HUMAN RESOURCE MANAGEMENT IN SELECTED HIGHER EDUCATION INSTITUTIONS (HEI): TOWARDS ENHANCING EMPLOYEES' WORK

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Abstract: *This study examines the human resource management in selected Higher Education Institutions (HEI) towards enhancing employees' work.*

The descriptive method is used in this study. This is the most appropriate method on inquiry about the present status and condition of a particular phenomenon. Concepts and procedures of general description, analysis, and classifications are discussed and illustrated in considerable detail.

Random Sampling technique is employed in the study. Thirty (30) respondents are utilized in the study among the teaching and non-teaching staff in the Higher Education Institutions.

Results show that there is a significant relationship on the functions such as organizing, compensation, directing, recruitment, training and compensation. However, there is no significant relationship on functions like planning, recruitment, training development, compensation/wage salary administration, and union relations. There is a significant relationship on the profile of the respondents and the functions of human resource management. On the other hand, a significant relationship between profile of respondents and the responsibilities of human resource management.

Keywords: *Human resource management, HR functions, HR responsibility, Higher Education Institutions and Employee work enhancement*

INTRODUCTION

Human resource management is responsible for the manpower workforce in the Higher Education Institutions wherein they could supply the people required by their firm. Their responsibility is important in screening labor force to supply correct people, to equip with necessary training, to provide rules and procedures for the manpower to follow and for them to be globally competitive in the field of education. They are the best source in molding and shaping the future of the generations in the society. In spite of the flurry of activity and noted above, the concept at the centre of it remains problematical. In

stereotyped forms it appears capable of making good each of the shortcomings of the personnel management. Thus, far from being marginalized, the human resource management function becomes recognized as a central business concern, its performance and delivery are integrated into line management, the aims shift from securing compliance to be more ambitious one of winning commitment. The employee resource therefore, becomes worth investing in and training and development; thus, assume a higher profile. These initiatives are associated with and maybe are even predicted upon a tendency to shift from a collective orientation to the management of the workforce to an individualistic one (Storey, 2014).

Staffing the organization is meant to undergo recruitment and selection phase for potential applicants to fill in vacant position. Set up procedures and requirements in staffing with correct degree and qualifications. This is important in the application process. Fit between an organization's brand and its employees, sometimes referred to as employee brand identification, have been highlighted as an important element in delivering service quality. People management practices directed both at potential and current employees which enhances this "person-brand fit" and proposes that effective management of this can help reduce the persistent problem of social skills gaps in service organizations (Hurrell & Scholarios, 2014). This can help the human resource sort out the best person to fit in a position to avoid problems that might appear in the future pertaining to their work.

Training and development is one of the activities of the human resource to develop the employee's skill by linking learning to the work. Proper training will lead people to enhance the mastery of their work. This is to upgrade themselves in the latest trends in teaching. Important advances and new perspectives regarding learning and development are emerging from a variety of applied disciplines, such as industrial and organizational psychology, instructional psychology, human factors and applied cognitive psychology. The training field has just begun to develop, integrate and synthesize new perspectives and to generate applications for improving training practices. As more organizations recognize their human resources as the key to competitive advantage, training and development have become even more vital for organizational effectiveness (Ford, 2014).

The functions of human resource management in planning, organizing, directing and coordinating/controlling are important to ensure that proper job description is disseminated

accordingly. Proper dissemination would clearly explain the details of the work requirements of the people. The function of HR is mired on administrative processes, focused on the building systems that police employees and restrain managers. Increasingly, HR delivers value to employees (more productive) customers (more quality products and services with reduce costs) and investors (more financial success, including share price) through delivery talent, leadership and capability through innovative, integrated and aligned HR practices contributing to business goals through talent, leadership and capabilities (Rao, 2014). Teachers are talented, innovative and have the capability in leadership to shape students in their learning process.

Human resource plays an important role in the Higher Education Institutions to determine their managements in recruitment policies, training development, compensation/wage salary administration and union relations. Their responsibilities could contribute to the welfare of their workforce. Without their workforce they are nothing. Their workforce contributes to their success. The role of high involvement human resource practices in the innovative work behavior of employees, with the mediation of supportive work environment conditions. The ability enhancing and opportunity enhancing human resource practices are positively related to innovative work behaviors with the mediation of two work environment variables: management support and co-workers support (Prieto & Pilar, 2014). Individuals and organizations who are serious about human resources understand the bottom line importance of job evaluation, job description and effective policies.

STATEMENT OF THE PROBLEM

1. What is the profile of the respondents in terms of

    1.1 age,

    1.2 gender,

    1.3 educational attainment,

    1.4 length of service in present position,

    1.5 monthly average family income, and

    1.6 eligibility?

2. What are the functions of human resource management in terms of

    2.1 planning,

2.2 organizing,

2.3 directing, and

2.4 coordinating/controlling?

3. What are the responsibilities of human resource management of private and public institutions to determine employees in terms of

3.1 recruitment policies,

3.2 training development,

3.3 compensation/wage salary administration, and

3.4 union relations?

4. Is there a significant relationship between the functions of human resource management and the responsibilities of human resource?

5. Is there a significant relationship between the profile of the respondents and the functions and responsibilities of human resource management?

HYPOTHESES

1. There is no significant relationship between the functions of human resource management and the responsibilities of human resource.

2. There is no significant relationship between the profile of the respondents and the functions and the responsibilities of human resource management.

RESEARCH DESIGN

The descriptive method was used in this study. This is the most appropriate method on inquiry about the present status and condition of a particular phenomenon. Concepts and procedures of general description, analysis and classifications are discussed and illustrated in considerable detail. This method tends to both the qualitative and quantitative analysis of inquiry such as the present investigation. Descriptive method employs the process disciplined inquiry through the gathering and analysis of empirical data and each attempt to develop knowledge. To be done competently, each requires the expertise of the careful and systematic investigator (Salaria, 2012).

RESPONDENTS OF THE STUDY

The respondents of this study consisted of teaching and non-teaching personnel in the Higher Education Institutions working as human resource at the same time teaching.

SAMPLING TECHNIQUE

Random Sampling technique was utilized in this study. One of the best things about simple random sampling is the ease of assembling the sample. It is also considered as a fair way of selecting a sample from a given population since every member is given equal opportunities of being selected (Random Sampling-explorable.com, 2016).

INSTRUMENTS USED

For data gathering purposes, the researcher used a set of questionnaire that elicited the needed data and information on matters that pertained to the topic under study. This consisted of different parts and each for specific purpose. Part l collected data and information on the respondents' profile. Part ll collected information in the functions of human resource management, such as planning, organizing, directing and coordinating/controlling, and Part lll are the responsibilities, such as recruitment policies, training development, compensation/wages salary administration, and union relations.

RESULTS

Table 1.1 Profile of the respondents

	f	%	R
Age			
25 below	3	10	5
26-28	4	13	3.5
29-31	4	13	3.5
32-34	5	17	2
35 above	14	47	1
Gender			
male	13	43	2
female	17	57	1
Educational Attainment			
College Graduate	3	10	3.5
With MA Units	7	23	2
MA Graduate	13	43	1
With Ph.D. Units	2	7	5.5
Ph.D. Graduate	2	7	5.5
Others:	3	10	3.5
Length of Service			
1 year below	3	10	4
2 - 4 years	9	30	2
5 – 7 years	3	10	4
8 – 10 years	3	10	4
11 years and above	12	40	1
Monthly Average Income			
25,000.00 below	14	47	1
25,001.00 –30,000.00	7	23	2

30,001.00 –35,000.00	3	10	3.5
35,001.00 –40,000.00	1	3	6
40,001.00 –45,000.00	2	7	5
45,001.00 and above	3	10	3.5
Eligibility			
PRC	20	67	1
Civil Service	6	20	2
None	4	13	3

- 30 respondents are utilized in the study

Table 1.1 presents the frequency and percentage distribution of the profile of the respondents. There are 14 or 47% whose age bracket is 35 years and above. 17 or 57% are female respondents. 13 or 43% are MA Graduate. 12 or 40% are 11 years and above length of services, 14 or 47% are receiving a monthly average income of 25,000 and below. 20 or 67% are holders of PRC licensed.

Table 1.2 Functions of human resource management

Indicators	S.D.	AWM	Interpretation
1. Planning	1.59	4.19	Agree
2. Organizing	1.58	4.21	Agree
3. Directing	1.67	4.11	Agree
4. Coordinating/Controlling	1.63	4.00	Agree

Table 1.2 presents the weighted mean and the distribution of the standard deviation on the functions of human resource management. Functions of human resource management in terms of planning (AWM=4.19) Agree which means that respondents have adequate knowledge in human resource management. In terms of organizing (AWM=4.21) or Agree which means respondents have adequate knowledge in human resource management. In terms of directing the (AWM=4.11) or Agree which means that respondents have adequate knowledge in human resource functions in terms of directing. Coordinating/Controlling has (AWM=4.00) or Agree. This means that respondents here have adequate knowledge in human resource functions as to coordinating and controlling.

Table 1.3 Responsibilities of human resource management

Indicators	S.D.	AWM	Interpretation
1. Recruitment Policies	1.55	4.10	Agree
2. Training Development	1.55	4.12	Agree
3. Compensation/Wage Salary Administration	1.38	3.83	Agree
4. Union Relations	1.51	4.03	Agree

Table 1.3 presents the weighted mean and the distribution of the standard deviation of the responsibilities of human resource management. It shows that recruitment policies

(AWM=4.10) agree, training and development (AWM=4.12) agree, compensation, wage salary administration (AWM=3.83) agree, union relations (AWM= 4.03) agree. This shows that respondents agree to have an adequate knowledge of the responsibilities in the human resource management.

Table 1.4 Significant relationships between the functions of human resource management and the responsibilities of human resource

Variable	Computed r-value	Relationships *significant * not significant	Hypotheses *accepted *rejected
Planning			
1. recruitment	0.007	not significant	accepted
2. training development	0.047	not significant	accepted
3. compensation/wage salary administration	0.093	not significant	accepted
4. union relations	0.015	not significant	accepted
Organizing			
1. recruitment	0.001	not significant	accepted
2. training development	0.018	not significant	accepted
3. compensation/wage salary administration	0.428	significant	rejected
4. union relations	0.111	not significant	accepted
Directing			
1. recruitment	0.428	significant	rejected
2. training development	0.940	significant	rejected
3. compensation/wage salary administration	0.375	significant	rejected
4. union relations	0.048	not significant	accepted
Controlling			
1. recruitment	0.005	not significant	accepted
2. training development	0.013	not significant	accepted
3. compensation/wage salary administration	0.317	not significant	accepted
4. union relations	0.244	not significant	accepted
Significant at 0.05 level, one-tailed test, df at 28 with critical r-value of 0.361			

Table 1.4 shows the correlation result on functions of human resource and the responsibilities of human resource in terms of planning, organizing, directing and controlling. It indicates that there is a significant relationship. In terms of recruitment policy, training development, compensation/wage salary administration, and union relations, with computed r-values of 0.007, 0.047, 0.093, and 0.015 respectively.

Paired variables such as organizing against recruitment, training development, and union relations harnessed low computed r-value of 0.001, 0.018, and 0.111 respectively, it is safe

to say that the null hypothesis of no significant relationship are accepted except, for variable, organizing against compensation/wage salary administration with a high computed r-value of 0.428, as against the critical r-value. Therefore, there is a rejection of null hypothesis and acceptance of alternative.

The significant relationship that exists between directing and recruitment policies, training development, and compensation/wage salary administration, this is proven by obtaining a high computed r-value of 0.428, 0.940, and 0.375 respectively, it is therefore safe to say that the null hypothesis of no significant relationship is rejected. On the other hand, directing when tested against union relations obtained an r-value of 0.048, which is much lower than the critical r-value of 0.361.

Relationship between functions of human resource and responsibilities as to recruitment is not significant because the computed r-value of 0.005 is much lower than the critical r-value of 0.361, the null hypothesis of no significant relationship is accepted. This is also true in the case of controlling against training development. Results from the other tested paired variables like controlling against compensation/wage salary administration and union relations found also not significant with computed r-value of 0.317 and 0.244 respectively.

Table 1. 5 Correlation results of the profile of respondents and the functions of human resource management

Variable	Computed r-value	Relationships *significant * not significant	Hypotheses *accepted *rejected
1. Age			
1. Planning	0.570	significant	rejected
2. Organizing	0.054	not significant	accepted
3. Directing	0.118	not significant	accepted
4. Controlling	0.289	not significant	accepted
2. Gender			
1. Planning	1.000	significant	rejected
2. Organizing	0.575	significant	rejected
3. Directing	0.317	not significant	accepted
4. Controlling	0.565	significant	rejected
3.Educational Attainment			
1. Planning	0.706	significant	rejected
2. Organizing	0.975	significant	rejected
3. Directing	0.484	significant	rejected
4. Controlling	0.732	significant	rejected
4. Length of Service			
1. Planning	0.820	significant	rejected
2. Organizing	0.577	significant	rejected
3. Directing	0.922	significant	rejected

4. Controlling	0.909	significant	rejected
5. Monthly Family Income			
1. Planning	0.247	not significant	accepted
2. Organizing	0.608	significant	rejected
3. Directing	0.641	significant	rejected
4. Controlling	0.947	significant	rejected
6. Eligibility			
1. Planning	0.457	significant	rejected
2. Organizing	0.055	not significant	accepted
3. Directing	0.095	not significant	accepted
4. Controlling	0.084	not significant	accepted
Significant at 0.05 level, one-tailed test, df at 28 with critical r-value of 0.361			

Table 1.5 presents the correlation result on the profile of the respondents and the functions of human resource.

As shown in the table, age of respondents after testing with planning obtained a high computed r-value of 0.570 which is much higher than the critical r-value. Therefore, there is a significant relationship that exists between "age" and "planning". Age of the respondents when tested with organizing, directing, and controlling obtained low computed r-values of 0.054, 0.118, and 0.289 respectively, therefore, there is no significant relationship that exists between the two groups of variables.

Gender and planning got a computed r-value of 1.000, gender and organizing got a computed r-value of 0.575, and gender and controlling got a computed r-value of 0.565. Therefore, the relationship is significant. Gender and directing got a computed r-value of 0.317. The relationship is non-significant.

Educational attainment and planning got a computed r-value of 0.706, educational attainment and organizing got a computed r-value of 0.975, educational attainment and directing got a computed r-value of 0.484, and educational attainment and controlling got a computed r-value of 0.732. This means that relationship is significant.

Length of service and planning got a computed r-value of 0.820, length of service and organizing got a computed r-value of 0.577, length of service and directing got a computed r-value of 0.922, and length of service and controlling got a computed r-value of 0.909. This shows that the relationship is significant.

Monthly income and planning got a computed r-value of 0.247. This shows that the relationship is non-significant. Monthly income and organizing got a computed r-value of

0.608, monthly income and directing got a computed r-value of 0.641, and monthly income and controlling got a computed r-value of 0.947. This shows that the relationship is significant.

Eligibility and planning got a computed r-value of 0.457. This shows that the relationship is significant. Eligibility and organizing got a computed r- value of 0.055, eligibility and directing got a computed r- value of 0.095, and eligibility and controlling got a computed r-value of 0.084. This shows that the relationship is non-significant.

Table 1.6 Correlation results on profile of respondents and responsibilities of human resource management

Variable	Computed r-value	Relationships *significant * not significant	Hypotheses *accepted *rejected
1. Age			
1. recruitment policies	0.570	significant	rejected
2. training development	0.054	not significant	accepted
3.compensation/wage salary administration	0.118	not significant	accepted
4. union relations	0.289	not significant	accepted
2. Gender			
1. recruitment policies	1.000	significant	rejected
2. training development	0.575	significant	rejected
3.compensation/wage salary administration	0.317	not significant	accepted
4. union relations	0.565	significant	rejected
3.Educational Attainment			
1. recruitment policies	0.706	significant	rejected
2. training development	0.975	significant	rejected
3.compensation/wage salary administration	0.484	significant	rejected
4. union relations	0.732	significant	rejected
4. Length of Service			
1. recruitment policies	0.820	significant	rejected
2. training development	0.577	significant	rejected
3.compensation/wage salary administration	0.922	significant	rejected
4. union relations	0.909	significant	rejected
5. Monthly Family Income			
1. recruitment policies	0.247	not significant	accepted
2. training development	0.608	significant	rejected
3.compensation/wage salary administration	0.641	significant	rejected
4. union relations	0.947	significant	rejected
7. Eligibility			
1. recruitment policies	0.457	significant	rejected
2. training development	0.055	not significant	accepted
3.compensation/wage salary administration	0.095	not significant	accepted
4. union relations	0.084	not significant	accepted

Significant at 0.05 level, one-tailed test, df at 28 with critical r-value of 0.361

Table 1.6 presents the correlation result on the profile of the respondents and responsibilities of human resource.

Age and recruitment policies got a computed r-value of 0.076 which means that the relationship is non-significant. Age and training development got a computed r-value of 0.995, age and compensation/wage salary administration got a computed r-value of 0.875 and age and union relations got a computed r-value of 0.692. The relationship is significant.

Gender and recruitment policies got a computed r-value of 0.606, gender and training development got a computed r-value of 0.874, gender and compensation/wage salary administration got a computed r-value of 0.546 and gender and union relations got a computed r-value of 0.760. This emphasizes that relationship is significant.

Educational attainment and recruitment policies got a computed r-value of 0.749, educational attainment and training development got a computed r-value of 0.879, educational attainment and compensation/wage salary administration got a computed r-value of 0.879, and educational attainment and union relations got a computed r-value of 0.569. This reveals that relationship is significant.

Length of service and recruitment policies got a computed r-value of 0.039 and length of service and training development got a computed r-value of 0.344. The low r-value indicates non-significant relationship. Length of service and compensation/wage salary administration got a computed r-value of 0.809 and length of service and union relations got a computed r-value of 0.995. This indicates that relationship is significant.

Monthly income and recruitment policies got a computed r-value of 0.906, and monthly income and union relations got a computed r-value of 0.892. The relationship is significant. Monthly income and training development got a computed r-value of 0.344, and monthly income and compensation/wage salary administration got a computed r-value of 0.085. This indicates that the relationship is non-significant.

Eligibility and recruitment policies got a computed r-value of 0.640, eligibility and training development got a computed r-value of 0.842, and eligibility and union relations got a computed r-value of 0.697. The relationship is significant Eligibility and compensation/wage salary administration got a computed r-value of 0.007. The low r reveals non-significant relationship.

DISCUSSION

Employees must be dedicated enough in their career of work. There are employees who are not dedicated because of the salary they received in which it is not enough for their daily needs, but to others are not. The important role of employees' perceptions of HR practice use or examined the more proximal outcomes of high-performance and practices that may play mediating roles in the HR practice–performance relationship. Dedicating a focus to the possible mediating role of affective organizational commitment in these relationships would be a requirement for all employees. HR practice perceptions and organizational behavior and fully mediated the relationship between HR practice perceptions and intent to remain with the organization (Kehoe & Wright, 2013). There must be a passion and engagement in the work of a teacher since this is the noblest profession among all. Engagement to work as a teacher must be given emphasis to employees. The lack of consensus on the meaning of employee engagement as well as concerns about the validity of the most popular measure of employee engagement this must be given emphasis despite of the low salary received. (Saks & Gruman, 2014).

A professor who is not dedicated in his work abandons students. This endangers not only the future of the students but to the society as well. This is your choice and your choice will lead you to a better work of living. This examines the impact of human resource management (HRM) practices on organizational performance. It has found that human resource practices: recruitment, training, performance appraisal, career planning, employee participation, job definition and compensation have a significant relationship with university performance. The application of the results to other universities must be done with maximum care. The university is to increase its performance to higher levels should emphasize more on job definition, training and employee participation. Some improvement needs to be done on the other HRM practices-recruitment, performance appraisal, career planning and compensation in order to increase their effectiveness on the university performance. The impact of HRM practices on firm performances have focused on not only in the private sectors but also in the government sector (Amin, Khairuzzaman, Zaleha & Daverson, 2014).

Planning, organizing, directing, and coordinating/controlling play an important role in the functions of human resource, when the human resource management has a direct planning

on the above factors everything will be in order. Decision-making leads the respondents to a better work relationship. Thus, enhancing work effectiveness of the respondents. Identifying the functions of every individual will boost the morale of the employees in such a way that quality of education in the higher institutions will be of high standards to where they belong. Functions must be properly disseminated so that there will be a system to follow to better guide the respondents. The HR function of management, whether performed by the line managers or specialists is context specific. There are of course, the activities common to all organizations, large or small whatever their sector which need to be undertaken such as recruitment, learning and development, performance appraisal, reward management and the management of employment relationships. However; there is also a role on translating the effects of contextual changes from the economy and from the society into the organization, to help the organization to deliver the business outcomes effectively and efficiently. This requires the HR specialist to analyze and to understand how employees can change and to help them adapt, to perform and to grow their skills and capabilities in the service of their work (Tyson, 2014).

The role of human resource is important because they are the law makers in the management of human resource in the Higher Education Institution (HEI).

The implementation of effective human resource (HR) practices typically rests with line managers. HR implementation is influenced by organizational culture, climate and political considerations. Subsequently: HR implementation is anticipated to drive employee outcomes (Sikora, & Ferris, 2014).

On the responsibilities of human resource management like recruitment policies, training development, compensation/wage salary administration, impart development among respondents. This must be properly implemented like the rules on recruitment. Recruitment procedure is important in screening those qualified applicants because the ultimate goal in the higher institution is to produce quality education to where they belong and to produce top graduate to better improve the society. It is the responsibility of the professors to mold and to shape the students for a better result of their labor. Actions of firms that contribute to social welfare, beyond what is required for profit maximization are classified as Corporate Social Responsibility (CSR). The acceptance of CSR by business scholars and practitioners has a spotted history. While scholars debated the legitimacy of CSR, consumers and investors

developed clear preferences for socially responsible firms. Big corporations, in large part, responded positively, making CSR an important element of strategic management (McWilliams, 2000). This can also be applied to human resource in the Higher Education Institutions to achieve a better work output by their employees.

Moreover, the responsibilities of human resource have a thorough knowledge on the impact of the manpower workforce. Changes have affected not only the attitude towards people employed in organizations and the knowledge and intellectual capital, but also social values and responsibility. Analyzing and assessing the aspects of knowledge management and corporate social responsibility and their development in different human resource management (HRM) must be given emphasis. The issue of HRM impact on the organizational performance has analyzed several HRM that show the relationship between HRM practices, the factors influencing their choice, and the organizational outcome. The employees and employers share the same interests, or with the pluralistic approach, which admits that different groups may have different interests (Lapiņa, Maurāne, & Stariņeca, 2014).

However, there is no significant relationship that exists between functions like planning when tested against recruitment, training development, compensation/wage salary administration and union relations, organizing against recruitment, training development and union relations and therefore there must be a thorough investigation on the matter.

On the other hand, a significant relationship exists between profile of respondents and the responsibilities of human resource management such as age against training, compensation/wage salary administration and union relations, gender against training, length of service against union relations, and eligibilities against training and union relations. The Higher Education Institutions (HEI) continues to investigate social responsibility and social irresponsibility by focusing on how teachers influence both activities. Utilizing individual traits, behaviors and shared leadership as antecedents to social responsibility and social irresponsibility activities, merging the social responsibility and leadership demonstrates how each can strengthen the other and illustrates new types of individual-level questions to explore when drawing on such connections (Christensen, Mackey, & Whetten, 2014).

CONCLUSIONS

1. Profile of the respondents contribute to the human resource management since they are in the prime age and considered the most flourishing stage of their life as they preferred to stay in their job and to continue being a part in the development of quality education while pursuing graduate studies which is needed of a faculty especially in higher education.

2. The Human Resource Management in its basic function makes planning effective to all employees by identifying problems of the institution through evaluation of the employees' performance, organization, direct and coordinate employment by providing opportunities to develop work effectiveness among employees in the most possible way.

3. The responsibilities of the Human Resource Management are done in accordance to the policies set by the human resource management, be it in the recruitment, on training, on compensation/wage salary administration and on union relations for smoothness in the application of the activities.

4. There is a significant relationship that exists between the functions such as organizing when tested against compensation, directing when tested against recruitment, training and compensation obtained the computed values of r that are higher than the critical r-value. However, there is no significant relationship that exists between functions like planning when tested against recruitment, training development, compensation/wage salary administration and union relations, organizing against recruitment, training development, and union relations obtained the computed values of r that are lower than the critical r-value in which case, the null hypothesis is accepted.

5. There is a significant relationship that exists on paired variables that obtained high computed value of r than the critical r-value between the profile of the respondents and the functions of human resource management which redound to reject the null hypothesis and accept the alternative, however, a non-significant relationship exists on paired variables that obtained low computed r-values than the critical r-values. In this case, the null hypotheses are accepted and the alternative is rejected. On the other hand, a significant relationship exists on paired variables with high computed

r-values than the critical value of r between profile of respondents and the responsibilities of human resource management such as age against training, compensation/wage salary administration and union relations, gender against training, length of service against union relations and eligibilities against training and union relations. The other paired variables tested obtained, low r-value than the critical r- in which case, the relationship is not significant and the hypothesis is accepted.

RECOMMENDATIONS

1. Respondents who are in their prime age should develop awareness for good relations between and among people in the human resources.

2. The functions of the human resource management such as planning, organizing, directing, and coordinating should continue to its best in order to develop work effectiveness.

3. The different responsibilities such as, recruitment, training, compensation/wage salary administration and union relations should improve its program of activities in order to create a harmonious relationship between the employees and employers.

4. The higher institution therefore, review policies, particularly, policy on salary administration, on the training and development, and policies on recruitment and at the same time give provision on the union relations to avoid union labor problems. The higher institution should have a thorough planning and analysis of their organization.

5. The higher institution should organize opportunities to all employees by giving them orientation on the rules and policies of the school so that they may be aware on the programs, goals and objectives set by the school because this may contribute to the work effectiveness of the employees.

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