

Human Resource Management Processes for Achieving Quality Teachers Through the Lens of Career Progression

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Abstract. This study investigates the relationship between human resource management processes and career progression among teachers in DepEd Region XII. Specifically, it examines how selecting and staffing, training and development, compensation and benefits, and employee assistance influence career goals, career navigation skills, and career success measures. Descriptive-predictive correlation analysis was employed using survey data from teachers in four divisions. Findings reveal a significant positive correlation between human resource management processes and career progression, suggesting that effective HR practices can enhance teacher development and career satisfaction. The study's results provide valuable insights for DepEd to improve its HR programs and foster a more supportive environment for teacher growth.

Keywords: Human Resource management processes; Career progression; Teacher development; practices; DepEd Region XII.

1.0 Introduction

Human resource management (HRM) is a critical organizational function influencing employee behavior, attitudes, and performance. Effective HRM practices are essential for fostering a positive work environment, enhancing employee satisfaction and engagement, and achieving organizational goals. While numerous studies have explored the relationship between HRM and various organizational outcomes, the specific impact of HRM practices on teacher career progression remains a relatively understudied area.

Previous research has highlighted the significance of HRM in creating a supportive and nurturing environment for employees, facilitating their professional development, and promoting job satisfaction Mensah (2014). Moreover, studies have demonstrated a positive correlation between effective HRM practices and employee performance, organizational commitment, and overall organizational success Ogedegbe, R. J. (2014). However, the literature on the specific impact of HRM practices on teacher career progression is limited. While some studies have examined the role of HRM in supporting teacher development and retention, there is a need for further research to delve deeper into the intricate relationship between HRM practices and teacher career trajectories.

This study aims to address this gap in the literature by investigating the relationship between HRM practices and teacher career progression in DepEd Region XII. Specifically, the research will examine how various HRM

practices, including selection and staffing, training and development, compensation and benefits, and employee assistance, influence teachers' career goals, career navigation skills, and career success measures. By understanding this relationship, the study seeks to provide valuable insights for educational institutions and policymakers on optimizing HRM practices to support teacher development, enhance career satisfaction, and ultimately improve the quality of education.

2.0 Methodology

2.1 Research Design

This study used quantitative research utilizing descriptive-predictive correlation.. Descriptive correlational design is used in research studies that provide static pictures of situations and establish the relationship between variables Mensah (2014). This quantitative research method aims to describe two or more variables and their relationships, such as the Human Resource Management Processes and Career Progression, that provide a picture of the current state of attaining quality teachers.

2.2 Research Locale

The study was conducted in the school divisions of South Cotabato, Sultan Kudarat, Sarangani Province, Koronadal City, and General Santos City in DepEd Region XII or SOCCSKSARGEN Region. It is one of the 14 development regions of the Philippines and is in South Central Mindanao. The acronym stands for the region's four provinces and one of its cities, South Cotabato-Cotabato-Sultan Kudarat-Sarangani-General Santos City. Its older name, Central Mindanao, is more formally known in the area. The regional center is Koronadal City, located in the province of South Cotabato.

2.3 Research Participants

The respondents of this study were the 100 public elementary teachers aspiring to become school heads of these selected divisions of DepEd Region XII, namely, South Cotabato, Sultan Kudarat, Sarangani, and General Santos City. The respondents answered the questions about the HRM processes in attaining quality teachers through the lens of the career progression of their divisions. Moreover, this research used non-probability purposive sampling. Purposive sampling is used in research studies to select a specific group of individuals or units for analysis. This method is appropriate when the researcher has a clear idea of the characteristics or attributes they are interested in studying and wants to select a sample representative of those characteristics. The purposive sampling technique is appropriate for the study because it sought to describe the HRM processes of DepEd Region XII.

2.4 Research Instrument

For this study, the research instrument used was a researcher-made questionnaire. The questionnaire's contents were taken from related literature and studies, journals, books published, and unpublished theses. A questionnaire contains a set of questions that address a statistically significant number of subjects about the study to gather information for a survey, which was modified and subjected to the validation of experts.

Part I measures the extent to which human resource management processes affect participants, while Part II deals with the extent of respondents' career progression.

Three validators from CSU were asked to validate the research instrument to establish its validity. To establish the instrument's reliability, pilot testing was done on a 10% total sample with characteristics similar to those of the target respondents who were not included in the study. This was treated using the alpha Cronbach test. Results revealed that the content reliability of 0.959 greater than 0.60 is acceptable. Therefore, the figures indicate that the contents were satisfactory in terms of internal consistency.

2.5 Data Gathering Procedure

The researcher sent the survey questionnaire online to the school heads of different schools. Survey screenshots were sent to the school group chats to ensure respondents' participation. The link could be accessed once and sent to the researcher as proof of honest data gathering after the survey. The data were extracted from Google form, And the results were tabulated, presented, and analyze

3.0 Results and Discussion

3.1 Human Resource Management Processes

In terms of Selecting and Staffing

Table 1 presents the human resource management processes regarding selection and staffing.

Table 1. Descriptive result of the survey on human resource management processes in terms of selection and staffing

Indicators	Mean	Description
1. Establish an appropriate criterion for the selection process.	3.58	Highly Evident
2. Strictly employ qualified personnel.	3.54	Highly Evident
3. Regularly upload vacancies to the website for transparency.	3.58	Highly Evident
4. Establish a uniform criterion in Hiring.	3.69	Highly Evident
5. Establish an appropriate background investigation for all applicants.	3.51	Highly Evident
6. Hiring was based on the criteria set by the office.	3.67	Highly Evident
7. Establish a consistent, minimal consideration for applicants based on their qualifications.	3.57	Highly Evident
8. Provide an appropriate definition of the terms of each function.	3.61	Highly Evident
9. Implement appropriate plans and programs along with the job analysis of the recruitment process.	3.60	Highly Evident
10. Selection process based on the needs of the office	3.65	Highly Evident
Overall mean	3.60	Highly Evident

The overall mean was 3.60, which is still described as highly evident. This result means that the four school division offices of Region XII have set uniform criteria for selection and staffing. This finding implies that the Equal Opportunity Principle was evident in the department. This is supported by Gamage (2014), as cited by Daguman (2020), who states that the quality of human resources depends on the effectiveness of these two functions: recruiting and selecting capable candidates at a cost that businesses can afford. Thus, the overall aim of recruitment and selection within the organization is to obtain the number and quality of employees required to satisfy the organization's strategic objectives at a minimal cost Qutni, et. Al (2014)). This result affirms Iskarim (2017) that a better understanding of the position of human resource management in an organizational context requires an understanding of the meaning of human resource management itself to position the role of human resource management in the dynamics of organizational movements like the pointing out of hiring based on the set criteria of the office.

In terms of Training and Development

Table 2 presents the human resource management processes regarding training and development.

Table 2. Descriptive result of the survey on human resource management processes in terms of training and development

Indicators	Mean	Description
1. Develop an activity and training to improve performance.	3.61	Highly Evident
2. Establish appropriate training and orientations regularly.	3.50	Highly Evident
3. Establish a consistent conduct of training for improvement.	3.44	Highly Evident
4. Design a development plan.	3.50	Highly Evident
5. Training conducted patronizes the advanced technology	3.56	Highly Evident
6. Initiates training aims to transform values and work ethics	3.54	Highly Evident
7. Provide appropriate monitoring and evaluation of the activity	3.63	Highly Evident
8. Conducted training measuring the strengths and weaknesses of employees.	3.40	Highly Evident
9. Design an appropriate avenue of hiring based on the standards.	3.51	Highly Evident
10. Training was classified based on needs.	3.54	Highly Evident
Overall mean	3.52	Highly Evident

The overall mean was 3.52, and training and development in the department were interpreted as highly evident. This supports the study of Trot (2020), who states that one of the functions of human resource management is training and development, meaning that to get an educated workforce with excellent and appropriate human resources, it is necessary to hold training and development. This is an effort to prepare the education workforce to face job assignments that are considered to have not been mastered. This means it is more of the strengths and weaknesses but also deals with threats and opportunities. Further, Klein, F. (2014).) supports the idea that through training, employees are helped to do existing jobs, improve their overall career, and develop their responsibilities for the future. Suppose training is more oriented towards present conditions, while development is more oriented towards the future. However, it is opposed to Budiyaniti et al. (2020) that training service quality is strategically

crucial due to its ability to establish employee satisfaction, trust, and motivation, impacting their achievement during the training process.

In terms of Compensation and Benefits

Table 3 presents the human resource management processes regarding compensation and benefits.

Table 3. Descriptive result of the survey on human resource management processes in terms of compensation and benefits

Indicators	Mean	Description
1. Has appropriate privileges for all employees.	3.50	Highly Evident
2. Develop monitoring of career progression of all employees	3.46	Highly Evident
3. Orient employees on their accountability and responsibility in the office	3.58	Highly Evident
4. Create a feedback mechanism for all employees.	3.36	Highly Evident
5. Design an avenue to hear employees' sentiments and grievances.	3.25	Highly Evident
6. Provides a basic idea for planning and implementation of giving awards for their performance in the previous period.	3.40	Highly Evident
7. Develop a career path orientation to improve performance.	3.47	Highly Evident
8. Privileges become a motivation to improve performance.	3.42	Highly Evident
9. Employees have equal opportunities relating to privileges.	3.33	Highly Evident
10. Privileges become a motivating factor in developing further dedication.	3.38	Highly Evident
Overall mean	3.42	Highly Evident

The overall mean was 3.42, indicating that compensation and benefits are highly evident. This result implies that accountability and responsibility in the office allow employees to understand the basic do's and don'ts while being employed in the department needed for a particular role. This supports Daley, C. (2016). and Collins, C. J. (2021) that compensation is imperative for employees as it offers a sense of security, autonomy, and improved self-worth that could lead to employee commitment and productivity. This is how accountability and responsibility are expressed evidently in the workplace.

The result also agrees with Qutni (2021) that the management of compensation is an essential function in an ideal organization and is usually part of the idea of responsibility for the institution concerned. One of the most important cases is the idea of a job where most employees are paid. Ideally, Teachers or employees should be paid equal to the qualifications irrelevant to the job and the number of employees in the workforce who have that qualification. Compensation is a financial reward, service, and benefits that in-laws or employees receive as part of an employee relationship. Compensation is also what teachers or employees receive as a substitute for their contribution to the organization. This made teachers of the locale have a highly evident orientation on their accountability and responsibility in the office.

In terms of Employee Assistance

Table 4 presents the human resource management processes in terms of employee assistance.

Table 4. Descriptive result of the survey on human resource management processes in terms of employee assistance

Indicators	Mean	Description
1. Feel there are real opportunities for career development.	3.37	Highly Evident
2. Are committed to their jobs.	3.49	Highly Evident
3. Feel that the institution cares about them.	3.33	Highly Evident
4. Get ahead fairly in the institution based on the merits of their work.	3.33	Highly Evident
5. Would recommend the institution as a place to work.	3.32	Highly Evident
6. Further orientation on rights and employee discipline is needed.	3.36	Highly Evident
7. We Were loaded with complicated work tasks.	3.21	Highly Evident
8. Seek career success through their relationship with supervisors.	3.29	Highly Evident
9. See that a positive relationship is an organizational commitment that adds to job satisfaction.	3.42	Highly Evident
10. A good relation management system encourages innovativeness and supports employee efforts.	3.46	Highly Evident
Overall mean	3.36	Highly Evident

The overall mean was 3.36, which is still interpreted as highly evident regarding employee assistance. This result implies that programs for employee assistance are a component of an organization's commitment. Employees deal with issues at work that may have a detrimental impact on their commitment to their organization. It is an essential tool for helping employees deal with personal issues affecting their dedication at work. It is affirmed in the study of Klein (2014) that employees are motivated if there is work engagement, which could be induced by HRM processes such as training and development, performance feedback, social support, and supervisory coaching,

which is evident in the variables of selecting and staffing and training and development. Employees are considered the essential resource for gaining a competitive advantage. Companies rely on skilled workers to be productive, creative, and innovative and to provide high-quality customer service (Liu Chong et al., 2020).

Also, this supports the claim of Suryadi et al. (2020) that increasing the quality of management resources leads people to see the concept in the totality of life, the dimensions of quality that lie in the context of the development, namely good faith and professional service, intellectual discipline, and efficiency, as to assist the employees of an organization. As Kirchmeyer, J. (2018). states, Human Resource Management (HRM) is the term used to describe formal systems devised for managing people within an organization. HRM maximizes an organization's productivity by optimizing its employees' effectiveness. Human resource management (HRM) is a strategic approach to managing employment relations that emphasizes that leveraging people's capabilities is critical to achieving competitive advantage.

3.2 Career Progression

In terms of Career Goals

Table 5 presents the extent of participants' career progression regarding career goals.

Table 5. Descriptive result of the survey on career progression in terms of career goals

Indicators	Mean	Description
1. Make career choices based on the interests of the employee.	3.47	Highly Evident
2. Want to take on increasingly challenging tasks.	3.31	Highly Evident
3. Establishment of clear career goals for oneself.	3.47	Highly Evident
4. Want to be known as an expert in a particular field.	3.39	Highly Evident
5. Want to advance one's career at all costs.	3.32	Highly Evident
6. Want to have a sense of personal achievement in an administrative role	3.36	Highly Evident
7. Give something back to the community	3.49	Highly Evident
8. Improve collegiality/ teamwork in the workplace	3.61	Highly Evident
9. Want to exercise professional autonomy through the lens of one's vision.	3.43	Highly Evident
10. Want to establish a school culture worthy of emulation.	3.58	Highly Evident
Overall mean	3.44	Highly Evident

The overall mean was 3.44, which is still interpreted as highly evident in career progression regarding career goals. This result implies that safety and trust were built in a workplace with colleagues, contributing to professional development opportunities. In the study of Ganiron and Ganiron (2013), results indicate that the most objectively successful professionals regarding their career goals appear to be the ones who are active in participating on a committee, hold an office in a professional society, and are highly skilled and computer literate. More so, professional development, network, and professional linkages contributed significantly to their career goals.

This also affirms the survey of Sandoval (2015), which states that the most important variables related to setting career goals are individual interests, abilities, desires, needs, and choices. Career planning involves the identification of career-related goals and establishing plans for achieving these goals. It is an activity performed by an individual to understand and be able to control his/her work life. Therefore, increasing challenging tasks may lead to lessened interest, but abilities, desires, needs, and choices will also increase, showing an evident response toward the challenge.

In terms of Career Navigation Skills

Table 6 presents the extent of participants' career progression regarding career navigation skills.

Table 6. Descriptive result of the survey on career progression in terms of career navigation skills

Indicators	Mean	Description
1. Know the priorities in the choice of career	3.49	Highly Evident
2. Set criteria for achieving one's goal.	3.49	Highly Evident
3. Seek help from others in career direction.	3.57	Highly Evident
4. Know what skill or skills are required by the office.	3.56	Highly Evident
5. Establish a strong collaboration in advancing one's career.	3.56	Highly Evident
6. Find interest in improving one's career.	3.53	Highly Evident
7. Decide on what career to take	3.53	Highly Evident
8. Find other opportunities to improve your career	3.53	Highly Evident
9. Explore other opportunities aligned to one's interest.	3.54	Highly Evident

10. Explore other opportunities to improve one's leadership	3.57	Highly Evident
Overall mean	3.53	Highly Evident

The overall mean was 3.53, which is still interpreted as highly evident. The result implies that matching personal preferences and market information allows individuals to make decisions that maximize their chances of achieving person-job fit, resulting in higher job satisfaction and productivity. Gati et al. (2023) suggest that decision-making, like pathway planning, is one of the most powerful tools a worker has to navigate their career effectively. The success of mapping may depend on the accuracy, thoroughness, and applicability of the knowledge acquired through self-assessment and career exploration. This is also supported by a study by Sullivan and Ariss (2021) highlighting the importance of information when making career decisions. However, other scholars argue that career decision-making is influenced more by access to opportunities. Much of the academic literature on career mapping focuses on how employers and organizations can build worker pathways to improve employee performance and opportunity. Third, career navigation involves integrating and negotiating education and work actions. This includes connecting to and exploiting opportunities facilitating skill and credential acquisition, job placement, and advancement. It requires individuals to engage in simultaneous actions that promote growth and social connections while remaining responsive to changing industry requirements. Beyond gathering information and making plans, navigation requires individuals to execute their plans and decisions—adapting to changing labor market circumstances and piecing together a series of actions that advance their career journeys.

This also supports Vitale (2016), who stated that individuals can struggle to set or navigate a path when facing career choices. Some individuals may find a counselor, teacher, or other mentors to help guide them, while others are satisfied and successful in their chosen jobs. Unfortunately, others may not. The strategies that could help them navigate their career include understanding one's interests, values, and skills, knowing the world of education and work, engaging in exploration, informed decision-making and planning, and managing educational and occupational progress over time.

In terms of Career Success Measures

Table 7 presents the extent of respondents' career progression regarding career success measures.

Table 7. Descriptive result of the survey on career progression in terms of career success measures

Indicators	Mean	Description
1. Enjoy seeing Work-life balance	3.40	Highly Evident
2. Improve work performance in the chosen career	3.51	Highly Evident
3. Improve performances that contribute to the greater majority	3.49	Highly Evident
4. Set directions to achieve personal goals in life	3.54	Highly Evident
5. Involve regularly in the organization of greater concern.	3.47	Highly Evident
6. Employ an appropriate review performance.	3.44	Highly Evident
7. Design a career path to improve compensation	3.46	Highly Evident
8. Develop new skills to improve one's life.	3.54	Highly Evident
9. Satisfied with the compensation received.	3.28	Highly Evident
10. Collaborate with others to improve career success.	3.53	Highly Evident
Overall mean	3.51	Highly Evident

The overall mean was 3.51, which is still interpreted as highly evident. This means that although no studies have investigated the relationship between career adaptability and life goals, it is known that there is a positive relationship between career adaptability and goal-seeking (Johnston, 2018). Further, it stresses that objective measures of career success pertain to those that others can observe and verify (Judge et al., 2015). Career success includes psychological and work-related outcomes from work role changes (London & Stumpf, 2012). Objective and subjective measures have operationalized career success. Objective measures of career success pertain to those that others can observe and verify (Judge et al., 2015). Career success measures based on the self-regulation approach and career goal feedback seem to use an active and constructive process in which individuals regulate their cognition, motivation, and behaviors. Both concepts seem to position the individual in a structure that makes him/her take an active and constructive role in the career process. Therefore, understanding the relationship between these two concepts and revealing the nature of the relationship could contribute to the field in terms of understanding the individual's career processes and coping with the potential problems in these processes. An analysis of the studies in the literature indicates that no studies investigated these two concepts based on similar

approaches in tandem. There seems to be a need for understanding the relationship between these two concepts that might be associated with each other (Korkmaz & Kırdök, 2019).

3.3 Relationship between HR Management Processes and Teachers' Career Progression

Table 8 presents the correlation between the human resource management processes and teachers' career progression. It shows a positive correlation of 0.770 between the two variables, and they were significant at a 1% significance level (2-tailed). This means that the human resource management processes were related to teachers' career progression with some positive correlation. This result was unlikely due to chance, as indicated in the p-value = 0.000 at 0.01 significance level. Thus, this led to the decision to reject the null hypothesis, which states that there is no significant relationship between the human resource management processes and career progression. This implies that the higher the human resource management process is, the better the teacher's career progression.

Table 8. Correlation analysis between HR management processes and teachers' career progression

Human Resource Management Processes	Pearson Correlation (r)	
	0.770**	
	Sig. (2-tailed)	0.000
	N	72

**. Correlation is significant at the 0.01 level (2-tailed)

This finding corroborates Daley, C. (2016). who states that human resource management is crucial in improving the quality of education. This means that an organization or educational institution can advance or develop with the support of human resources. Every educational institution or organization that wants to grow must pay attention to human resources and manage them well to create quality education through the lens of career progression. School education is primarily determined by the principal's success in managing educators and education personnel available. In this case, increasing productivity and work performance can be done by improving the behavior of teachers and education personnel in schools by applying various personnel management concepts and techniques. The principal is the key to achieving quality education in human resource management. The principal must strive to foster and develop human resources, educators, and staff to create quality education.

Career Progression Regressed to Human Resource Management Processes

Table 9 shows the coefficient of determination (or r square) value of 0.592, signifying that 59.2% of the variability or change in teachers' career progression was directly attributed to changes in human resource management processes. It has an adjusted r square of 0.587 and Std. The error of Estimate is at .280, where Human Resource Management Processes are the Constant Predictors. The statistical calculations were taken further by applying the linear regression analysis given the significant positive correlation. The linear regression model was used to determine the predictive value of the human resource management processes for the teachers' career progression.

Table 9. Teachers' career progression regressed to HR management processes

Model	r	r square	Adjusted r square	Std. Error of the Estimate	Significant F Change
1	0.770	0.592	0.587	.280	0.000

a. Predictors: (Constant) Human Resource Management Processes

Further testing with ANOVA assessed the linear relationship between the human resource management processes and teachers' career progression. At p-value = 0.000 at 0.01 level of significance, as shown in Table 9, it could be concluded that a linear relationship existed between the two variables because the best-fitting line had a straight appearance. Since a linear relationship was present between the two variables, a linear equation could be obtained using the coefficient data from Table 10. Thus, the equation became $y = ax + b$, where y teachers' career progression, a was human resource management practices, x was human resource management practices mean, and b was the human resource management practices constant. Therefore, the prediction equation could be written as Predicted teachers' career progression = 0.806(mean from human resource management practices) + .692. This result affirms Iskarim (2017) that a better understanding of the position of human resource management in an organizational context requires an understanding of the meaning of human resource management itself to position the role of human resource management in the dynamics of organizational movements like the pointing out of hiring based on the set criteria of the office.

Table 10. Coefficient from teachers' career progression regressed on HR management processes

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	0.692	0.280		2.474	0.016
Human Resource Management Processes	0.806	0.080	.770	10.08	0.000

a. Dependent Variable: 2. Respondents' Career Progression

To illustrate the equation, here are the highest, average, and lowest means from indicators of human resource management practices. The highest mean was 4.0; teachers predicted career progression = $0.806(4.0) + 0.692$, 3.92. Since the average mean recorded is 3.0, teachers' predicted career progression = $0.806(3.0) + 0.692$ is 3.11, and the lowest mean is 2.25, predicted teachers' career progression = $0.806(2.25) + 0.692$ is 2.51. Based on the data, it was concluded that as human resource management processes increased, so did teachers' career progression. More precisely, one can predict a 0.806-point difference in teachers' career progression for every one-point difference in human resource management processes. This prediction created the rate at which predicted teacher career progression changes in human resource management processes resulted. From the data interpreted, it can be summarized that the teachers' career progression demonstrated a significant positive correlation and predictive value to that of human resource management processes. With a statistically significant correlation of 0.000 for teachers' career progression, it was clear that a predictive 59.2% relationship existed for the variables investigated. This result opposed Iskarim (2017) that a better understanding of the position of human resource management in an organizational context requires an understanding of the meaning of human resource management itself to position the role of human resource management in the dynamics of organizational movements like the pointing out of hiring based on the set criteria of the office but affirms. However it affirms to Ogedegbe, R. J. (2014) studies have demonstrated a positive correlation between effective HRM practices and employee performance, organizational commitment, and overall organizational success.

3.4 Relationship Between HR Management Processes Sub-Variables and Teachers' Career Progression

In identifying the existing relationship between the human resource management processes sub-variables and teachers' career progression, correlation analysis explicitly used the Pearson r correlation. The range of relationships used was 1, which means that the two variables have a perfect positive correlation, and -1 for the ideal correlation, as shown in Table 11. After that, linear regression was applied to test the predictive ability of the relationship.

Table 11. Correlation between teachers' career progression and sub-variables of HR management processes

Staffing and Selection	Pearson Correlation	0.592**
	Sig. (2-tailed)	0.000
	N	72
Training and Development	Pearson Correlation	0.607**
	Sig. (2-tailed)	0.000
	N	72
Compensation and Benefits	Pearson Correlation	0.709**
	Sig. (2-tailed)	0.000
	N	72
Employee Assistance	Pearson Correlation	0.778**
	Sig. (2-tailed)	0.000
	N	72

** . Correlation is significant at the 0.01 level (2-tailed).

The table shows a positive correlation of 0.592 between Staffing and selection and career progression; .607 between training and development and career progression; .709 between compensation and benefits and career progression; and .778 between employee assistance and career progression. They were significant at a 1% level of significance (2-tailed). This means that among the sub-variables, most likely, employee assistance was related to teachers' career progression with some positive correlation. This result was unlikely due to chance, as indicated in the p-value = 0.000 at 0.01 significance level. This means that employee assistance is the best predictor of career progression. It implies that employee assistance is more predictive of the participants' career progression in human management resources processes. It conforms to the highlighted the significance of HRM in creating a supportive and nurturing environment for employees, facilitating their professional development, and promoting job satisfaction of Mensah (2014)

4.0 Conclusion

Based on this study's findings, the organization's human resource management processes effectively support employee development and career progression. Implementing structured selection and staffing practices, effective training and development programs, compensation and benefits systems, and employee assistance initiatives have created a positive and supportive work environment. The study also reveals a strong correlation between HRM practices and career progression. Participants clearly focused on career goals, including improving teamwork and collegiality, and actively sought career navigation and development opportunities. Moreover, the participants' emphasis on acquiring new skills and setting personal goals for professional growth further highlights the positive impact of HRM practices on their career trajectories. In light of these findings, it is recommended that the organization continue to prioritize and invest in its HRM practices. By maintaining a solid commitment to effective selection and staffing, training and development, compensation and benefits, and employee assistance, the organization can create a sustainable and supportive environment that fosters employee growth, development, and career success.

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7.0 Conflict of Interests

There is no conflict of interest in this research

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