

Developing Faculty Retention Framework Through Human Asset Management and Job Conditions

Prof. Dr. David Cababaro Bueno*, Prof. Carlito S. Galangue**

Abstract- The study aims to analyse the Human Asset Management (HAM) and job conditions among faculty members a private sectarian school towards developing retention framework. The descriptive-case study design was used with the aid of survey-questionnaire and descriptive statistical analysis. All the regular faculty members were considered as participants for the study. Short listing of candidates, well-managed interview sessions, use of valid and standardized tests are practiced. Advertisement of vacant posts and qualification requirements are not strictly implemented. The principal regularly evaluates the teachers as basis for training and development. However, there is no well-formulated and effective performance management policy and framework. The teachers are provided with professional training and development opportunities. Allocation of training budget is limited. Provisions of health insurance, retirement plan, salary and compensation package, educational assistance, in-service trainings are put in place. They have clear career paths. A well-defined plan for the career and development is limited. Favorable work atmosphere, health, safety, and welfare are provided. The faculty members are satisfied in terms of supervision, relationship with colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. There is positive relationship between HAM and job satisfaction because of the positive value for correlation coefficient value of 0.921 Therefore, when HAM initiatives are high, job satisfaction level is high. HAM initiatives and job condition factors are used to propose a teacher retention framework.

Keywords – Human asset management, faculty retention, private sectarian school, descriptive-case study design, Olongapo City, Philippines

Manuscript submitted on April 8, 2017 for review. This work was funded by the Research and Publications Office of Columban College, Inc.-Olongapo City, Philippines.

*The first author is the Dean of the Graduate School and concurrent Director of Research and Publications Office of Columban College, Inc.-Olongapo City, Philippines.

**The co-author-presenter is Director of Community Extension Office and a graduate school professor of Business at Columban College, Inc.

I. INTRODUCTION

Human Resource Management or Human Asset Management (HAM) is defined as a strategic approach to the management of employees which are the people who contributes to the achievement of the objective [1]. Practices and policies engaged in carrying out human resource aspect also referring to HAM. This comprises of job analysis, human resource planning, compensation, performance appraisal, selection, recruitment, training, development and labor relation [2]. Human resource management practices generate high levels of skill and the heart towards the work, motivation will create the value to reveal the productive behavior of the employees. Moreover, according to Chew (2015), human resource practices are categorized into two mainstreams which are ethnic-oriented values and British-oriented values. In addition, phenomenon of turnover always displays the weak employee organizational linkages. This is because people are probably wanted to gain better monetary rewards and career development opportunities. However, once people have base level of money which can make them feel comfortable, it is a failure if using monetary rewards to get them to do creative work [3].

Abraham Maslow's Theory extended the idea to include his observations of humans' innate curiosity surrounding the Hierarchy of Needs concerning the responsibility of employers to provide a workplace environment that encourages and enables employees to fulfill their own unique potential (self-actualization) are today more relevant than ever. Maslow divided person's needs into physiological, safety, social, esteem and self-Actualization. Maslow's theory is formed in a hierarchical way, so that physiological needs appear to be in the bottom of the pyramid and self-actualization on top. He explains that in order for a person to exist, he, first needs to have food, water and shelter. All these things according to Maslow are necessary in order for the person to be able to move forward and work on their personal traits. Moreover, Maslow explains that these are the most important needs for every person, which provide them with the initial satisfaction [4]. Safety needs come after physiological ones. These needs are connected to persons home, work, health, family, etc. People need to feel secure about where they are going to sleep, how they are going to earn money and, consequently, support their families. Those are also very strong needs, which affect every person's satisfaction and behavior. Next need is a need for socializing. Each person needs to belong to a certain group of people in order not to

feel alone and unneeded. They need to feel love and affection in order to feel more confident and successful. Whenever the three previous needs are satisfied, a person moves forward and experiences the necessity for respect by the other people around him, self-esteem, confidence recognition, achievement etc. A person needs to feel they have a purpose in life and is able to set their own goals. The last need is the self-actualization. While all the previous needs were connected with person's external factors, this last need starts developing in the persons mind. The process of self-actualizing is very complex and tricky since the needs in this category are not easy to understand. A person might not be aware of the problems they are facing at this stage because those needs are deeper and are connected to a person's inner self. Maslow's theory can be a powerful tool in the hands of a leader. Despite its complexity, it illustrates the most important factors which influence every person's behavior. This knowledge is very useful since it can assist a leader in approaching an employee from a correct perspective. The problem can be solved easily if it becomes clear that a person has difficulty with satisfying one of the above mentioned needs.

A safe working environment should be provided. As financial security is also a kind of safety needs, organizations should pay employees fairly and ensure them stable career. Social needs create an environment of team spirits, generate a feeling of acceptance and belonging by organizing company parties or company culture trainings. For those who are dispatched to other places, either within national boundaries or abroad offer them enough time to reunite with their families. Esteem needs where leaders should recognize employees' achievement, either by financial means or spiritual means. The awards should not only be financial motivations but also mental motivations like praises. The organizations should also make promotions based on achievements rather than seniority and provide status to make employees feel valued and appreciated. Self-actualization needs require leaders who can satisfy employees' self-actualization needs are the most effective leaders. Organizations can offer challenging and meaningful assignments to encourage and explore employees' creativity and innovation ability to maximum extent. The implications for this are obvious; organization should offer both pre-work training and on-job training [5].

Moreover, Herzberg's Two Factor Theory states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors causes dissatisfaction [6]. He argued that there were certain factors that could introduce that would directly motivate employees to work harder (motivators). However, there are also factors that would de-motivate an employee if not present but would not in themselves actually motivate employees to work harder (hygiene factors). Motivators are more concerned with the actual job itself. Hygiene factors are factors which 'surround the job' rather than the job itself.

Also, the school leaders must make sure that employee's work is stimulating and rewarding environment so that they are motivated to work and perform harder and better. This theory emphasize upon job-enrichment so as to motivate the employees. The leadership must ensure that the job must utilize the employee's skills and competencies to the maximum. Focusing on the motivational factors can improve work-quality.

Employees are considered the most valuable assets and a major factor to achieve organizational objectives. Organization can achieve success when its employees are committed and hard workers that can only be possible when they are satisfied with their jobs [7]. Job satisfaction is a means to attract and retain qualified employees. It reflects people's attitudes to their jobs and to the organizations they work for. It includes certain aspects of satisfaction relating to pay, promotion, working conditions, supervision, organizational practices, and relationships with work colleagues [8]. Thus, the quality of leader-employee relationship has a significant relatedness with employees' job satisfaction and employees feel satisfied and comfortable with leaders who are supportive. Employees feel stress when they have to work with a leader who is unsupportive and whose behavior is negative [9]. Moreover, Armstrong (2014) suggested a classification into extrinsic factors, intrinsic factors, social relationships in work place, individuals' abilities to do their work, and the quality of supervision [10]. The study of Madlock (2008) revealed a positive relation between supervisors' communication competence and employee job satisfaction [11]. It includes the employees' physical and mental health, sense of happiness and social well-being, which are all attributed with the term "job satisfaction" [12].

Satisfaction would improve to a very great extent when employees are provided with an opportunity to make decisions that they can handle and deciding how to go about one task, and the predictors/variables showed a positive and significant relationship with job satisfaction [13]; and there is a significant strong relationship between job enrichment, job enlargement, job rotation and employee job satisfaction [14]. Moreover, well designed jobs can have a positive impact on both employee satisfaction and quality of performance [15]. Thus, the happier people are within their job, the more satisfied they are said to be [16]. A study also established that training should be conducted to employees, in order to equip them with knowledge, skills and abilities to efficiently perform duties adequately, and the younger employees rooted for training opportunities as a great motivator to performance and also training acts as a retention strategy [17].

Researchers have established that HRM practices of extensive recruitment and selection, training and development, and compensation systems have positive relationship with satisfaction [18]. Researchers have contended that lack of personal growth in organizations results in career plateau which in tend leads to increased

employees intentions to quit. Human Resource professionals thus have a greater responsibility of managing career plateau and hence minimize employee turnover [19]. A growing number of researchers have argued for instituting complementary bundles of HRM practices to enhance the employee satisfaction [20], and there was an indirect effect of HRM related activities on operational and satisfaction of employees, and there is a very strong positive relationship between job security and bonuses on achievement of targets [21]. The relationship between HAM and job satisfaction has been studied in a wide variety of fields and in an equally wide variety of settings, but few of these studies focus on the relationship in the context of private sectarian school, particularly in Olongapo City. Thus, this study focuses on the relationship of human asset management and job satisfaction of faculty members in a private sectarian school in Olongapo City towards developing a retention framework.

II. OBJECTIVE OF THE STUDY

The study determines the relationship of Human Asset Management (HAM) practices and Job Satisfaction (JS) of faculty members in a private sectarian school in Olongapo City. Specifically, it aims to analyze the HAM initiatives; the job factors associated with teachers' satisfaction; the relationship between HAM and job factors; and the retention framework that could be proposed.

III. METHODOLOGY

The researchers used the descriptive-case study design. The design was used to analyze the impact of human resource management initiatives on job factors among faculty members in a private sectarian school [22]. All the faculty members employed during the time of the study were considered to participate in the study. Interval scale carried out by using the Likert-scale (Hair et al., 2011) is divided into five options and each option has a label and corresponding descriptive ratings: (5) 5.00-4.20= Strongly Agree (SA); (4) 4.19-3.40= Agree (A); (3) 3.39-2.60= Moderately Agree (MA); (2) 2.59-1.80= Disagree (DA); (1) 1.79-1.00= Strongly Disagree (SD). Pilot testing was undertaken and the Cronbach's alpha was used to test the reliability of the measures of the questionnaire. Cronbach Alpha is used for reliability and test, as a rule of thumb is also used that states that if the Cronbach values of the items to be included in the study should not be lower than 0.7 [23]. An introductory letter was sought from school administrators and teachers. All the analyses of data were done using the Statistical Package for Social Sciences (SPSS) Version 22.0. Measures of central tendency and inferential statistics were used. Pearson correlation coefficient analysis was used to measure the strength and direction of linear relationship between two variables.

IV. RESULTS AND DISCUSSION

A. Human Asset Management (HAM) Initiatives

The teachers strongly agree that short listing of candidates is done professionally; interview panels are well-structured and interviewers are well trained and knowledgeable; and interview sessions are professionally managed. There are no interferences by interested parties; valid and standardized tests are used when required in the selection process; selection of candidates after interviews follows the laid down procedures. As a result no complains arise based on nepotism, favoritism, bribery, and other ills; school hires teachers through an open, free, competitive, and objective process; there is a clear policy on pre-selection process to come up with the short list of qualified candidates; and selection system in our department selects those having the desired knowledge, skills, and attitude. However, they simply agree that advertisement for position follows the established subject vacancies; and the qualification requirements for promotion are strictly implemented. Thus, the overall computed mean is 4.32, which means strongly agree.

Moreover, the teachers strongly agree that principal constantly evaluates them in order to identify their weaknesses and potentials then trains them for acquisition of skills and capabilities that enable me to achieve the targets; and the performance data are used for making decisions like job rotation and staff development program. However, the teachers just agree that school has a well formulated and an effective performance management policy and framework for its teachers; realistic goals/ performance targets against time limits expected are usually set together with realistic ways/ means to achieve them; usually, there is rigorous monitoring of performance outcomes against a limited set of criteria; measurement of actual against planned performance of teachers is usually done by use of appropriate performance measures; teachers are provided with constant feedback in the form of praise and rewards or in constructive criticism; the performance appraisal methods used by my employer are suitable and relevant; the appraisal data are used for making decisions like compensation/ ranking system. Thus, the overall mean is 4.12, which means agree. The teachers strongly agree that they are provided with professional training and development opportunities as part of their job; they attend an in-service training programs related to their subjects every academic year; the school is keen in adoption of training and development of its workforce; training needs are identified thought a formal performance appraisal mechanism; the principal supports and facilities their job training and advancement; there is evaluation of the quality of training to ascertain that training needs are met; and there is sharing of acquired knowledge/ skills by co-workers. However, the teachers simply agree that training programs availed are in line with the teachers training needs; and a

training budget is put in place. Thus, the overall mean is 4.41.

Furthermore, the teachers strongly agree that employer has provided them with a good health insurance cover and a generous retirement plan benefits; compensation is decided on the basis of competence or ability of the employee; they are offered educational assistance or reimbursement program where they attend conferences, seminars, take development courses or even further their education through the funding of my employer; job performance is an important factor in determining the incentive compensation of employees; salary offered is quiet attractive for my level of education and experience; employees have the opportunity to earn individual bonuses for productivity, performance or other individual performance outcome; the career progression path is clear and they can see themselves rising up the ladder; and salary is received according to the number of hours and days worked on time, and raises based on job performance. However, some teachers are aware that their salary other benefits are lower compared to other schools. Thus, the computed mean is 4.38 (strongly agree). In addition, they strongly agree that individuals in the department have clear career paths; employee's career aspirations within the unit are known by his/ her immediate superior; employees in our unit have more than one potential position for promotion; individual growth needs are matched in this unit; each employee is aware of his/ her career path in the unit; qualified employee is given opportunity for career growth within the unit, and are directed toward potential position for promotion. However, they simply agree that there are department plans for the career and development of employees; and unit prefers an internal employee whenever a vacancy exists. The computed mean is 4.34 (strongly agree). The results are very positive where in the teachers strongly agree that the school management provides a favorable atmosphere of work for effective and efficient teaching; there is sufficient assurance as to the health, safety, and welfare of all users of building within the school, and reasonable staff room for teachers to use for work and for social purposes; good standards of hygiene are always maintained; and employer makes condition of work favorable for them; for instance provision of clean water supply, lightning, security, safe means of access among others. Thus, the overall computed mean is 4.47 (strongly agree).

B. Job Factors

The teachers strongly agree that supervisor praises good teaching; provides assistance for improving instruction and receiving recognition; explains what is expected of them; treats everyone equitably; is willing to listen to suggestions; offers suggestions to improve their teaching; and makes available the material they need to do their best. However, they simply agree that immediate supervisor gives them assistance when they need help; makes them feel comfortable; fixes any unsettled issues between teachers and

unifies them; and they receive meaningful instructions from immediate supervisor. The overall mean is 4.32 (strongly agree). Moreover, the teachers agree that they like the people with whom they work with; their colleagues stimulate me to do better work; their colleagues provide them with suggestions of feedback about their teaching; and their interests are similar to those of their colleagues. The overall computed mean is 4.13 (agree). According to the teachers, they strongly agree that working conditions are good and comfortable, and could be improved. Physical surroundings are pleasant; the administration clearly defines its policies. However, they simply agree that working conditions in school could not be worse. Thus, the computed mean is 4.44 (strongly agree).

Furthermore, they agree that income is barely enough to live on; adequate for normal expenses; and compares with similar jobs in other schools. However, the school teachers simply agree that teaching provides me with financial security; are well-paid in proportion to their ability; income is more than they deserve; and sufficient income keeps them from living the way they want to live. The computed mean is 4.28 (strongly agree). They strongly agree that they can get along well with students; try to be aware of the policies of the school; are interested in the policies of my school; have responsibility for their teaching because teaching provides them the opportunity to help their students learn; and they are responsible for their actions. However, they seem not respected by their student as a teacher; and responsible for planning their daily lessons. The computed mean is 4.32 (strongly agree). They strongly agree that teaching encourages me to be creative and innovative in developing new method with the use of a variety of skills; a very interesting work; and very pleasant. However, they simply agree that they have the freedom to make their own decisions. Moreover, they strongly agree that teaching provides a good opportunity for advancement; an opportunity for promotion, and to advance professionally; and opportunities for advancement. The overall computed mean is 4.47 (strongly agree). The teachers strongly agree that they are confident of keeping their teaching job; teaching provides them for a secured future; and the school provides them for a secured future. Thus, the computed mean value is 4.39 (strongly agree). Thus, they strongly agree that they receive full recognition for successful teaching; a lot of people tell them that they are a good teacher; and receive significant number of recognition. The computed mean is 4.38 (strongly agree).

C. Relationship between HAM and Job Factors

The HRM variables give a 0.921 correlation value with the job satisfaction variables. Therefore, when HRM initiatives are high, job satisfaction level is high. The relationship between HRM practices and job satisfaction is very high. The relationship between HRM practices and job satisfaction is significant. It is because the p-value 0.000 is less than alpha value 0.01. Thus, the null hypothesis is

rejected, and HAM initiatives contributed quite significantly to the overall teachers' job satisfaction. Previous studies conducted established that on overall HAM practices account for a considerable employee performance [24]. Thus, a positive relationship between employee outcomes and corporate performance can be attributed to systems of HR policies, practices, programs and processes that attend to performance needs of employees [25]. Therefore, it would be practical to investigate the impact of HR practices as a whole on job satisfaction.

D. Faculty Retention Framework

A well-managed organization usually sees an average worker as the root source of quality and productivity gains. This study is aimed at proposing a framework for future research in both theory and practice. First of all, there are a number of factors that influence teacher job satisfaction and retention, while the way and the degree of the influence vary under different circumstances. This study is intended to provide a basic framework, which can be used as a vehicle to explore how to improve job retention. There are a lot of differences in the factors affecting teacher job satisfaction, thus this framework might not apply to any situation. Proposing this framework does not suggest ignoring the social-cultural contexts; on the contrary, however, it intends to provide a bigger picture for those who are involved in teacher job satisfaction and retention. How to apply the framework to different situations is based upon different needs. Job satisfaction and retention play an important part in HAM, not only for teachers or teaching organizations, but also for any other organization. This framework is developed on the basis of general HAM initiatives as well as specific needs of teachers, but whether it can be applied to other organizations than schools remains in question. Teacher job satisfaction provides a basis for determining changes that would improve teacher retention. Examining the HAM initiatives in a private sectarian school, as well as the strategies summarized by Gonzalez (2005) for teacher retention, this study proposed a framework for faculty retention covering community and school-based initiatives [26].

TABLE I: A FACULTY RETENTION FRAMEWORK

A. Community-Based Initiatives:	Possible Activities
Community conditions	-Conduct regular in-service training principals, teachers, including external stakeholders to support teacher in their school-community activities. -Recruit and train community volunteers or paraprofessional to take some off-class duties assigned to teacher. -Provide the necessary facilities and materials needed for instruction. -Provide day care services for children of teachers during school hours
Community linkages	-Feature teacher activities in public. -Create partnerships with local and community industry, other schools and

educational organizations.	
B. School-Based Initiatives	Possible Activities
Collegiality	-Establish teacher assistance teams for collaboration (teaching & research groups). -Create a network through which teachers could communicate with each other within city/ division schools / diocese and beyond the community.
School environment	-Improve school security. -Build an equal and supportive atmosphere.
Stress reduction	-Allocate proper duties to each teacher. -Recognize signs of stress and burnout, and respond accordingly, e.g. hold stress reduction workshops.
Professional development	-Incorporate teacher professional development into the goals and objectives of schools. -Support teachers to pursue advanced degree/s. -Offer various in-service training programs.
Career path alternatives	-Support teachers to conduct researches and participate in academic conferences. -Assign highly qualified teachers to work as part-time mentors, trainers, etc. to reduce their time commitment if needed. -Recommend opportunities of both horizontal and vertical job rotation, through which teachers can play different roles.

V. CONCLUSIONS AND RECOMMENDATIONS

Short listing of candidates, well-managed interview sessions with panels, used of valid and standardized tests with defined procedures are practiced. However, advertisement of vacant posts and the qualification requirements for promotion are not strictly implemented. The principal regularly evaluates the teachers to identify their weaknesses and potentials as bases for training and development. However, there is no well-formulated and effective performance management policy and framework for teachers. The teachers are provided with professional training and development opportunities at least every year through raining needs analysis. However, allocation of training budget is limited. Provisions of health insurance, retirement plan, salary, compensation and incentive package, educational assistance, in-service trainings are put in place. However, there is variation in terms of salary and other benefits between and among private schools. The teachers have clear career paths, and qualified employee is given opportunity for career growth and promotion. However, a well-defined department plans for the career and development is limited. The school management provides favorable atmosphere of work for effective and efficient teaching by taking into consideration the health, safety, and welfare of all users of school building. The teachers are generally satisfied in terms of supervision, relationship colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. The relationship between HAM initiatives and job conditions is significant. Thus, the null hypothesis is rejected. Human

resources management practices and teacher job satisfaction are used to propose a teacher retentions framework.

The school administration through the HRD should advertise vacant teaching position and qualification requirements for promotion should be strictly implemented. Effective and efficient performance management policies and procedures should be strictly enforced. A regular training needs analysis with sufficient budget should be conducted. A review of existing salary and other benefits among private schools should be regularly conducted through benchmarking. Department plans for the career and development of teachers should be made clear and known to all concerned employees. Provisions of employee safety, health and welfare should be maintained at all times. A more efficient and functional instructional supervision, interrelationships, working condition, and salary administration should be explored. Opportunity for career advancement, job security, and regular recognition of teacher's accomplishment should be maintained. The proposed "Teacher Retention Framework" should be utilized among private schools.

ACKNOWLEDGMENT

The authors acknowledge the assistance of the research coordinators, faculty from the basic education and college, non-teaching staff, for the distribution and retrieval of the survey form and the Research and Publications Office of the Columban College, Inc. for funding the study.

REFERENCES

[1] Armstrong, M. (2014).A handbook of human resource management practice. (9th ed.). London: Kogan Page. Associates Publishers.

[2] Dessler, G. (2007). Human Resource Management. New Delhi: Prendice Hall of India Private Limited.

[3] Chew, Y. (2015). Achieving organizational prosperity through employee motivation and retention: a comparative study of strategic HRM practices in Malaysia institutions. *Research and Practice in Human Resource Management* 13(2), 87-104.

[4] Yu, B. B., & Egri, C. P. (2005). Human resource management practices and affective organizational commitment: A comparison of Chinese employees in a state-owned enterprise and a joint venture. *Asia Pacific Journal of Human Resources*, 43(3) , 332-360.
<https://doi.org/10.1177/1038411105058706>

[5] Mudor,H & Tookson,P. (2011). Conceptual Framework on the Relationship Between Human Resource Management Practices, Job Satisfaction, and Turnover. *Journal of Economics and Behavioral Studies*, 2(2), 41-49.

[6] Herzberg, F. (1959).The motivation to work. New York: Wile Hamedan, Iran. *Scientific & Research Quarterly Journal of Mazandaran University*, 23(6), 89-104.

[7] Bradley, Petrescu, & Simmons (2014). Employee perceptions of HRM and TQM, and the effects on satisfaction and intention to leave. *Managing Service Quality*, 12(3), 165-172.

[8] Boseman, G. (2008). Effective leadership in a changing world. *Journal of Financial Service Professionals*, 62, (3), 36-38.

[9] Sulieman, I. M. (2011). The relationship between transformational leadership and employees' satisfaction at Jordanian private hospitals. *Business and Economic Horizons*, 5 (2) 35-46

[10] Armstrong, M. (2016).A Handbook of Personnel Management practice.(4th ed).London: Kogan page Limited.

[11] Madlock, S. (2008). Performance and leadership outcome correlates of leadership styles and subordinate commitment. *Engineering, Construction and Arhitectural Management*, 15 (2), 164-184.
<https://doi.org/10.1108/09699980810852682>

[12] Grant, D., Christianson, H., and Price, M. (2007). The Effect of Directive and Participative Leadership Style on Employees' Commitment to Service Quality. *International Bulletin of Business Administration*, 1, (1), 31- 42.

[13] Mutuku, S. M. (2014).Effect of motivational strategies on employee job Satisfaction: A case study of public universities in South Eastern Kenya Region. *Journal of Organizational Change Management*,.1, (1), 3-9.

[14] Marlow, L. et al. (1996). Teacher job satisfaction. ERIC Clearinghouse on Educational Management (ERIC Digest, No. ED 393 802).

[15] Garet, Porter, Desimone, Birman, & Yoon. (2011). Teacher job satisfaction in developing countries. Clearinghouse on Educational Management (ERIC Digest, No. ED 459 150).

[16] Perie, M; Baker, D. P. & Whiterner, S. (1997). Job satisfaction among America's teachers: effects of workplace conditions, background characteristics, and teacher compensation. U.S. Department of education.

[17] Ng'ethe, J. M., Namusonge, G. S. and Iravo, M. A. (2012). Influence of Leadership Style on Academic Staff Retention in Public Universities in Kenya. *International Journal of Business and Social Science*.

[18] Patah, M. O. R., Radzi., S. M., Abdullah, R., Adzmy, A., Adli.Zain, R., & Derani, N. (2009). The influence of psychological empowerment on overall job satisfaction of front office receptionists. *International Journal of Business and Management*, 4 (11), 167 – 176.
<https://doi.org/10.5539/ijbm.v4n11p167>

[19] Petrescu, A. I., & Simmons, R. (2008). Human resource management practices and workers job satisfaction. *International Journal of Manpower*, 29(7) , 651–667.
<https://doi.org/10.1108/01437720810908947>

[20] Ismail, A., Hock, W., & Muhammed, S. (2009). Relationship between performance based pay features and job satisfaction: Does interactional justice act as a mediating role? *International Journal of Business and Management*. 4(3), 190-199.
<https://doi.org/10.5539/ijbm.v4n3p190>

[21] Jones, M. (2006). Which is a better predictor of job performance: job satisfaction or life satisfaction? *Institute of behavioral and applied management*,15(6), 20-25.

[22] Bueno, D.C (2016). Practical Quantitative Research Writing. Great Books Trading. Quezon City, Philippines.

[23] Cooper, D. R., & Schindler, P. S. (2008). Business research methods (10th Ed.). New York: McGraw-Hill.

[24] Yong, K. H. (2011). Theoretical Framework. Impact of Human Resource Practices on Foreign Workers' Job Satisfaction: Evidence From a Manufacturing Firm in Malaysia, 64.

[25] Yeganeh, H., & Su, Z. (2008). An Examination of human resource management practices in Iranian public sector. *Personnel Review*, 37(2) , 203-221.
<https://doi.org/10.1108/00483480810850542>

[26] Davis, M. S. (2012). An investigation of factors related to teacher retention in small rural school districts in Montana. Clearinghouse on Educational Management (ERIC Digest, No. ED 472 264).



Prof. David Cababaro Bueno is a holder of Doctor of Education, Master of Arts in Science Education, Master in Public Management, Master in Business Administration, and Bachelor of Arts degrees. He is a candidate for graduation leading to the

degree of Doctor in Business Administration and currently taking Doctor in Public Management.

He is one of the awardees for the Sectoral Engagement grant to conduct research on “Human Resources Skills Comprehensive Development Plan for Region 3 under Commission on Higher Education’s Faculty Development Program for K-12 Transition. He authored and co-authored books in Research and Thesis Writing, Statistics for Research, Practical Quantitative Research, Practical Qualitative Research, Biological Science for College Students, Physical Science for College Students, Human Resource Management, Organization and Management, Curriculum Development, Environmental Science, Research Writing Made Easy for Business and Hospitality Students, Elements of Biological Science, Food Safety and Sanitation, Fundamentals of Physical Science, and Introduction to Human Biology. He is currently the Dean of the Graduate School and concurrent Director of Research and Publications at Columban College, Inc. Dr. Bueno is an active member of various national and international professional organizations, research technical committee and reviewer of various international conferences, statistician, seminar-workshop speaker and multi-awarded research presenter in the ASEAN community.



Prof. Carlito S. Galangue is a graduate of Commerce major in Accountancy, Master in Management and Doctor in Business Administration. He is currently the Director of Community Extension Services Office at Columban College, Inc., and a graduate school professor.