



# The Effects of Human Resource Management Practices on Job Performance Among Non-Teaching Staff of Mindanao State University General Santos City

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**Abstract**—Human resource management (HRM) is a distinct approach to employment management that aims to gain a competitive edge by strategically developing a highly devoted and capable workforce using a combination of cultural, structural, and individual techniques (Storey, 2001). This study determined the effect of human resource management practices in terms of recruitment and selection, training and promotion, compensation and incentives, and performance appraisal on the performance of non-teaching staff in Mindanao State University in terms of time management, task accomplishment; responsibility, and creativity. The study also determined the issues and challenges encountered in human resource management practices on the job performance of the administrative staff of MSU-GSC. The study used a mixed methodology using survey research and semi-structured interviews. All in all, there were 250 employees classified as casual and permanent who participated in the study. Findings revealed that the total mean in recruitment and selection is 3.50 which is interpreted to be at the high level. This means that recruitment and selection is highly practiced by the human resource management office. The total mean of training and promotion is 3.51. This result is interpreted to be high level. It means that the staff are attended the training and development activities that may help them find solutions to the challenges in the office as well as the remedies to the work assigned. As to the compensation and incentives, the total mean is at 3.28 with a verbal description of moderate. Lastly, the total mean for performance appraisal is 3.76 at high level. The results of the study led to the rejection of the null hypothesis that there is no significant relationship between the non-teaching staff job performance and the human resource management practices. Human Resource Management Practices are the most critical factor for every organization. Non-teaching staff at MSU – GSC place a greater emphasis on work quality and long-term growth. Non-teaching staff works hard to improve and qualify for higher-level roles in the future. Lastly, if the non-teaching staff are happy with their work, they will build and sustain a high level of performance. Employee performance management improves efficiency and effectiveness, resulting in higher-quality outputs.

**Index Terms**—Recruitment and selection, training and promotion, compensation and incentives, and performance appraisal, time management, task accomplishment, responsiveness, and creativity.

## 1. Introduction

Human resource management (HRM) is a distinct approach to human resource management that attempts to create a competitive advantage by intentionally building a highly dedicated and talented staff via a mix of cultural, structural, and individual approaches (Storey, 2001). Beer et al. (1984) also defined HRM as a strategic approach to human resource management that includes all management decisions and activities that impact the relationship between the business and its employees. Armstrong (2006) described it as a purposeful, rational, and comprehensive approach to managing and growing a company's human resources, in which every step of the process is completely integrated into the overall management of the business.

According to Schuler and Jackson (1987), The management style of a company can affect the kind of conduct of its employees. Human Resource Management, on the other hand, is not without problems, such as ignoring employee interests and failing to understand legal requirements, social conventions, and values in the context in which they operate (Legge, 1995; Budhwar and Debrah, 2001).

According to Price (2000), much academic literature has ignored the human element in HRM instead of labeling people as a "resource" alongside other resources like tables and desks, people cannot be discussed and treated in the same way that equipment can. He further argued that humans and equipment could not be discussed and treated in the same way, Walton (1985) cited that the 'human' part of HRM is concerned with the employer-employee connection, and it is linked to the human relations movement and high commitment work practices.

Moreover, organizations attempt to strike a balance between global and local in establishing and executing HRM practices in the face of globalization. For both government and private organizations, this is a vital issue. While government and private organizations are under pressure to guarantee that HRM practices are standardized on the one hand and localized on the other, organizations with a multicultural workforce aim to incorporate cultural differences when creating HRM activities

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to improve the organization's bottom line (Kochan et al., 2003). As a result, non-Western organizations strive to develop culturally suitable HRM systems that enable them to compete globally (Budhwar and Debrah, 2001). However, according to Yeganeh & Su (2007), the field of HRM has undergone considerable change over time depending on social and contextual circumstances.

HRM should therefore be included in management strategies dealing with decisions, strategies, factors, principles, operations, practices, functions, and methods related to the management of workers as employees in any form of organization, (Steering Committee for HRM Standards & Qualification in South Africa 1999). According to Price (2000), for HRM to be effective, it must be pragmatic (seeking practical solutions to real-world issues) and eclectic (solutions derived from a variety of academic and management traditions). Given these concerns, human resource management (HRM) is a people management philosophy based on the idea that human resources are uniquely important to organizational performance. A company gains a competitive advantage by successfully leveraging its people's abilities to fulfill clearly defined goals (American Management Association, 2000). Executing that goal is critical to an organization's success in today's complicated environment, since management is responsible for recruiting and retaining competent people (American Management Association, 2000).

Various researches on Human Resource Management Practices have been done in other regions of the world. Human Resource Management studies, on the other hand, are still in their infancy in the Philippines. Furthermore, no similar research was available on Mindanao Island (in particular). As a result, there is a scarcity of research on HRM practices in the Philippines.

The study tried to bridge the gap as it attempted to determine the effects of human resource management practices on the job performance of non-teaching staff in Mindanao State University – General Santos City.

As of December 7, 2020, there were 250 non-teaching personnel in MSU-GSC, 133 on permanent employment status and 117 on casual employment status. Considering the number of years they had served the institution, it is in the researcher's interest to know the effect of human resource management practices in terms of recruitment and selection, training and promotion, compensation and incentives, and performance appraisal on job performance of non-teaching staff in MSU-GSC in terms of time management, task accomplishment; responsibility, and creativity.

The study's primary goal is to determine the effects of human resource management practices on the job performance of the non-teaching staff of MSU-GSC.

Specifically, the researcher sought answers to the following questions:

1. What are the effects of human resource management practices to the non-teaching staff of MSU-GSC in terms of;
  1. Recruitment and selection;
  2. Training and promotion;

3. Compensation and incentives; and
4. Performance appraisal?
2. What is the level of the job performance of non-teaching staff of MSU-GSC in terms of the following parameters:
  1. Time Management;
  2. Task Accomplishment;
  3. Responsibility; and
  4. Creativity?
3. Is there a significant relationship between human resource management practices and job performance of the non-teaching staff of MSU-GSC?
4. What are the issues and challenges encountered on human resource management practices on the job performance of the non-teaching staff of MSU-GSC?

The hypothesis of this study was measured at 0.01 alpha levels.

Ho: There is no significant relationship between the human resource management practices of MSU-GSC and the job performance of the non-teaching staff.

## 2. Materials and Methods

### A. Research Design

This study employed a descriptive-correlational research design. The correlation was used to determine the effect of human resource management practices on the job performance of the non-teaching staff of MSU-GSC.

In this study, the interview guide was developed to get information and opinions from interviewees about the issues and challenges of human resource management practices in the academic institution based on their work experience.

According to Ramirez-Rubio et al. (2013), open-ended questions in qualitative research are meant to elicit the interviewee's opinion, beliefs, experience, and behavior without any possibilities for prescribing replies or guiding interviewees to a specific answer.

### B. Sampling Method

In this study, the researcher utilized 250 casual and permanent non-teaching staff acknowledged by the Human Resource Management Office of MSU-GSC. Non-teaching staff who are temporary or job orders were excluded from being part of this study for the reason that they do not have an employee-employer relationship.

The study focused on casual and permanent non-teaching staff in MSU-GSC.

### C. Research Instrument

A developed questionnaire was used as the instrument in this study. The questionnaire was divided into two sets. The first set has four categories: recruitment and selection, training and development, compensation and incentives, and performance appraisal. The second set has four categories which are time management, task accomplishment, responsibility, creativity. The questionnaires were checked and validated by the expert validators on job performances and human resource management experts to ensure that the descriptors in the

questionnaire are valid.

**Table 1**  
**Number of Casual and Permanent Non-Teaching Staff of MSU-GSC**

	Departments	Number of Employees		TOTAL
		CASUAL	PERMANENT	
1	ACCOUNTING	2	9	11
2	AGRICULTURE	8	5	13
3	BA & A	1	2	3
4	BUDGET OFFICE	0	6	6
5	CASHIER	2	3	5
6	CETD	7	4	11
7	CNSM	6	3	9
8	COLLEGE OF LAW	3	1	4
9	CSSH	4	2	6
10	EDUCATION	0	2	2
11	ENGINEERING	5	3	8
12	EXTENSION	2	2	4
13	FISHERIES	2	1	3
14	GRADUATE SCHOOL	3	1	4
15	HRMO	2	4	6
16	LIBRARY	6	8	14
17	MEDICAL SERVICES	2	9	11
18	OC	8	5	13
19	OPESCA	2	2	4
20	OSA	11	16	27
21	OVCAA	0	5	5
22	OVCAF	3	2	5
23	PPD	7	11	18
24	RDC	5	1	6
25	REGISTRAR	4	7	11
26	SECURITY OFFICE	17	13	30
27	SHS	1	1	2
28	SMO/PROCUREMENT	4	5	9
	<b>TOTAL</b>	<b>117</b>	<b>133</b>	<b>250</b>

A Likert-type scale was utilized in this investigation. Rensis Likert (1931), who established and later refined this approach for assessing attitudes, created this scale. Each response is assigned a point value, and an individual's score is calculated by summing the point values of all statements." (Gay, Mills, Airasian 2009).

**Table 2**  
**Human Resource Management Practices Five-point Rating Scale**

Scale	Verbal Description	Interpretation
5	Strongly Agree	This purports that the items concerning the HRMP of the institution very highly manifested.
4	Agree	This purports that the items concerning the HRMP of the institution is highly manifested.
3	Neutral	This purports that the items concerning the HRMP of the institution moderately manifested.
2	Disagree	This purports that the items concerning the HRMP of the institution is lowly manifested.
1	Strongly Disagree	This purports that the items concerning the HRMP of the institution is not manifested at all.

The five-point rating scale and description of human resource management practices among the non-teaching staff are indicated as follows.

Below is the five-point rating scale for job performance among the non-teaching staff;

**Table 3**  
**Job Performance Five-point Rating Scale**

Scale	Verbal Description	Interpretation
5	Always	The job performance of non-teaching staff is very highly manifested.
4	Often	The job performance of non-teaching staff is highly manifested.
3	Sometimes	The job performance of non-teaching staff is moderately manifested.
2	Rarely	The job performance of non-teaching staff is lowly manifested.
1	Never	The job performance of non-teaching staff is not manifested.

*D. Data Gathering Procedure*

Before administering the questionnaire, a recommendation letter from the adviser and approval from the Office of the Graduate School of MSU-GSC, to secure permission were sent to the heads of offices and the human resource human resource management officer. Pre-visits to the departments/offices were done to make a formal appointment. The researcher waited for approval from each department/office either through text/call, email or Facebook.

On the scheduled date and appointment, the researcher personally administered the questionnaire among the respondents with the help of the HR employees and heads of offices. Efforts were made in seeking permission, cooperation, and willingness of the targeted respondents to provide the required data by filling in the items in the questionnaire. With the help of the HR employees, the researcher administered the questionnaires to the non-teaching staff. The deadline for collecting the questionnaires was announced to the respondents, and that should be within April 1-30, 2021.

The researcher personally retrieved the accomplished set of questionnaires administered to the respondents to give extra care with utmost confidentiality of the responses or data gathered.

For the face-to-face interview, COVID-19 health protocols were observed including wearing of face mask and face shield, maintaining social distancing and conducting the interview in an uncrowded area, disinfecting hands and surfaces in the interview location, and considering to cancel the interview for any potential COVID-19 symptoms.

*E. Data Analysis*

In answering the questions in the statement of the problem, the researcher utilized the following statistical treatments.

Mean was utilized to determine the effects of the non-teaching staff's human resource management methods. The mean is the average of a group of data points, and the standard deviation (SD) is a measure of imprecision that reflects how much volatility or dispersion there is around the mean (Hargrave, 2021). For many types of control material, the mean and standard deviation establish suitable and acceptable ranges.

New control values must be computed for each new lot of control materials, and acceptable ranges must be defined.

Hereunder is the mean range interpretation scale in reference to the effects of human resource management practices in MSU-GSC.

**Table 4**  
**Human Resource Management Practices Rating and Interpretation Scale**

Scale	Verbal Description	Interpretation
4.20 - 5.00	Strongly Agree	This purports that the items concerning the HRMP of the institution very highly manifested.
3.40 - 4.19	Agree	This purports that the items concerning the HRMP of the institution is highly manifested.
2.60 - 3.39	Neutral	This purports that the items concerning the HRMP of the institution moderately manifested.
1.80 - 2.59	Disagree	This purports that the items concerning the HRMP of the institution is lowly manifested.
1.00 - 1.79	Strongly Disagree	This purports that the items concerning the HRMP of the institution is not manifested at all.

**Table 5**  
**Job Performance Rating and Interpretation Scale**

Scale	Verbal Description	Interpretation
4.20 - 5.00	Always	The job performance of non-teaching staff is very highly manifested.
3.40 - 4.19	Often	The job performance of non-teaching staff is highly manifested.
2.60 - 3.39	Sometimes	The job performance of non-teaching staff is moderately manifested.
1.80 - 2.59	Rarely	The job performance of non-teaching staff is lowly manifested.
1.00 - 1.79	Never	The job performance of non-teaching staff is not manifested.

Pearson Product Moment Correlation (Pearson-r) was utilized to formulate problem three (3), to evaluate the significant relationships between human resource management resource practices and job performance among non-teaching staff of MSU-GSC. Pearson-r is a test statistic used to determine the statistical connection between two continuous variables. It is recognized as the best technique for determining the correlation between variables of interest since it is based on the method of covariance. It provides information on the nature and amount of the relationship's connection or correlation.

To understand the calculated correlation coefficient and degree of connections, the following scale of values r and their associated adjectival equivalency or evaluations were taken from the book of Hechanova and Hechanova (2012):

**Table 6**

**Pearson-r Table of Interpretation**

Computed r value	Adjectival Equivalence
1.00	Perfect correlation/relationship
0.91-0.99	Very strong correlation/relationship
0.71-0.90	Strong correlation/relationship
0.41-0.70	Moderate correlation/relationship
0.21-0.40	Weak correlation/relationship
0.01-0.20	Very weak correlation/relationship
0.00	No correlation/relationship

### 3. Results and Discussion

This chapter deal presents and analyzes the data gathered in this study concerning the effects of human resource management practices on the job performance of the non-teaching staff of MSU-GSC. Various results are presented in succeeding tables.

Table 7

**Human Resource Management Practices on Recruitment and Selection**

RECRUITMENT AND SELECTION	Mean	Verbal Description	Interpretation
1. The job recruitment is advertised.	3.62	Agree	High
2. We have recruitment and selection process.	3.56	Agree	High
3. I am satisfied with the recruitment process by which I was selected.	3.34	Neutral	Moderate
4. The recruitment and selection process are satisfactory.	3.24	Neutral	Moderate
5. MSU – GSC looks for experienced employees in selection.	3.44	Neutral	Moderate
6. MSU – GSC is using satisfactory methods of interview.	3.46	Neutral	Moderate
<b>Total Mean</b>	<b>3.50</b>	<b>Agree</b>	<b>High</b>

As shown in table 7 on Recruitment and Selection, the respondents agreed on the indicators, the job recruitment is advertised and posted within 30 days based on the government laws (M = 3.56); MSU-GSC have recruitment and selection process (M = 3.62); However they were neutral on: they are satisfied with the recruitment process by which they were selected (M = 3.34); the recruitment and selection process is satisfactory based on the results and outcomes thru qualifications (M = 3.24); MSU-GSC looks for experienced, work oriented, well-disciplined with educational alignment and attainment applicants in the selection process (M = 3.44); and MSU-GSC is using satisfactory methods of interview in doing recruitment and selection procedures with the mean of 3.46. The total mean in recruitment and selection is 3.50 (agree) which is interpreted to be at the high level. This means that recruitment and selection is highly practiced by the human resource management office.

This result is supported by the study of Vlachos (2009), that selective hiring is an essential resource method in which the right individuals with the right qualities and knowledge are chosen for a given position to match the university's culture and atmosphere.



Table 8

**Human Resource Management Practices on Training and Promotion**

TRAINING AND PROMOTION	Mean	Verbal Description	Interpretation
1. The training and development activities help MSU –GSC in maintaining employee rate.	3.58	Agree	High
2. I am satisfied with the present method in selection of candidates for promotion.	3.08	Neutral	Moderate
3. The training programs enable me to be accountable and authoritative in decision making.	3.51	Agree	High
4. The training and development focus on developing team work and leadership skills.	3.66	Agree	High
5. The training attended was suited to my skills and degree for alignment	3.74	Agree	High
6. Trainings/seminars motivate me as an employee.	3.51	Agree	High
<b>Total Mean</b>	<b>3.51</b>	<b>Agree</b>	<b>High</b>

With regard to the Training and Promotion, as shown in Table 8, the non-teaching staff agreed that they attended the training and development activities to help MSU-GSC in maintaining employee rate (M = 3.58); the training programs enable them to be accountable and authoritative in decision making (M = 3.51); The training and development focus on developing teamwork and leadership skills with the mean of 3.66; The trainings they attended were suited to their skills and degree for alignment (M = 3.74); Trainings/seminars motivate them as an employee with the mean of (M = 3.51).The total mean of training and promotion is 3.51. However, they were neutral on the indicator, they are satisfied with the present method in selection of candidates for promotion (M = 3.08). This result is interpreted to be high level. This means that training and promotion is highly practiced by the institution.

As to the Compensation and Incentives, the total mean is at 3.28 with a verbal description of neutral, specifically, the non-teaching staff have attractive compensation system (M = 3.52); they have equitable allowances (M = 3.29); they are receiving overtime pay (M = 3.05); their salary reflect their working performance (M = 3.36); and their salary is enough for their living sustenance (M = 3.17). The result and incentives mean that overall, the staff were neutral on their view in compensation and incentives except on the indicator that there is an attractive compensation system (3,5,2).

Lastly, the total mean for Performance Appraisal is 3.76 interpreted as high level. Specifically, they perform their work assignment better than other academic institutions (M = 4.15); their salary encourages them to perform better (M = 3.78); they have written and effective performance evaluation (M = 3.73); their performance evaluation has a lot to do with their salary (M = 3.65); their performance evaluation has a lot to do with my personal in making decision (M = 3.74); and they consistently receive feedback of their individual performance evaluation when it is given (M = 3.46). This result means that such practices are highly manifested by the institution.

As to the Compensation and Incentives, the total mean is at 3.28 with a verbal description of neutral, specifically, the non-teaching staff have attractive compensation system (M = 3.52); they have equitable allowances (M = 3.29); they are receiving overtime pay (M = 3.05); their salary reflect their working performance (M = 3.36); and their salary is enough for their

living sustenance (M = 3.17). The result and incentives mean that overall, the staff were neutral on their view in compensation and incentives except on the indicator that there is an attractive compensation system (3,5,2).

Table 9

**Human Resource Management Practices on Compensation and Incentives**

COMPENSATION AND INCENTIVES	Mean	Verbal Description	Interpretation
1. We have attractive compensation system.	3.52	Agree	High
2. I have equitable allowances.	3.29	Neutral	Moderate
3. I receive overtime pay.	3.05	Neutral	Moderate
4. My salary reflects my work performance.	3.36	Neutral	Moderate
5. My salary is enough for my living sustenance.	3.17	Neutral	Moderate
<b>Total Mean</b>	<b>3.28</b>	<b>Neutral</b>	<b>Moderate</b>

Table 10

**Human Resource Practices on Performance Appraisal**

PERFORMANCE APPRAISAL	Mean	Verbal Description	Interpretation
1. The performance of MSU – GSC is better than other academic institutions.	4.15	Agree	High
2. My salary encourages me to perform better.	3.78	Agree	High
3. We have written and effective performance evaluation.	3.73	Agree	High
5. My performance evaluation has a lot to do with my salary.	3.65	Agree	High
6. My performance evaluation has a lot to do with my personal decision.	3.74	Agree	High
7. I consistently receive feedback of my performance evaluation.	3.46	Agree	High
<b>Total Mean</b>	<b>3.76</b>	<b>Agree</b>	<b>High</b>

Lastly, the total mean for Performance Appraisal is 3.76 interpreted as high level. Specifically, they perform their work assignment better than other academic institutions (M = 4.15); their salary encourages them to perform better (M = 3.78); they have written and effective performance evaluation (M = 3.73); their performance evaluation has a lot to do with their salary (M = 3.65); their performance evaluation has a lot to do with my personal in making decision (M = 3.74); and they consistently receive feedback of their individual performance evaluation when it is given (M = 3.46). This result means that such practices are highly manifested by the institution.

This result is supported by Selden (2011) stating that job satisfaction is undoubtedly the most widely studied attitude in organizational behavior. Job satisfaction represents a person’s evaluation of his or her job and work context. It is an appraisal of the job characteristics, work environment, and emotional experiences at work. Satisfied employees have favorable evaluation of their job, based on their observations and emotional experiences.

As shown in Table 11, the overall mean is 3.50 interpreted as high level, it is notable to mention that the highest mean is on performance and appraisal which is 3.76. This indicates that the non-teaching staff are functioning to the best of their abilities because they understand what they are working towards their goals and that their efforts are assisting the institution in moving ahead rather than doing isolated/disjoint duties.

Similarly, the results are consistent with Tahiri's (2006)

research study, which indicated that training, remuneration, and performance assessment have a substantial role in employees' efficiency and effectiveness.

Table 11  
Summary Table of Human Resource Management Practices among Non-Teaching Staff of MSU-GSC

Indicator	Mean	Verbal Description	Interpretation
Recruitment and Selection	3.50	Agree	High
Training and Promotion	3.51	Agree	High
Compensation and Incentives	3.28	Neutral	Moderate
Performance Appraisal	3.76	Agree	High
<b>Overall Mean</b>	<b>3.50</b>	<b>Agree</b>	<b>High</b>

Moreover, this study's findings are consistent with those revealed by Sultana et al. (2020), who found that employee training helps to develop organizational performance, plays a vital role in improving employee performance and increasing productivity, and ultimately helps to place organizations in the best position to face competitive challenges and stay on top.

Lastly, these findings are supported by Dessler's (2007) study, which found that by implementing these human resource management practices, the organization will be able to motivate, attract, and retain employees who will support the purpose, objectives, and organizational strategy in order to improve organizational performance.

The researcher also tried to find out the job performance of the non-teaching staff.

Table 12  
Level of Job Performance on Time Management

TIME MANAGEMENT	Mean	Verbal Description	Interpretation
1. I come to office promptly and regularly.	4.35	Always	Excellent Performance
2. I use the time honestly in doing the office workload.	3.76	Often	Very Good Performance
3. I assess my work ethics regularly for my professional growth in the workplace.	4.12	Often	Very Good Performance
<b>Total mean</b>	<b>4.07</b>	<b>Often</b>	<b>Very Good Performance</b>

Table 12 shows the result on job performance among non-teaching staff of MSU-GSC in terms of time management, overall has a total mean of 4.07 with the verbal description often and was interpreted to be as very good performance. Specifically, they come to the office promptly and regularly (M = 4.35). They use the time honestly in doing their office load (M = 3.76); and lastly, they assess their work ethics regularly for their professional growth in the workplace (M = 4.12).

The result implies that the non-teaching staff have a very good time management. As what Njagi & Malel (2012) emphasized, the overall performance and efficiency of the firm are founded on effective use of time.

Table 13  
Level of Job Performance on Task Accomplishment

TASK ACCOMPLISHMENT	Mean	Verbal Description	Interpretation
1. I finish my work according to priorities.	4.13	Often	Very Good Performance
2. I perform the task on time with honesty and sincerity.	4.23	Always	Excellent Performance
3. I perform the given work assignment of my superior with less supervision.	4.56	Always	Excellent Performance
<b>Total mean</b>	<b>4.31</b>	<b>Always</b>	<b>Excellent Performance</b>

Table 13 shows the result on job performance among non-teaching staff of MSU-GSC, as evaluated by the respondents; it was rated with a verbal description of always with the total mean of 4.31 in task accomplishment and interpreted as excellent performance.

Specifically, the non-teaching staff have performed well and they complied with the tasks given to them on time and effectively. The staff finished their work according to priorities (M = 4.13); they performed their task on time with honesty and sincerity (M = 4.23); and lastly, they performed their given work assignment of their superior with less supervision (M = 4.56).

Table 14  
Level of Job Performance on Responsibility

RESPONSIBILITY	Mean	Verbal Description	Interpretation
1. I am responsible to the result of my office work assignment in terms of appropriateness and conciseness based on the directions.	3.54	Often	Very Good Performance
2. I am willing to learn more different working strategies in the office and attend trainings as a public employee.	4.58	Always	Excellent Performance
3. I always give regards to my work as ordered by my direct superior.	4.45	Always	Excellent Performance
<b>Total mean</b>	<b>4.19</b>	<b>Always</b>	<b>Excellent Performance</b>

Table 14 shows the result on job performance among non-teaching staff of MSU-GSC in terms of Responsibility.

Responsibility, as evaluated by the respondents, it was rated 4.19 with the verbal description of always and interpreted to as excellent performance which means the non-teaching staff are responsible enough doing their workload and other task related to the organizational operations. They are responsible to the result of their office work assignment in terms of appropriateness and conciseness based on the directions (M = 3.54); the non-teaching staff are willing to learn more different working strategies in the office and attend trainings as public employees (M = 4.58); and lastly, the non-teaching staff always give regards to my work as order by my direct superior with the mean of (M = 4.45).

Table 15  
Level of Job Performance on Creativity

CREATIVITY	Mean	Verbal Description	Interpretation
1. I always find remedies to the work assigned which is not familiar and uncommon to daily my accomplishment and observation.	4.53	Always	Excellent Performance
2. I do research things in relation to my job assignment.	4.27	Always	Excellent Performance
3. I consult to my senior office mates and superior if partly the work is not feasible and ask their capability and assistance for an immediate accomplishment.	4.59	Always	Excellent Performance
<b>Total mean</b>	<b>4.46</b>	<b>Always</b>	<b>Excellent Performance</b>

Table 15 shows the result on job performance among non-teaching staff of MSU-GSC with respect to creativity. As evaluated by the respondents it was rated 4.46 with the verbal description of always and interpreted to as excellent performance which means the non-teaching staff are finding ways in solving and providing solutions to the challenges in the office. The non-teaching staff find remedies to the work assigned which is not familiar and uncommon to daily my accomplishment and observation (M = 4.53); the non-teaching staff make research things in relation to their job assignment (M = 4.27); and the non-teaching staff consulted their senior office mates and superior if partly the work is not feasible and ask their capability and assistance for an immediate accomplishment (M = 4.59).

Table 16  
Summary Table of Level of Job Performance among the Non-Teaching Staff of MSU-GSC

Indicator	Mean	Verbal Description	Interpretation
Time Management	4.07	Often	Very Good Performance
Task Accomplishment	4.31	Always	Excellent Performance
Responsibility	4.19	Often	Very Good Performance
Creativity	4.46	Always	Excellent Performance
<b>Overall Mean</b>	<b>4.26</b>	<b>Always</b>	<b>Excellent Performance</b>

As shown in Table 16, the overall mean of the job performance of non-teaching staff is 4.26 with the verbal description of always and described as excellent performance. The highest value of the mean displayed in the table is on creativity. This implies that despite a shortage of resources, non-teaching staff are still devising solutions. They make the best use of the resources at their disposal. They are constantly executing their job correctly, working with minimal supervision, and according to government policies and standards set by legislation, particularly Republic Act 6713, The Establishment of Proper Conduct and Ethical Standards of Government Employees and Officials.

These findings are confirmed by Shaban et al. (2017) study, which revealed that when people are driven and effectively managed, they are contented, and they perform better; when they are poorly motivated and managed, they become unhappy,

resulting in poor productivity. As stated, before in this study, creativity is defined as an individual's capacity to generate meaningful solutions to meet difficulties and solve issues on their own. On the other hand, others characterize it as a design in which employees create such inventive constructs in which work-related difficulties are correctly handled through a step-by-step procedure (Amabile1988; Young 1994).

Table 17  
Correlation Analysis between Human Resource Management Practices and Job Performance

Variables Correlated	r	r <sup>2</sup>	p-value	Extent of Relationship	Remark
Human Resource Management Practices and Job Performance	0.693	0.480	.000	Moderate	Significant

A Pearson's product-moment correlation (Pearson r) was computed to assess the relationship between human resource management practices and job performance of non-teaching staff. As shown in Table 17, their relationship is statistically significant (p-value < 0.001 < 0.01). There is a moderate correlation between the human resource management practices and job performance among non-teaching staff (r = 0.693) explaining 48% of the variations in job performance of the non-teaching staff. The other 52% of the variations are due to other variables. With this, the hypothesis which states that "There is no significant relationship between the human resource management practices and job performance among non-teaching staff of MSU-GSC" was rejected since p-value < 0.001 which is less than 0.01 significance level. This implies that the human resource management practices of the MSU-GSC highly influences the job performance of the non-teaching staff. Meaning, the higher the manifestation of the human resource management practices of the MSU-GSC, the higher is the job performance among non-teaching staff.

The findings is held true by the study of Muchhal (2014) which stressed that human resource management practices have a significant impact on work performance. Werner et. al (2004) also stressed that employees will give their all if they believe their efforts will be appreciated.

#### 4. Issues and Challenges Encountered on HRM Practices

To find out the issues and challenges encountered on HRM Practices such as recruitment and selection, training and promotion, compensation and Incentives, and performance appraisal, key informant interview was done.

The following are the issues and challenges encountered on HRM Practices specifically on Recruitment and Selection, training and promotion, compensation and Incentives, and performance appraisal.

##### A. Recruitment and Selection

It is vital for competent human resource management to recognize and expertly choose suitable individuals and position them in appropriate responsibilities (Tunggal, 2015).

Below are the extracts of the answers of the respondents on



the issue of Recruitment and Selection.

*“Sa hiring and recruitment man gud, una gina-request na siya sa department/office if needed of additional employees or nay nabakante, mostly, kanang naay mupuli kay naa mo retire na parents or kaila, ilisdan sya kana nga position. Lahat dumaan sa interview ng panel committee pero i-rank siya according to points earned ng every applicant. At kung sino ang nasa top 3 highest points mamili po ang committee at recommend sa higher official na mag-decide who will be hired among the three applicants.”*

On hiring and recruitment matters, the interviewee said that, first, “the department or office must send a letter of request stating that there is a need of an additional employee. The hiring of additional personnel in most cases is because of the replacement of some retired employees. The applicants undergo the same procedures on interview and rank according to the points earned during the process. The top 3 among the applicants will be submitted to the higher official for making decisions on the matter.”

*In addition to the 2 informants, “kasagaran kung hiring naa naman sila daan mga manok na ready ipuli, muadto ra sila sa taas nga official kaila, didto na dayun magpaduol bisan ang qualification dili mao ug walay nahuman tungod kay kaila man, ibig sabihin palakasan system ra gihapon, kinsay duol sa luwag, alangan dili ma-hire na excited pa kaayo unya mao pa gyud ang magpahambog-hambog”*

In addition to the two interviewees, “mostly during the hiring process, they already have their candidate to replace the vacant position, they will just go to the higher officials and ask personally in the office or at home despite the qualifications. Their qualification is not aligned. They are very excited, and they are very arrogant because they know that they will be hired.”

*“Parang hindi ako satisfied. Kasi parang hindi ka makapili parang diritso nalang bigay sayo yung tao. Gusto ko sana makapili ng qualified tapos bigyan ka nalang ng tao na hindi naman qualified.”*

Additionally, one informant said that sometimes, even though you are the head of the office, you do not have the prerogative to choose and select someone to work within your office, you cannot choose those who are fit for the job and for the position because the administration already hired someone even though they are not qualified for the position.

*“Ang process okay siya. Pero yung computation of the outcome. The criteria is there pero meron nang napag uusapan kung sino ang gusto i hire even though hindi naman qualified. Ang process, minsan na susunod pero nag kaka problem along the way.”*

Another head of an office in Mindanao State University-General Santos City observed that in recruitment and selection the Human Resource follows the process in hiring. However, the problem comes in the computation of the results of who will be hired among the applicants because despite of the presence of the criteria to be followed in the hiring and selection process, the officials already had selected someone to be hired even though they are not qualified for the position.

Additionally, when asked if MSU-GSC looks for

experienced employees in selection process, mostly of the informants answered that it is not followed.

*“Hindi masyado nasusunod dahil nga may mga discussion na beforehand ang management na kung sino ang gusto nila ipasok. Parang for formality nalang ang hiring process. Pero in fact, may napili na sila na ilagay sa position na ganito, ganyan. Pero in terms of promotion, may mga nasusunod naman.”*

One informant answered that sometimes experience is not considered in the hiring process because the management already has selected those who will be hired. It seems that the hiring process is just followed for formality. However, the informant said that experience and length of service are considered relevant in promotion.

*“Sorry to say pero no. Parang hindi na ito nila tinitingan.”*

Another informant observed that it seems the management is not considering the work-related experience of the applicants.

*“not really. I mean it is good that they don't really focused on those people na may experience na agad kasi syempre we have to give chances doon sa may knowledge naman pero wala pang experience. However, somehow with some jobs at least kailangan yung may experience na. Hindi din sya nagareflect with other present employees ngayon.”*

One informant commented that although it is good that they are not that strict on the work related experience of the applicants because of course we must give chances for those who have knowledge on the job applied to despite of the lack of experience, however, there are job positions that need to hire well-experienced applicants. Moreover, the informant added that it seems that the job experience as criteria on the selection process is not observed based on the present employees.

Based from the extracts from the interviews and focus group discussion presented above, in terms of Recruitment and Selection, it can be inferred that the issue and challenge of *palakasan system* is present in Mindanao State University-General Santos City. The process of hiring and selection is not based on the qualifications but based on the people that you know inside the organization. Thus, it can be inferred that even though the applicants are not qualified for a position, if their backer is strong, then they will be hired for a certain position.

People management is directly applicable to the compadre nepotism ingrained in Filipino society. According to Selmer et al. (2001), recruitment normally includes official guarantees (police clearances, job certifications, diplomas) as well as informal screening based on applicants' personal connections inside the organization. Therefore, applicants with personal connections within the firm have a better chance of being hired, which benefits both the employer and the applicant (Amante, 1993, 1994).

## B. Training and Promotion

Training affects organizational commitment, participant knowledge, and organization-based self-esteem (McEvoy 1997). However, issues on training and promotion is also evident in Mindanao State University-General Santos City. The following are excerpts from the interviews and focus group discussions.



*“Sa usaping training and promotion, madalas sa training and promotion diri sa MSU palakasan ra gihapon kay lalo na kung kinsa nay kaila or amigo, magduol-duol dayun, sa sistema sa gobyerno, iba talaga, bisan dili kasali, maapil sa memo or special orders, magtaka nalang ang iba or kami nga na una sa ila sa mga datihan pang mga na hired matanda na, pareho sang training at promotion ay madalas pala sa kanila na under the table ang mga promotions, makaluya mag work nga imong kauban pila palang ka bulan na hired taas ng position ug taas pajud kaau sweldo kesa mga senior employees, need ug justice ang mga tao dere, samot naa kron nga panahon, grabe jud kaau, daghan kaau gipang hire bisan dili need, hubas na si MSU.”*

*“Dagdag pa nila, dapat suriin ng maayos ang sistema at pamamaraan para may equity and equality sa atoa diri tanan kay pareha raman ta nanarbaho aron mabuhay pero dapat dili ma sacrifice ang policies sa university.”*

One informant added that, in terms of training and promotion, it cannot be denied that “palakasan system” is evident. If you have a relative or a friend that is working as an administrative official, then it would be easy for you to be included in the trainings and seminars. Thus, it would be easy for you to be promoted since there are high ranked officials who will back up you in the process. Additionally, the issue of “under the table” is also present because sometimes, those newly hired employees are given much favor in terms of trainings and promotion unlike those employees who work in MSU-GSC for how many long years already.

One informant added also that the guidelines and policies must be reviewed judiciously and religiously so that there will be equity and equality among the non-teaching employees of Mindanao State University- General Santos City in terms of promotion.

When asked if there are trainings, workshops and seminars conducted by MSU-GSC for the non-teaching employees, one informant answered that:

*“There should be actually. Pero bihira din siya dito sa institution natin.”*

The informant shared that there are no sufficient trainings conducted for the development of the non-teaching employees of MSU-GSC.

Based from the extracts presented above, it can be inferred that in terms of promotion, the issue and challenge of “palakasan system” and “under the table” is evident. Those who were working for many long years remained to their rank while those newly hired employees who are connected with the hiring officials and administrative officials are promoted easily despite of the short span of time of employment service. Such system also demotivated some staff.

These findings are similar to those of Abebe et al. (2020), who revealed that promotion practice is a critical factor that an organization must prioritize in order to keep employees satisfied. Neglecting this factor may result in demotivated employees who are prone to poor performance, low commitment, and low motivation, or even to leave the organization.

In terms of training, it can be inferred that there are no

sufficient trainings, workshops and seminars conducted or organized for the welfare and development of the non-teaching employees of MSU-GSC.

Employee performance is one of the critical measures emphasized by top management, according to Cheng and Ho (2001), and employees are more concerned about their own productivity and are increasingly aware of the accelerated obsolescence of knowledge and skills in their turbulent environment. According to the literature, by effectively training and developing employees, they will become more aligned for career advancement—career potential boosts personal motivation.

### C. Compensation and Incentives

Compensation encompasses financial and non-financial incentives provided to workers in exchange for work accomplished (Williams, 2008). However, compensation and incentives is an issue for the MSU non-teaching staff. Below are the excerpts from the interview and FGD.

*“Actually, in terms of compensation, masasabi talaga natin na medyo unfair siya kasi yung mga senior employees na waiting nalang sana na ma promote kasi malapit na mag retire, every time na nag babago ang administration, hindi sila priority na ma promote. Kaya hindi naga increase ang sahod nila.”*

One informant answered that there are issues and challenges experienced by the non-teaching employees in Mindanao State University- General Santos City because there are some instances that those senior employees are not given the chance to be promoted. Hence, their salary remains stagnant.

*“Sa compensation, murag maka ingon nalang ka usahay na di gyud patas kay ang mga bago lang gi hire mas taas pa ug sahod kesa sa amua na ni tiguwang nalang dri sa MSU.”*

Another informant responded that sometimes it is quite unfair that the newly hired employees are receiving high salary compared to those who have been working in MSU for many long years.

*“Satisfied naman ako sa sahod ko, pero kung tingnan ko yung mga employees na working in my office, medyo maawa ako sa kanila kasi hindi sila na bigyan ng pansin at ng chance na ma promote para sana tumaas din ang kanilang sahod. Kasi ang nangyayari, yung mga matataas na positions, binibigay kaagad sa mga newly hired kaya yung mga senior na mga employees, hindi na propromote. Hindi na sila maka usad sa mas mataas na rank despite of the fact na qualified naman sila to be promoted”*

Additionally, another informant answered that although she is satisfied of her salary, she cannot help herself but to feel pity towards her colleagues because they are not given the chance to be promoted so that they will be given the chance to be compensated with higher salary. She commented that what is happening is that the vacant positions with higher salary are given to those who are newly hired that is why there is no chance for the senior employees to be promoted although they are qualified.

*“Hindi na sila maka usad sa mas mataas na rank despite of the fact na qualified naman sila to be promoted”*

Another informant responded that although she receives a Representation Allowance and Transportation Allowance (RATA) but she does not know the policies and guidelines on this matter because she observes that other heads of offices receives 10 thousand pesos while she receives lesser amount.

*“Ako naman, for more than 30 years na naging head of office, hindi ako na bigyan ng RATA even up to now at hindi rin ako na promote despite of my credentials and qualifications. So technically, the same lang ang sahod ko up to now.”*

Another informant added that the informant had been designated as head of office for more than 30 years now, but since then, the said informant never received Representation Allowance and Transportation Allowance (RATA) even up to now. Thus, she added that she was not promoted despite of her length of service, credentials and qualifications.

Based from the extracts presented above it can be inferred that there are some issues and challenges on Compensation and incentives prevalent in Mindanao State University-General Santos City. There are some concerns that need to be addressed especially on the promotion of the senior employees so that they may be able to attain the promotion that they had been working since then. Thus, it can be inferred they may be able to enjoy the compensation that they deserve before their retirement. This issue on compensation and incentives is tied up with the issue on promotion. Some staff despite being qualified are not promoted thus, they have lower salary. Such practice seemed unfair to the concerned.

In terms of incentives, the issue of not giving equal amount of representation allowance and transportation allowance to all the heads of offices is also a relevant issue that needs to be addressed.

According to Rahim and Daud (2012), there is a positive relationship between rewards and motivation among employees, and reward systems can motivate employees to put forth their best efforts on assigned tasks. If employers continue to develop such good pay policies and procedures, they will be able to attract, motivate, retain, and satisfy their employees. Additionally, Abu et al. (2019) stated in their study that salaries should be increased on a regular basis in accordance with the cost of living to ensure employee satisfaction.

#### D. Performance Appraisal

Performance evaluation improves employee productivity which in turn improves organizational performance (Sels et. al. 2003). Below are the excerpts of the views the respondents on Performance Appraisal:

*“Sa MSU pwede na nga dili mag limpyo kung tapos mona imo obra. Pero sa private man gud maam didto kay kung obra dapat obra gid. Indi pwede mag hawa-hawa.”*

According to one informant, unlike with other private institutions, here in MSU if you finish your work early, then you can rest early, but in other institutions, especially private institutions, you must work from morning till afternoon. If you are a utility worker, you must always maintain the cleanliness of the building all throughout the day.

*“Dili pwede sa ubang schools maam na mag buhat ka ug mga extra works kung office hours. Dri man gud sa MSU maam*

*kay ang uban pag tapos nila trabaho kay mag byahe na sila sa ilang motor. Ang uban kay mag Avon na sila ug mamaligya ug mga unsa.”*

Another informant added that in other schools or institutions, you are not allowed to do extra works within office hours. However, here in MSU, if you finished the assigned task earlier, then other workers do their extra works like fetching passengers while others are selling their avon products while some are busy attending their pastil stores.

*“Diri man gud sa MSU maam daw di ka ganahan mag trabaho kay bisag na maam ug mga tranings sa TESDA sa amua, pero kay wala man gud mga supplies and equipment na gina hatag ang admin. Kung naa man, kulang kayo. Example, ang isa ka mop para na sa isa ka building. Ang mop sang CR, mop man sang tanan.”*

Another informant responded that although there are trainings given to them by TESDA on how to properly clean the buildings and the amenities, it seems that they lost their motivation in working because the supplies and the equipment they need in cleaning are not supplied to them. If there are some equipment provided then it is not enough. The informant gave an example. According to her, the mop used in the CR is the same mop that is used in the offices.

*“Ako maam gikan pa sa una, murag di gyud nako ma dumduman na gi evaluate mi ug naa man di ko maka hinumdum maam. Kung may feedback man gikan lang sa boss ei. Istoryahon lang ka. Pero wala evaluation na kanang sa papel.”*

When asked if they receive feedbacks of performance evaluation result, one informant answered that since then the informant could not remember that they are evaluated. And if there are, it is only a feedback from the immediate supervisor but there was no evaluation that are based on evaluation results.

*“Gina consider ko talaga na learning sa part ko maam if may feedback sa akin sa aking work. Pero mas maganda sana if meron ding evaluation para sa amin para atleast malaman namin ano ang mga need naming I improve sa work. Kaso ang problema kasi wala.”*

As an employee, one informant answered that she considers feedback as a learning on her part. The informant wishes that it would be better if there will be an evaluation also for them as non-teaching staff so that they would also know the things they need to improve in their job performance.

Based from the extracts that are presented above, there are also issues and challenges that are needed to be addressed in terms of performance appraisal. One issue that needs to be addressed is on how to address the problem of the administration regarding the laxness of some employees. There seemed to be a lack of formal evaluation of these staff. Thus, the issue of not having performance evaluation to the non-teaching personnel may also affect their work motivation and performance. It seems that they will not be motivated to work hard and work well with their assigned tasks because they do not know on what basis they will be rewarded or on what certain indicator they need to improve.

Poorly completed performance appraisals produce disappointing results for all parties involved, and failing to complete a formal performance appraisal may limit an

employer's options for disciplinary and dismissal. Employees, on the other hand, benefit if appraisals help them determine how they can improve their performance, even if the appraisal is positive (Mathis and Jackson, 2008).

Furthermore, it was discovered that several human resource management procedures are not conducted in a systematic manner. Nepotism is seen to be at the basis of issues encountered in human resource management initiatives. As a result, eliminating nepotism should be one of the first steps implemented within the scope of human resource practice. Nepotism may be avoided in a company; employees with low trust, job satisfaction, and sense of fairness will have greater trust, job satisfaction, and sense of fairness, and their performance will improve by allowing them to work more efficiently.

Hiring skilled and experienced individuals would also yield better and more efficient results. Management must understand that non-teaching staff are the organization's representatives, and that achieving the organization's goals is achievable. When the academic institution's non-teaching staff is content, the organization will reach its maximum potential. It is evident that the organization's human resource management is directly related to the work performance of the organization and non-teaching staff.

### 5. Conclusion

After analyzing and interpreting the data, the following conclusions were made.

Human resource management practices are the most critical factor in every organization. Non-teaching staff at MSU-GSC place a greater emphasis on work quality and long-term growth that is why they work hard to qualify for higher-level roles in the coming years. Also, performance appraisal is an essential component of human resource management practices and it has a significant impact on staff productivity and dedication. It has been established that performance assessment is an essential aspect to consider in the human resource management practice of non-teaching staff. As a result, job performance is such a complex topic that it is reasonable to assume that performance appraisal is an essential human resource management practice to improve job performance.

The majority of the non-teaching staff are hardworking and effective. The non-teaching staff are amicably engaging with their co-workers in their work environment and are happy with what they are doing. Most importantly, the non-teaching staff continues to provide quality service despite other employees' factors. The MSU-GSC's non-teaching staff exhibits a high degree of job performance-related skills, talents, initiatives, and productivity, exceeding criteria in many areas of work performance.

Furthermore, if the non-teaching staff are happy with their work, they will build and sustain a high level of performance. Employee performance management improves efficiency and effectiveness, resulting in higher-quality outputs.

Many organizations use human resource management because of the benefits it brings. At the same time, various difficulties and worries may occur with the human resource

department's management when they are carrying out their duties. There are certain issues and challenges within the organization however the non-teaching staff have managed to cope with them since job security is more important. They are aware of what is going on and despite some of the organization's practices, they have maintained their professionalism and continued to execute to what is expected in their job performance.

### 6. Recommendations

The results and conclusions of the study lead the researcher to propose the following recommendations.

The Human Resource Management Office of MSU-GSC must adhere to established criteria for the recruiting and selection process, which are based on the credentials of the candidates. It must organize and send employees to skill development and public service trainings. It must also conduct comprehensive training and development programs for its workers that are relevant to change job requirements, as well as use a range of incentives and recognition system to encourage high-performance behavior.

The recruiting officers' decisions must be in accordance with the standards of the Civil Service Commission, which are founded legally. The higher-level officials must be fair, lawful, and moral in their recruitment, selection, training, as well as in advancement, remuneration and incentives, and performance evaluation.

The staff must be willing to attend training and services in order to provide service to its clients. Employees and employers must follow republic Act No. 6713, Establishing Proper Conduct and Ethical Standards for Government Employees and Officials. The academic institution must focus on staff advancement and improvement of their education and professional progress.

Lastly, nepotism should be avoided in an organization, the trust, job contentment, and sense of fairness of employees with low trust, job satisfaction, and sense of fairness will increase, and their performance will improve by allowing them to work more efficiently. Evidently, hiring professionals and experienced workers would result in better and more efficient results and will avoid the unjust and unfair practices of the organization.

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