributed to employees' perceptions of unfairness and they were more likely to consider leaving the organization.

Job Analysis (JA) is the building block for all HRM activities. The job analysis is a process of obtaining information about jobs. Conducting a JA and subsequently providing employees with a job description prevents the situation in which employees do not know what is expected of them to do. JA forms the foundation upon which virtually all other human resource management systems are built and it therefore impacts on employee turnover in general JA subsumes all other HR activities and therefore has a significant effect on employee turnover in general (Hoon, et al., 2000). The above review indicates that a firm's HR practices have a significant impact on employee turnover.

Moreover, the study of Bella Llego (2013) with the title *The Relationship between Human Resource Practices and Firm Performance Case Study: The Philippine Firms Empirical Assessment* which was published in *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering* revealed that effectiveness of implementing HR practices in a company does indeed have a major impact towards a firm's performance. Finding shows that HR practices have an impact of nearly 50 percent on firm performance. Thus, this form of analysis could help organizations to realize and be more aware of the importance of human resource practices and the need to integrate and align HR into the firm's strategic plan. Firms in the Philippines should also emphasize strategic effectiveness, almost firms in Philippines practice a moderate number of HR practices in their companies.

The study pointed out that employee relations and communication allow employees to know about the organization's espoused values and HRM practices, giving them a channel to voice their complains and grievances, hence closing the gap and minimizing any conflict that might occur in the workplace. The second highest influence is job/work design. This refers to the degree to which employees are given the freedom to decide, participate and get involved in their area of work. This enables employees to feel empowered and to exercise flexibility in their jobs, and hence to be more motivated in the workplace.

Based on the study, the third highest influence is career planning, through which career paths are made known to employees. This creates a sense of empowerment of employees regarding their career paths, hence encouraging employees to be more enthusiastic in achieving their career goals. This will lead to increased productivity and performance of the firm. The three influences mentioned above are also in agreement with what was proposed in the Job Characteristics Model of Hackman and Oldham. Communication (feedback), meaningfulness and responsibility (job/work design and career planning) may lead to work motivation, growth satisfaction, and general satisfaction and work effectiveness.

Indeed, based on the findings of the study, effective implementation of HRM practices affects the performance of the firm or company. It influences employees' behavior, attitudes and performance. The effective implementation of HRM practices in organizations is a key source of competitive advantage and has been shown to have a positive relationship with company performance.

That is why employees' satisfaction should not be ignored most especially in the field of education wherein educational leaders and administrators or managers have to pay special attention to the phenomena of motivation and job satisfaction. Most especially, educators are currently working towards improving the quality of its education so that it suits to the future needs of the society and the demands of globalization. The efforts to provide quality education will prove futile if all stakeholders and policy makers now and in the future do not pay attention to teacher' job satisfaction.

However, it is argued that there is not much empirical data to support the claim that employees' job satisfaction contributes to job performance. In contrast, Robbins and Judge (2008) assert that "some researchers used to believe that the relationship between job satisfaction and job performance was nonexistent, but a review of 300 studies suggested that the correlation is pretty strong." Zembylas and Papanastasiou (2006) who studied teacher job satisfaction and dissatisfaction in Cyprus suggest, "...there is an urgent need for policy makers to recognize the fact that educational quality is largely related to teacher job satisfaction." This implies that teachers' job satisfaction is a pivotal aspect for a country. The study is intended to add knowledge to the phenomenon of teachers' job satisfaction.

The study adopted the instrument in measuring job satisfaction of teachers from Ngimbudzi (2009) which offered these four factors associated with teachers' job satisfaction: meaningfulness of the job, social benefits, support from administrators and job characteristics. These factors were reflected in his study Job Satisfaction among Secondary School Teachers in Tanzania: The Case of Njombe District.

It is contended that measuring teachers' job satisfaction is a responsibility of administrators (Liu & Wang, 2010). This implies that educational administrators are obliged to examine job satisfaction levels of their teachers from time to time. It was claimed that low satisfaction with salary and the lack of promotion opportunities contributed significantly to teachers' intention to quit the job. This implies that high satisfaction with these variables would contribute to their intention to remain in the job. However, recent survey conducted among 245 human resource representatives and 7,101 workers in United States of America revealed that employees do not remain in their jobs because of good salaries and fringe benefits, but they stay because of the collegial relationship with co-workers and managers.

Albanese (2008) associates job dissatisfaction with: monthly salaries, incapable and unsupportive administrators and lack of collegial relationship with co-workers. Incapable leaders and salary were key factors that influenced job dissatisfaction. This implies that teachers' job dissatisfaction is associated with leadership or managerial incapability. Gosnell (2000) defined meaningfulness of the job as "the extent that an individual perceives their work as significant and important and the degree to which an individual perceives their job as affecting other people's lives".

Job characteristics as Spector defined refer to "the content and nature of the tasks themselves". These include elements such as: skill variety, task variety, task significance, autonomy and job feedback.

The Social Benefit comprises recognition from the community, cooperation from workmates, freedom and autonomy in the place of work, cooperation from school management team, teaching is an interesting job, autonomy in making decisions about daily tasks, job security, professional ability for doing job, present level of responsibility, and collegial relationship. Support from supervisors refers to the care and concern that leaders, administrators or supervisors shown to the faculty members.

According to Latham (1998), "job satisfaction can do far more than help retain teachers; it can improve their teaching." This implies that satisfied teachers can contribute significantly to the improvement of students' academic performance and school effectiveness at large. Similarly, Shann (2001) asserts that job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching and students' learning.

A study conducted by Andal (2015) with the title, *Correlates of Job Satisfaction and Performance among the Faculty of Laguna State Polytechnic University, San Pablo City Campus: Input to Faculty Development Program*, revealed that the respondents (faculty members from the different colleges in the Campus) were satisfied in their job physiologically, socially and intellectually as the demands of the profession. Thus, the faculty members assume to find pleasure in doing their jobs. In terms of performance of faculty members, they were all outstanding as reflected in the evaluation. This implies that job satisfaction registered significant effect on faculty performance. Gonzales (2015) said that the assessment of teaching should be based on multiple pieces of evidence of effectiveness at least some of which should be directly linked to student learning. The goal teaching is to facilitate learning. If learning does not result from teaching, then the teaching however organized and well-presented has been ineffective. Assessment of teaching must be linked to student learning.

Hence, the role of teachers should not be ignored especially in instruction. Administrators and educational leaders should see to it that the working environment of teachers is a fertile ground for them to grow in all aspects. Managing the human resource, the teachers, very effectively will lead to satisfaction. Effective HRM practices such as realistic job information, job analysis, work family balance, career development, compensation and supervisor support will guide teachers in the practice of their profession including their rights and privileges. It somehow encourages intrinsically motivating characteristics of job satisfaction. There are five key job characteristics such as skill variety, task identity, task significance/meaningfulness of the job, autonomy and feedback that influence psychological states like job satisfaction. It is thought that by improving the five core job dimensions, this will subsequently lead to a better work environment, increased job satisfaction and yield better work performance. As Shann (2001) added that teacher satisfaction has been shown to be a predictor of teacher retention, determinant of teacher commitment and in turn, a contributor to school effectiveness.

Methodology

The participants of the study were all faculty members, deans and students of the Teacher Education Institutions in Bohol. There was no sampling technique applied since all the faculty members and deans of the chosen HEIs were included in the study.

To get the participants' profile on human resource management practices, job satisfaction and teaching performance, the mean was applied with the use of questionnaire. Profile of HRM Practices was measured in terms of realistic job information, job analysis, work family balance, career development, compensation (benefits and recognition), and supervisor support. The profile of the respondents' job satisfaction was measured in terms of meaningfulness of the job, social benefits, support from administrators and job characteristics. The faculty teaching performance was measured in terms of survey that includes the following aspects: commitment, knowledge of subject, teaching for independent learning and management of learning.

The difference of the work performance mean of the faculty members and the relationship between the human resource management practices and job satisfaction to teaching performance was qualitatively interpreted.

To prove the significant relationship of the human resource management practices and job satisfaction to teaching performance in the study, the Pearson Product Moment Coefficient of Correlation was used. To prove the difference in the performance of faculty members when grouped according to the raters, the One-Way Analysis of Variance (ANOVA) was used.

Results and Discussion

Relationship between Work Performance and the Variables

Finding shows the significant relationship between work performance and the variables such as job satisfaction and human resource management practices. The result reveals that there is a significant relationship as indicated by the critical value of r to be less than the value of computed value of r . Therefore, the null hypothesis is rejected.

For job satisfaction, this means that those faculty members with high satisfaction in their job tend to work better compared to those faculty members who are dissatisfied with their jobs. Moreover, this means that the more satisfied the faculty members are, the more they would work hard in order to yield better results in their teaching profession. In short, job satisfaction yields better results.

It holds true with the study of Evans (2001) that dissatisfied teachers are less likely to do their best work in the classroom. Moreover, this result supports to the study of Hom & Kinickie (2001) in which the study reveals that employees who are dissatisfied may reduce their level of efforts.

For human resource management practices, this means that good human resource management practices result to better work performance. Therefore, if an institution is having a sound human resource management practice, the faculty members will be motivated also to exert their efforts in the delivery of instruction. Further, it implies that the more the faculty members are supported by the human resource department, most likely they would have better teaching performance. Therefore, work performance can be associated with job satisfaction and human resource management practices.

Difference between the Work Performance of Faculty Members as Evaluated by the Two Groups of Raters

Result shows the significant difference between the mean of work performance of the faculty members as rated by the deans and students. The result reveals that there is no significant difference between the work performance of faculty members as evaluated by the two groups of raters namely the deans and students. As the table shows that the computed value of t which is 0.58 is lesser compared to the critical value of t which is 1.65. Therefore, the deans and students' ratings did not show a significant difference which goes to show that the ratings have no statistical difference. This means that their evaluation towards each of the teachers is seemingly the same as shown in the table.

Further, students have small variance compared to the Deans' mean ratings as shown in the table with 0.17 and 0.29 respectively. This means that the students' ratings were more homogenous compared to the ratings of the deans.

Summary of Participants' Perceived Level of Satisfaction

Findings reveal the participants' perceived level of job satisfaction. It can be noted in the table that the participants perceived a high level of job satisfaction as given in the grand mean of 3.82. This means that the faculty members were highly satisfied in their job as teachers or educators. Consequently, they were highly satisfied in terms of meaningfulness of the job, social benefits and support from the administrators with the mean of 3.81, 4.05 and 3.87 respectively. Therefore, the faculty members perceive their work as significant and important and the degree to which they perceive their job to have an effect to people's lives.

Moreover, the faculty members were highly satisfied in their teaching career and how interesting teaching job is for them since they received recognition from the community; there is cooperation from workmates and school management team and freedom and autonomy in the pace of work. In teaching, they experienced a free sense in the present level of responsibility together with autonomy in making decisions and collegial relationship. Aside from that, the faculty members experienced a high level of satisfaction as to the care and support that the administration has extended to its faculty members.

With these findings of the study, these somehow relate to the theory of Salin, the LMX (Leader-Member Exchange) Theory which states that workers (subordinates) develop feelings of effective commitment if they receive the importance from supervisors not just by overseeing them but by also giving them importance.

However, it is remarkably obvious that among the aspects for job satisfaction, it is only in job characteristics that the faculty members were moderately satisfied where it talks on the content and nature of the job and it includes bonuses, promotional opportunities, promotional process and opportunities for professional growth. In this sense, the faculty members were moderately satisfied with promotions and other opportunities for professional growth. Most importantly, they felt moderately satisfied with future fringe benefits of their jobs because they felt they were not secured in their jobs yet. However, in overall, the faculty members were highly satisfied in terms of job satisfaction.

Summary of Participants' Perception of Human Resource Management Practices

The result presents the participants' perception of their human resource management practices in their workplace being measured in terms of these six aspects such as realistic job information, job analysis, work family balance, career development, compensation and recognition and supervisor support. It is evident that majority of the participants perceived highly as to the existing practices of the human resource management in their workplace with the grand mean of 3.75. This means that the participants felt the existence of these human resource management practices in their present station. Consequently, this means that the faculty members were able to experience that human resource management exists for the development of both individuals and the organization in which they operate. Moreover, the faculty members felt and highly perceived the existence of these human resource management practices not only in securing and developing the talents of individual workers but also in implementing programs that enhance communication and cooperation between those individual workers in order to nurture organizational development.

As shown in the result, the participants gave a high perception with these aspects such as job analysis, work family balance and supervisor support with the means of 3.97, 3.95 and 3.97 respectively. Therefore, the faculty members perceived highly how the human resource management department provides employees with a job description which it helps them be aware and be knowledgeable on what is expected of them to do. Further, this means that the faculty members were well-informed on the expectation/s of the administrators or supervisors towards their job/s assigned to them.

This result supports the Job Characteristics Theory by Hackman and Oldham wherein it states that an employee must know and understand how well he or she is doing the job in order to make a job satisfying. An employee must know what he or she is going to accomplish so that better results in terms of performance.

Moreover, same level of perception was felt by the faculty members in terms of work family balance. This means that the human resource management implemented practices that faculty members were highly perceivable. Therefore, most effective organizational responses to work family are those that combine work family policies with other human resources practices including work redesign and commitment enhancing incentives. Aside from this, the faculty members perceived highly the HRM practice in terms of supervisor support. Therefore, they felt the care, fairness and respect from the administrators or supervisors.

Three aspects got a moderate perception such as career development, realistic job information and compensation and recognition. This means that the faculty members did not feel that much the existence of these practices in general. This may be due to the status of work that might be a factor for the classification of compensation most especially which got the lowest mean.

Mean of Work Performance of the Faculty Members as Rated by the Two Groups

It reveals the mean of work performance of the faculty members as rated by the two groups namely the dean and the students. It is shown in the table that the mean of work performance of the faculty members is very satisfactorily. This means that the faculty members performed very satisfactorily in their teaching performance. That is they were able to satisfactorily manage their own learning, be committed to their teaching job, be knowledgeable of their subject matter and be independent in their own learning.

Conclusion

Based on the foregoing findings of the study, the study concludes that faculty members with satisfactory performance are driven by a sound human resource practice and satisfaction in their job as teachers. Further, it implies that the more the faculty members are supported by the human resource management department, most likely they would have better

teaching performance. Therefore, if an institution is having a sound human resource management practice, the faculty members will be motivated also to exert their efforts in the delivery of instruction.

Moreover, effective HRM practices and high level of job satisfaction of employees lead to better work performance. The more satisfied workers are, the more commitment they will gain and the more effective they will be in their working environment.

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