

Human Resource Management Practices and Organizational Performance: Towards a Proposed Employee Engagement Program

Keli Zhang ^{1,*}, Lizelle Eugenio-Villanueva ²

¹ College of Education and Liberal Arts, Adamson University, Manila, Philippines

² Human Capital Management and Professional Development Services Directorate, Manila Tytana Colleges, Manila, Philippines

* Corresponding author: Keli Zhang (Email: miitncba@126.com)

Abstract: The management of human resources in education is crucial, and failing to do so could have dire repercussions. This is due to the fact that education professionals are a key tool for attaining educational objectives and, as a result, contributing to national development. This study assessed the human resource management practices and their effect on organizational performance at School C in Shanxi Province, China. The researcher used adapted questionnaires that assessed the HRM practices in their school in terms of Compensation and benefits, training and development, and performance evaluation. Additionally, they assessed the performance of the organization based on their perceptions of its organization and governance, academic programs and curricula, institutional resources, and quality assurance. The participants in this study were 212 non-teaching employees from the various departments at School C in Shanxi Province, China. The goal of this research was to propose an employee engagement program designed to boost employee engagement, enhance HRM practices, foster a positive work environment, and ultimately improve overall organizational performance.

Keywords: Employee Engagement Program; Human Resource Management Practices; Organizational Performance.

1. Introduction

1.1. Background of the Study

The strategic method of developing and assisting people and providing a positive work environment is known as human resource management (HRM). Although its responsibilities vary across various organizations and industries, they often include recruitment, compensation and benefits, providing training and development, and managing employee relations. HRM practices refers to organizational actions taken to manage the available human resources and make sure they are put to use in order to achieve organizational objectives. There may be variations in HRM practices between organizations and between nations.

The fundamental ideas of HRM were gradually adopted in China starting in the middle and late 1980s. Many human resource (HR) professionals, particularly strategic planners, focus a substantial amount of their efforts on organizational performance. The success rate of an organization's daily duties and established objectives are measured by its organizational performance.

Since organizational performance is recognized as one of the key factors in obtaining effectiveness and favorable results in organizations, numerous scholars have concentrated on this topic. In order to give an organization a competitive advantage and to create the conditions necessary for attaining the goals declared, HRM practices and processes must also be successful. The objective of the study in question is to examine how HRM practices affect organizational performance.

Chinese culture has a profound impact on how people manage relationships at work in the school where the researcher is presently employed as a teacher. Paternalism and collectivism are thought to be distinctive cultural characteristics that influence how people behave and are

managed at work. She does, however, think that her school should adopt a people-oriented management paradigm rather than the conventional leader-centered approach. It should standardize, among other things, the treatment of people in their work and personal lives, the incentive system, and performance evaluation.

This research will emphasize the fact that progress is impossible without a sufficient, skilled, and motivated employees working within an effective human resource management program. Without a doubt, the majority of all educational institutions, regardless of level, rely on their human resources to carry out their strategic objectives.

In the educational sector, maintaining personnel, training staff and rewarding job achievement are all components of human resource management. The aims and objectives of the organization are supported by human resource management, which does not just play a small part in those goals and objectives. To ensure that it is possible for the organization to thrive and operate effectively, it is essential that HRM practices are geared toward enhancing employee motivation and happiness leading to effective organizational performance.

It is well acknowledged that human resource management is necessary in educational settings. There are a lot of human resources at school. Consequently, it becomes crucial to manage them well. The HR personnel is crucial in this situation. Managing human resources can improve organizational performance. This occurs as a result of the employees' engagement and inspiration.

The obstacles faced by this researcher while trying to engage non-teaching staff are numerous. First, because the emphasis is frequently on academic accomplishments, there may not be enough acknowledgment for their efforts. Non-teaching staff may feel undervalued as a result, which may lower their motivation. In addition, compared to their

teaching counterparts, non-teaching staff members may have fewer possibilities for professional development. The absence of opportunities for growth may lead to a decline in engagement and job satisfaction. Managing issues with work-life balance is another obstacle. Heavy workloads or the blurring of the lines between work and home life may have an adverse effect on non-teaching staff members' general well-being and engagement because they are expected to stay longer at work than teachers, who only stay primarily during timetabled classes.

Human resource management is an essential component of the educational process in general. Consequently, functions in human resource management must be carried out optimally so that demands related to individual, organizational or institutional goals may be fulfilled. (Tanjung, 2020)

1.2. Studies on Human Resource Management Practices and its Impact on Organizational Performance.

Human Resource Management (HRM) encompasses a range of responsibilities, including HR planning, strategic recruitment, employee training and development, compensation management, performance assessment, employee relations, healthcare, and the provision of various employee services. It entails the formulation of policies and practices aimed at enhancing organizational efficiency, fostering employee engagement, and elevating work quality (Khan & Abdullah, 2019).

On the other hand, an organization's ability to maximize employee productivity is not always achieved due to employees not fully utilizing their complete potential, thereby falling short of their optimal output. By providing conducive work environments and employee benefits, companies can attract experienced and skilled individuals, thereby enhancing their workforce's expertise, capabilities, and capacity (Yong et al., 2020).

Aboramadan et al. (2020) studied how human resource management (HRM) practices affect organizational commitment in Palestinian universities. They also explored how work engagement acts as a mediator in the relationship between HRM practices and organizational commitment. The findings indicated that HRM practices significantly influenced employees' organizational commitment in higher education. Additionally, the study revealed that work engagement mediated the relationship between performance appraisal and organizational commitment, as well as between rewards and compensation and organizational commitment.

According to Li (2023), human resource management plays a pivotal role in shaping an effective workforce and remains a central focus in discussions regarding school competitiveness. Consequently, the researcher undertook an examination of the interrelation between human resource management and organizational performance within elementary schools, with the aim of identifying novel strategies for performance enhancement. The study's findings empowered administrators to discern variations in teachers' backgrounds, devise optimal recruitment and placement strategies, form competitive leadership teams, and substantially elevate the efficacy of human resource management practices.

Hashim (2019) investigated the correlation between Human Resource Management (HRM) practices and lecturers' job performance. The study aimed to assess the effectiveness of HRM practices in shaping lecturers' job

performance within Nigerian universities, while also identifying the predominant HRM practices impacting lecturers' job performance. The study's findings indicated a statistically significant association between HRM practices and lecturers' job performance in Nigerian universities. This underscores the conclusion that HRM practices indeed exert influence on lecturers' job performance within the context of Nigerian universities.

Zhihai (2022) highlighted the importance of discussing the changing HR role in China's public schools with top management. This involves fostering complementarities, enabling broader decision-making through an institutional mission, and ensuring proper HR role oversight. The study aimed to contribute to understanding actual areas of HR change and how HR positions are managing their crucial role amidst unprecedented organizational development in China's public schools. In terms of the new human resources management for organizational performance, the study has made significant progress. Nowadays, both academics and practitioners are increasingly aware of the importance of considering a wide range of performance indicators that reflect the expectations of different stakeholders, both inside and outside the organization.

Furthermore, building upon the work of Gu et al. (2017) who examined aspects such as facilities, programs, services, graduate image quality, student responsiveness, and graduation rates, the present study similarly explores organizational performance in connection with the quality of academic services.

1.3. Theoretical Framework

The goal-setting theory, introduced in the late 1960s by Edwin Locke, proposed that intentions to work toward a goal are a major source of work motivation. Goals, in essence, tell employees what needs to be done and how much effort should be expended. In general, the more difficult the goal, the higher the level of performance expected.

The well-researched theory of goal-setting was chosen by the researcher because it makes a connection between goal-setting and task performance. If a leader wishes to boost staff motivation, performance, and engagement, it is crucial to comprehend this concept. Understanding how the goal-setting process affects work engagement and organizational performance is the major objective of goal-setting theory.

It has been stated that this study will establish a relationship between organizational performance and human resource management practices, which are organizational activities focused on managing human resources and making sure they are used to further organizational objectives. The way the goal-setting theory operates is by identifying the many kinds of goals that influence organizational performance. And once management is aware of this, they can make sure their goal-setting procedure equips their staff for success.

1.4. Statement of the Problem

In order to propose inputs for an employee engagement program, the purpose of this study is to assess the human resource management practices and organizational performance at School C, Shanxi Province, China.

The following problems were looked up for answers:

1. What is the demographic makeup of the employee respondents in terms of their:

1.1. Age

1.2. Sex

- 1.3. Years of Service
2. How may the employee respondents assess their human resource management in terms of:
 - 2.1. Compensation and Benefits
 - 2.2. Training and Development
 - 2.3. Performance Evaluation
3. When the demographics are taken into consideration as test factors, are there any significant differences in the employee respondents' assessments of their human resource management practices?
4. How may the employee respondents assess their organizational performance in terms of:
 - 4.1. Organization and Governance
 - 4.2. Academic Programs and Curricula
 - 4.3. Institutional Resources
 - 4.4. Quality Assurance
5. When the demographics are taken into consideration as test factors, are there any a significant difference in the employee respondents' assessments of their organizational performance?
6. Does the assessment of human resource management practices of the employee respondents have a significant relationship with their organizational performance?
7. What program could be proposed based on the research's findings?

1.5. Significance of the Study

This study is considered significant because it would contribute to the betterment of the following:

The Human Resource (HR) Leader

The HR leader in the school will have a thorough understanding of organizational performance by providing sound human resource management practices. HRM practices are a prominent element in meeting the expectations of employees and fostering high levels of organizational performance.

The Educational Leaders

In a learning environment, an employee's organizational performance matters greatly. Since more productive employees are a benefit to every organization, this study will make educational leaders feel the need to assist their HR departments in developing effective HRM practices to invest in their workforce.

Non – Teaching Staff

Through this study, non-teaching staff in educational institutions will become aware of the important roles they have to play in the operation of the institution and the general wellbeing of the students.

The Faculty Members

They will appreciate their own organizational performance because the majority of this study also discusses employee satisfaction, employee engagement, leadership distribution, job performance, job security, and other related factors.

The Future Researchers

Future research on the relationship between human resource management practices and organizational performance may benefit from this study's implications.

2. Methodology

2.1. Research Design

Descriptive, comparative, and correlational research designs, in their most basic forms, aim to characterize a phenomenon, compare various components, and investigate

correlations between variables. For this study, the population was divided into groupings, like the non-teaching departments, and a sample were chosen at random from some of these clusters. This kind of sampling is called cluster sampling. Each cluster ought to ideally represent a small portion of the population in general.

2.2. Sampling Method

Sample populations for this study came from a variety of non-teaching offices in School C in Shanxi Province. There are 212 non-teaching staff from the offices. using the Qualtrics Calculator, the ideal sample size is 137, with a 95% confidence interval and a 5% margin of error.

2.3. Research Instruments

The questionnaires were adapted to match the goal of assessing the human resource management practices in relation to organizational performance.

The first section of the questionnaire was modified from carefully chosen academic works on human resource management practices. The research's goals were accommodated by modifying it. It examined how employees feel about their compensation and benefits, training and development and performance appraisal policies.

The organizational performance questionnaire was collated by the researcher based on the selected contents of a published article of Alvi, et al (2020) entitled The Development of a Questionnaire to Measure the Institutional Performance in Higher Education Institutions. The study's goal was to create the Institutional Performance Questionnaire (IPQ), a tool for assessing the effectiveness of higher education institutions as an organization. After being pilot tested, the questionnaire's overall Cronbach's alpha score was .951. The validity and reliability of the IPQ were confirmed by the study's results, which were established using exploratory factor analysis to determine the construct validity for organizational performance in higher education institutions.

2.4. Data Gathering Procedure

To create effective learning settings in the always changing educational environment, it is essential to comprehend the dynamics of educational leadership, organizational behavior, and human resource management. The accuracy of the survey instruments is the foundation of this research. The survey questionnaires were rigorously examined and improved by a group of specialists with in-depth understanding in organizational behavior, educational leadership, and human resource management. Their knowledge guaranteed that the questions are carefully linked with the goals of the research as well as being transparent and objective.

Recognizing the value of cooperation, the researcher prepared a formal letter asking for approval to carry out the study. She personally delivered this letter to the distinguished School C principal. The researcher described the significance, purpose, and methodology of the study in this message. Additionally, the researcher paid close attention to any potential worries the school may have and fully addressed them. An emphasis on secrecy was crucial because it assured the school that any sensitive material was handled ethically.

The survey forms were distributed among the non-teaching staff after receiving the school's clearance. The forms were accompanied by clear instructions that explain the study's goal and stress the value of truthful and accurate responses. Participants' privacy and anonymity were protected, fostering

an atmosphere that encourages candid criticism.

Each phase of the research, from questionnaire formulation through data analysis and reporting was governed by a clearly defined timeframe. The importance of ethical issues was not changed during this process. The research adhered to the highest ethical standards since the participants' rights and wellbeing was protected.

2.5. Statistical Treatment

The following statistical methods were employed to assess the study's data at the significance level of 0.05 using the Statistical Package for Social Sciences (SPSS) application:

2.5.1. Frequency Count and Percentage

The researcher utilized this data to evaluate the age, sex, age, and years of service profiles of the employee respondents.

2.5.2. Weighted Mean

The researcher first used this to evaluate the practices of human resource management in terms of compensation and benefits, training and development, and performance evaluation.

Furthermore, the researcher made use of this to evaluate the organizational performance of the school as seen by the employee respondents in light of the institution's organization and governance, academic programs and curricula, institutional resources, and quality assurance.

2.5.3. Standard Deviation

This statistical metric was employed to offer valuable insights into the distribution pattern of data points concerning the mean value, determining whether they are evenly spread out or closely concentrated.

The eventual result was interpreted as follows:

Table 1. Standard Deviation

| Weight | Scale/Range | Descriptions | Interpretations |
|--------|-------------|-------------------|-------------------------------|
| 4 | 3.51-4.00 | Strongly Agree | Highly Implemented/Manifested |
| 3 | 2.51-3.50 | Agree | Implemented/Manifested |
| 2 | 1.51-2.50 | Disagree | Lowly Implemented/Manifested |
| 1 | 1.00- 1.50 | Strongly Disagree | Not Implemented/Manifested |

2.5.4. T-test /ANOVA

To determine whether there are any significant differences in the employee respondents' assessments of the HRM practices and organizational performance when their profiles are taken into account, the researcher used the t-test, Analysis of Variance, or F-test.

2.5.5. Pearson's r Correlation Analysis

The researcher used Pearson's r correlation analysis to determine the relationship between the HRM practices of the employee respondents and the organizational performance.

2.6. Decision Criteria

The significance threshold of 0.05 was used while examining the hypotheses. If the estimated significance value exceeded the threshold value of 0.05, the null hypotheses was considered valid and results otherwise were rejected.

2.7. Ethical Considerations

Informed Consent, privacy and confidentiality, risks and remuneration are some of the factors that the study under way will consider. To guarantee the protection of participants' rights, welfare, and dignity, a comprehensive ethical

examination is necessary. Maintaining the integrity of the study and the welfare of people engaged requires striking a balance between the pursuit of worthwhile research and ethical issues.

3. Results and Discussions

In this section, the methodology of data collection is detailed, along with the subsequent findings and the researcher's analysis, all in accordance with the initially identified problem statement. The narrative extends to include a comprehensive explanation of the deductions and interpretations made by the researcher, incorporating factual evidence as well as insights derived from personal experiences.

3.1. The Demographic Makeup of the Employee Respondents in Terms of Their Age, Sex, and Years of Service

Table 2. Frequency Distribution of the Respondents' Profile

| Profile | Frequency | Percentage |
|-------------------------|------------|-------------|
| Age | | |
| 21-30 years old | 34 | 24.8% |
| 31-40 years old | 44 | 32.1% |
| 41-50 years old | 36 | 26.3% |
| Above 50 years old | 23 | 16.8% |
| Total | 137 | 10% |
| Sex | | |
| Male | 69 | 50.4% |
| Female | 68 | 49.6% |
| Total | 137 | 100% |
| Years of Service | | |
| 1-5 years | 29 | 21.2% |
| 6-10 years | 29 | 21.2% |
| 11-15 years | 28 | 20.4% |
| Above 15 years | 51 | 37.2% |
| Total | 137 | 100% |

The provided table illustrates that a significant portion of the employee respondents falls within the age range of 31-40 years old (32.1%). The demographic breakdown also indicates a slight majority of male respondents (50.4%). Additionally, a noteworthy proportion of participants have accumulated more than 15 years of service (37.2%).

Professionals in their mid-career are typically found in the age range of 31 to 40. The fact that a sizable percentage among staff members in this age range have been with the organization for a long time may be a sign of dedication, loyalty, or job satisfaction. The existence of employees who have worked for more than 15 years indicates that there is some stability in the workforce. Given that it suggests the retention of seasoned people; this could be advantageous for the school.

3.2. The Employee Respondents' Assessment of Their Organization's Human Resource Management in Terms of Compensation and Benefits, Training and Development, and Performance Evaluation

Table 3. Employee Respondents' Assessment of their Human Resource Management Practices in Terms of Compensation and Benefits, Development and Performance Evaluation

| Human Resource Management Practices | Mean | SD | Interpretation | Ranking |
|-------------------------------------|-------------|-------------|---------------------------|---------|
| 1. Compensation and Benefits | 2.94 | 0.78 | Highly Implemented | 3 |
| 2. Training and Development | 3.13 | 0.60 | Highly Implemented | 2 |
| 3. Performance Evaluation | 3.17 | 0.61 | Highly Implemented | 1 |
| Over-all Mean | 3.08 | 0.61 | Highly Implemented | |

Legend: 3.51-4.00 Strongly Agree/Very Highly Implemented; 2.51-3.50 Agree/Highly Implemented; 1.51-2.50 Disagree/Lowly Implemented; 1.00-1.50 Strongly Disagree/Very Lowly Implemented

The result shows that the human resource management practices in terms of compensation and benefits is highly implemented as assessed by the employees with a composite mean of 2.94. Fair and adequate compensation is a major component of satisfaction with work. Employees ought to feel that their compensation is commensurate with their value and that it reflects the going rate in the market (Mabaso & Dlamini, 2017). It demonstrated that they were content with receiving a just compensation for the work that they performed. The result indicates that the human resource management practices in terms of training and development is highly implemented as assessed by the employees with a composite mean of 3.13. Karim et al. (2019) discovered that employees recognize the importance of training since it inspires them, and that professional growth and training result in improved performance. The result shows that the human resource management practices in terms of performance evaluation is highly implemented as assessed by the employees with a composite mean of 3.17. According to Kagotho (2018), performance evaluations and feedback are essential because they give administrators the chance to examine how each employee measures up against pre-established metrics and expectations. The study also discovered that establishing goals for evaluations of performance are crucial and that they produce significant outcomes including commitment from employees and trust, quality work, job satisfaction, and employee productivity.

The result shows that performance evaluation was the most highly implemented practices of the human resource management as this ranked first among the three identified indicators, while training and development ranked second, and last is on the compensation and benefits. Over-all results indicate that the human resource management practices in the university are highly implemented based on the assessment of the employee respondents with a composite mean of 3.08.

Performance evaluation ranked first among the three identified indicators. This implies that employees perceive the university's performance evaluation practices as highly implemented. Performance evaluation, as defined by Pratibha (2022), is the systematic analysis of an employee's performance in carrying out his designated task with the goal of enhancing motivation and self-esteem. Needless to say, evaluations of performance contribute to higher employee productivity, which raises the efficiency of an organization.

Training and development practices ranked second among

the indicators. While not the top-ranked practice, its position suggests that employees still view these initiatives positively. The university's commitment to employee growth and skill enhancement is reflected in the second-place ranking. Yimam (2022) asserts that continuous training is essential for enhancing productivity in the workforce. Consequently, his research focuses on evaluating and analyzing the influence of training on employee performance within a technology-oriented academic environment. The findings indicate a noteworthy enhancement in employee performance attributed to factors such as the design of the training, assessment of training needs, delivery style, and evaluation of the training process.

Compensation and benefits practices ranked last among the three indicators. The lower ranking may indicate that employees feel there is room for enhancement in terms of salary structures, benefits packages, or overall rewards. In terms of employee performance, Kadir et al. (2019) investigated the level of performance and its relationship with compensation and benefits. A key factor in the success of an organization is employee performance. The organization needs to create employee-focused strategies that are effective if it is interested in improving performance levels.

3.3. The Significant Differences in the Employee Respondents' Assessments of Their Human Resource Management Practices When Their Age, Sex, and Years of Service are Taken as Test Factors

The result shows that employee respondents have relatively the same assessment on the human resource management practices in terms of compensation and benefits, training and development, and performance evaluation regardless of their age. The inference indicates that the human resource management practices related to compensation and benefits, training and development, and performance evaluation are implemented consistently and are perceived similarly across various age demographics within the organization. An assessment that is consistent within age groups can indicate that human resources practices are perceived as being applied fairly. If employees of various ages have identical judgments about compensation, training, and performance reviews, it may be a sign that these policies are implemented appropriately.

Employees in private Higher Education Institutions (HEIs) consistently perceived the frequent application of all Human Resource Management (HRM) dimensions, according to a survey conducted by Vicencio (2021) in the Sultanate of Oman. It follows that there are fair people management procedures used by private HEIs. Furthermore, statistical data shows an extremely substantial correlation between residential status, personnel classification, and the perception of HRM activities.

The result shows that male and female employee respondents have relatively the same assessment on the human resource management practices in terms of compensation and benefits, training and development, and performance evaluation.

Table 4. Differences in the Assessment of Employee Respondents of their Human Resource Management Practices When Age is Taken as Test Factor

| Human Resource Management Practices | Age | Mean | SD | Computed F-value | Sig | Decision on Ho | Interpretation |
|-------------------------------------|-----------|------|------|------------------|------|----------------|-----------------|
| 1. Compensation & Benefits | 21-30 y/o | 3.03 | 0.76 | 0.26 | 0.85 | Accepted | Not Significant |
| | 31-40 y/o | 2.90 | 0.80 | | | | |
| | 41-50 y/o | 2.96 | 0.80 | | | | |
| | >50 y/o | 2.87 | 0.75 | | | | |
| 2. Training & Development | 21-30 y/o | 3.09 | 0.64 | 0.45 | 0.72 | Accepted | Not Significant |
| | 31-40 y/o | 3.13 | 0.59 | | | | |
| | 41-50 y/o | 3.21 | 0.56 | | | | |
| | >50 y/o | 3.04 | 0.65 | | | | |
| 3. Performance Evaluation | 21-30 y/o | 3.15 | 0.65 | 0.58 | 0.63 | Accepted | Not Significant |
| | 31-40 y/o | 3.15 | 0.64 | | | | |
| | 41-50 y/o | 3.28 | 0.55 | | | | |
| | >50 y/o | 3.07 | 0.61 | | | | |
| Over-all | 21-30 y/o | 3.09 | 0.64 | 0.34 | 0.80 | Accepted | Not Significant |
| | 31-40 y/o | 3.06 | 0.62 | | | | |
| | 41-50 y/o | 3.15 | 0.58 | | | | |
| | >50 y/o | 2.99 | 0.63 | | | | |

Table 5. Differences in the Assessment of Employee Respondents of their Human Resource Management Practices When Sex is Taken as Test Factor

| Human Resource Management Practices | Sex | Mean | SD | Computed t-value | Sig | Decision on Ho | Interpretation |
|-------------------------------------|--------|------|------|------------------|------|----------------|-----------------|
| 1. Compensation & Benefits | Male | 2.97 | 0.82 | 0.46 | 0.65 | Accepted | Not Significant |
| | Female | 2.91 | 0.73 | | | | |
| 2. Training & Development | Male | 3.14 | 0.62 | 0.31 | 0.76 | Accepted | Not Significant |
| | Female | 3.11 | 0.58 | | | | |
| 3. Performance Evaluation | Male | 3.18 | 0.66 | 0.14 | 0.89 | Accepted | Not Significant |
| | Female | 3.16 | 0.57 | | | | |
| Over-all | Male | 3.10 | 0.64 | 0.35 | 0.73 | Accepted | Not Significant |
| | Female | 3.06 | 0.58 | | | | |

In general, human resource management is a crucial part of the educational process. As such, it is imperative that human resource management functions be performed as efficiently as possible in order to meet demands pertaining to individual, corporate, or institutional goals. Tanjung (2020).

The realization that employee respondents, whether male and female, gave comparable assessments of HRM practices suggests that there is a perception of fairness and equal treatment in the organization as a whole. Essentially, it appears that both sexes think that HR procedures pertaining to compensation and benefits, training and development, and performance evaluation are fair and completely implemented.

It's important to note that this convergence of perceptions indicates that there is no discernible gender gap in the organization's handling of important HR matters, at least from the viewpoint of the surveyed employees. It implies that compensation, training, and performance evaluation rules and procedures be applied uniformly, regardless of gender.

This kind of perceived fairness fosters employee engagement and satisfaction in addition to being necessary for cultivating a strong corporate culture. In terms of these crucial HR procedures, it shows that the organization regards and treats its male and female employees equally, fostering a favorable and motivating work environment.

Quinatana-Garcia & Elvira (2016), on the other hand, emphasized that gender salary disparities frequently start at the hiring stage. After accounting for education, work experience, industry, and occupation, there are still disparities in pay between men and women when they first start working. Moreover, when administrators decide whether to give

employees annual merit raises, there is a chance that pay gaps will get wider. In this context, experimental and organizational research indicates that men are more likely than women to get higher incentives for similar performance.

The result shows that employee respondents have relatively the same assessment on the human resource management practices in terms of compensation and benefits, training and development, and performance evaluation regardless of how long they have been in the service.

The main finding that can be derived from the information presented is that employee respondents' assessments of HRM procedures are similar and consistent. This consistency is seen across a range of tenure lengths, suggesting that workers, regardless of years of service, have similar opinions on compensation and benefits, training and development opportunities, and performance evaluation inside the organization as a whole. The results essentially indicate that there is no substantial difference in the perceived fairness and effectiveness of these HR procedures according to the length of an employee's employment, indicating that these policies are applied uniformly and equitably to all employees. HR practices serve as instruments that govern the relationship between employees and their supervisors, which is essential for building human capital and accomplishing goals that benefit both parties (Bello-Pintado, 2015). A number of research studies and meta-analyses demonstrate how HR strategies improve employees' performance and well-being (Rauch & Hatak, 2016). HR practices encourage positive attitudes and behaviors from employees by giving them access to useful resources. Practitioners looking for deeper

understanding of employee years of service and age management may find this understanding useful.

Table 6. Differences in the Assessment of Employee Respondents of their Human Resource Management Practices When Years of Service is Taken as Test Factor

| Human Resource Management Practices | Years of Service | Mean | SD | Computed F-value | Sig | Decision on Ho | Interpretation |
|-------------------------------------|------------------|------|------|------------------|------|----------------|-----------------|
| 1. Compensation & Benefits | 1-5 years | 2.90 | 0.73 | 0.34 | 0.80 | Accepted | Not Significant |
| | 6-10 years | 3.07 | 0.65 | | | | |
| | 11-15 years | 2.89 | 0.86 | | | | |
| | Above 15 years | 2.92 | 0.83 | | | | |
| 2. Training & Development | 1-5 years | 2.97 | 0.60 | 1.19 | 0.32 | Accepted | Not Significant |
| | 6-10 years | 3.24 | 0.49 | | | | |
| | 11-15 years | 3.09 | 0.63 | | | | |
| | Above 15 years | 3.17 | 0.64 | | | | |
| 3. Performance Evaluation | 1-5 years | 3.03 | 0.62 | 0.65 | 0.59 | Accepted | Not Significant |
| | 6-10 years | 3.18 | 0.63 | | | | |
| | 11-15 years | 3.21 | 0.52 | | | | |
| | Above 15 years | 3.22 | 0.65 | | | | |
| Over-all | 1-5 years | 2.97 | 0.60 | 0.54 | 0.65 | Accepted | Not Significant |
| | 6-10 years | 3.16 | 0.54 | | | | |
| | 11-15 years | 3.06 | 0.60 | | | | |
| | Above 15 years | 3.11 | 0.66 | | | | |

In light of age management and employee years of service, the closing statement emphasizes how important it is for practitioners to fully understand HR practices. It implies that effectively managing a diverse and multigenerational workplace requires an understanding of how HR practices impact various age and tenure groups within the workforce.

3.4. The Employee Respondents' Assessment of Their Organizational Performance in Terms of Organization and Governance, Academic Programs and Curricula, Institutional Resources, and Quality Assurance

Table 7. The employee respondents' assessment of their organizational performance in terms of organization and governance, academic programs and curricula, institutional resources, and quality assurance

| Organizational Performance Indicators | Mean | SD | Interpretation | Ranking |
|---------------------------------------|-------------|-------------|--------------------------|---------|
| 1. Organization and Governance | 3.13 | 0.59 | Highly Manifested | 4 |
| 2. Academic Programs and Curricula | 3.18 | 0.54 | Highly Manifested | 2 |
| 3. Institutional Resources | 3.16 | 0.55 | Highly Manifested | 3 |
| 4. Quality Assurance | 3.22 | 0.52 | Highly Manifested | 1 |
| Over-all Mean | 3.17 | 0.52 | Highly Manifested | |

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

Based from the results, organizational performance was most highly manifested on quality assurance as this ranked first among the four indicators, second on academic programs and curricula, third on institutional resources, and the last was on organization and governance. The result indicates that the organizational performance was highly manifested based on the assessment of the employee respondents.

Employees' positive assessment may be a sign of high employee engagement, which occurs when staff members are inspired to contribute to the success of the company and feel a sense of purpose. The reason quality assurance is given the highest rating might be that it frequently entails systematic implementation of processes and mechanisms to guarantee that standards are fulfilled and upheld in all facets of a firm.

Employees may view an organization's high commitment to quality as a sign of its effectiveness and dedication to excellence.

Zhihai (2022) emphasizes the significance of discussing the evolving HR role in China's public schools with top management. This involves fostering complementarities, broadening decision-making through an institutional mission, and ensuring proper HR role oversight. The study aims to contribute to understanding actual areas of HR change amid unprecedented organizational development in China's public schools. It has made notable progress in new human resources management for organizational performance. Both academics and practitioners now recognize the importance of considering diverse performance indicators that reflect the

expectations of various stakeholders.

3.5. The Significant Differences in the Employee Respondents' Assessments of Their Organizational Performance When Their Age, Sex, and Years of Service are Taken as Test Factors

Table 8. Differences in the Assessment of Employee Respondents of their Organizational Performance When Age is Taken as Test Factor

| Organizational Performance Indicators | Age | Mean | SD | Computed F-value | Sig | Decision on Ho | Interpretation |
|---------------------------------------|-----------|------|------|------------------|------|----------------|-----------------|
| 1. Organization & Governance | 21-30 y/o | 3.13 | 0.64 | 0.49 | 0.69 | Accepted | Not Significant |
| | 31-40 y/o | 3.08 | 0.62 | | | | |
| | 41-50 y/o | 3.23 | 0.52 | | | | |
| | >50 y/o | 3.08 | 0.58 | | | | |
| 2. Academic Programs and Curricula | 21-30 y/o | 3.18 | 0.54 | 0.55 | 0.65 | Accepted | Not Significant |
| | 31-40 y/o | 3.17 | 0.53 | | | | |
| | 41-50 y/o | 3.27 | 0.54 | | | | |
| | >50 y/o | 3.09 | 0.55 | | | | |
| 3. Institutional Resources | 21-30 y/o | 3.16 | 0.51 | 0.82 | 0.49 | Accepted | Not Significant |
| | 31-40 y/o | 3.11 | 0.60 | | | | |
| | 41-50 y/o | 3.28 | 0.49 | | | | |
| | >50 y/o | 3.09 | 0.57 | | | | |
| 4. Quality Assurance | 21-30 y/o | 3.21 | 0.48 | 0.42 | 0.74 | Accepted | Not Significant |
| | 31-40 y/o | 3.19 | 0.55 | | | | |
| | 41-50 y/o | 3.30 | 0.48 | | | | |
| | >50 y/o | 3.16 | 0.62 | | | | |
| Over-all | 21-30 y/o | 3.17 | 0.53 | 0.61 | 0.61 | Accepted | Not Significant |
| | 31-40 y/o | 3.14 | 0.52 | | | | |
| | 41-50 y/o | 3.27 | 0.47 | | | | |
| | >50 y/o | 3.11 | 0.56 | | | | |

The result shows that employee respondents have relatively the same assessment on the organizational performance in terms of organization and governance, academic programs and curricula, institutional resources, and quality assurance regardless of their age.

This suggests that age does not appear to be a significant

factor influencing the perceived performance of the organization in these specific areas. The consistency in assessments across different age groups implies a level of uniformity in how employees view the organization's effectiveness and performance in these key domains.

Table 9. Differences in the Assessment of Employee Respondents of their Organizational Performance When Sex is Taken as Test Factor

| Organizational Performance Indicators | Years of Service | Mean | SD | Computed F-value | Sig | Decision on Ho | Interpretation |
|---------------------------------------|------------------|------|------|------------------|------|----------------|-----------------|
| 1. Organization & Governance | 1-5 years | 3.01 | 0.59 | 0.57 | 0.64 | Accepted | Not Significant |
| | 6-10 years | 3.12 | 0.65 | | | | |
| | 11-15 years | 3.20 | 0.49 | | | | |
| | >15 years | 3.17 | 0.61 | | | | |
| 2. Academic Programs and Curricula | 1-5 years | 3.06 | 0.47 | 0.69 | 0.56 | Accepted | Not Significant |
| | 6-10 years | 3.23 | 0.43 | | | | |
| | 11-15 years | 3.22 | 0.59 | | | | |
| | >15 years | 3.21 | 0.60 | | | | |
| 3. Institutional Resources | 1-5 years | 3.05 | 0.43 | 0.79 | 0.50 | Accepted | Not Significant |
| | 6-10 years | 3.13 | 0.53 | | | | |
| | 11-15 years | 3.24 | 0.59 | | | | |
| | >15 years | 3.21 | 0.59 | | | | |
| 4. Quality Assurance | 1-5 years | 3.10 | 0.41 | 0.94 | 0.42 | Accepted | Not Significant |
| | 6-10 years | 3.17 | 0.47 | | | | |
| | 11-15 years | 3.31 | 0.56 | | | | |
| | >15 years | 3.25 | 0.59 | | | | |
| Over-all | 1-5 years | 3.05 | 0.45 | 0.77 | 0.52 | Accepted | Not Significant |
| | 6-10 years | 3.16 | 0.48 | | | | |
| | 11-15 years | 3.24 | 0.50 | | | | |
| | >15 years | 3.21 | 0.58 | | | | |

However, a new study by Bashir et al. (2021) suggests that employees differ in how they behave in different settings and

at work depending on their age. Scholars suggest that employee viewpoints as a whole help to explain the relationship between diversity and organizational dynamics. Organizations should provide platforms that enable the exchange of important knowledge between the younger and older generations, encourage the development of creative work cultures, and diversify their age makeup in order to solve this.

According to Karpinska et al. (2015), the organization is frequently characterized as a goal-oriented entity where performance is essential to its survival. As a result, putting in place efficient human resources practices is crucial to reaching predetermined goals. Different HR policies are

developed by organizations with the goal of creating and improving resources that benefit employees of all ages.

The result shows that male and female employee respondents have relatively the same assessment on the organizational performance in terms of organization and governance, academic programs and curricula, institutional resources, and quality assurance.

This shows that, in these particular categories, gender does not seem to be a significant factor impacting the organization's perceived performance. The same ratings made by male and female employees suggests that both sexes have similar opinions about the organization's performance and efficacy in these important areas.

Table 10. Differences in the Assessment of Employee Respondents of their Organizational Performance When Years of Service is Taken as Test Factor

| Organizational Performance Indicators | Sex | Mean | SD | Computed t-value | Sig | Decision on Ho | Interpretation |
|---------------------------------------|--------|------|------|------------------|------|----------------|-----------------|
| 1. Organization & Governance | Male | 3.15 | 0.64 | 0.43 | 0.67 | Accepted | Not Significant |
| | Female | 3.11 | 0.54 | | | | |
| 2. Academic Programs and Curricula | Male | 3.23 | 0.56 | 0.95 | 0.34 | Accepted | Not Significant |
| | Female | 3.14 | 0.51 | | | | |
| 3. Institutional Resources | Male | 3.23 | 0.57 | 1.44 | 0.15 | Accepted | Not Significant |
| | Female | 3.10 | 0.52 | | | | |
| 4. Quality Assurance | Male | 3.28 | 0.53 | 1.40 | 0.16 | Accepted | Not Significant |
| | Female | 3.15 | 0.51 | | | | |
| Over-all | Male | 3.22 | 0.55 | 1.10 | 0.27 | Accepted | Not Significant |
| | Female | 3.12 | 0.48 | | | | |

Based from the results, employee respondents have relatively the same assessment on the organizational performance in terms of organization and governance, academic programs and curricula, institutional resources, and quality assurance regardless of how long they have been in the service.

This shows that staff assessments of the organization's effectiveness and performance in these particular areas are not greatly influenced by the number of years they have worked there. The consistency in evaluations across different service durations suggests that employees' opinions about the organization's performance in these crucial areas are consistent.

On the other hand, Janardhanan & Raghavan (2018) suggest that a negative and non-significant correlation exists between employees' years of service and their performance when psychological empowerment is considered as a moderator. This lack of significance indicates that, in the presence of psychological empowerment, there is no discernible relationship between employees' years of service and their performance.

3.6. The Significant Relationship of Human Resource Management Practices with the Organizational Performance

Table 11. Relationship Between the Assessed Human Resource Management Practices and their Organizational Performance

| Human Resource Management Practices | Organizational Performance | Computed r | Sig | Decision on Ho | Interpretation |
|---|--|---------------|-------------|-----------------|--------------------|
| 1. Compensation and Benefits | Organization & Governance | 0.80vh | 0.00 | Rejected | Significant |
| | Academic Programs & Curricula | 0.68h | 0.00 | Rejected | Significant |
| | Institutional Resources | 0.65h | 0.00 | Rejected | Significant |
| | Quality Assurance | 0.66h | 0.00 | Rejected | Significant |
| | Average | 0.74h | 0.00 | Rejected | Significant |
| 2. Training and Development | Organization & Governance | 0.84vh | 0.00 | Rejected | Significant |
| | Academic Programs & Curricula | 0.82vh | 0.00 | Rejected | Significant |
| | Institutional Resources | 0.74h | 0.00 | Rejected | Significant |
| | Quality Assurance | 0.75vh | 0.00 | Rejected | Significant |
| | Average | 0.84vh | 0.00 | Rejected | Significant |
| 3. Performance Evaluation | Organization & Governance | 0.89vh | 0.00 | Rejected | Significant |
| | Academic Programs & Curricula | 0.80vh | 0.00 | Rejected | Significant |
| | Institutional Resources | 0.84vh | 0.00 | Rejected | Significant |
| | Quality Assurance | 0.80vh | 0.00 | Rejected | Significant |
| | Average | 0.89vh | 0.00 | Rejected | Significant |
| Over-all Human Resource Management Practices | Over-all Organizational Performance | 0.89vh | 0.00 | Rejected | Significant |

The result suggests a strong correlation between human resource management practices related to compensation and benefits and various aspects of organizational performance in the context of academic programs and curricula, institutional resources, quality assurance, organization, and governance. The observed very high relationship with organization and governance underscores the comprehensive role of human resource management (HRM) practices, specifically regarding compensation and benefits, in shaping not only the organizational structure but also policies and governance mechanisms. The correlation implies that competitive compensation and benefits packages may serve as a crucial factor in attracting and retaining high-quality talent within the organization, thereby playing a vital role in maintaining and elevating the quality of academic programs and ensuring effective governance. Moreover, the connection with institutional resources suggests that organizations prioritizing fair and attractive compensation practices are likely to allocate resources efficiently, positively influencing the institution's overall capabilities. The strong relationship with quality assurance and governance further indicates that a well-structured and competitive compensation system may contribute to improved organizational processes, policies, and overall governance, ensuring consistent adherence to quality and standards.

The research unveils a strong correlation between training and development programs and organizational performance, particularly concerning organization and governance, academic programs and curricula, and quality assurance. This connection indicates a strategic alignment between training initiatives and crucial aspects of organizational effectiveness, implying that investments in such programs contribute to cultivating skills and competencies that harmonize with effective organizational structures and governance mechanisms. The prominently observed correlation with academic programs and curricula suggests a direct association between training and development efforts and the enhancement of educational offerings, potentially elevating the skills and capabilities of faculty and staff. The correlation with institutional resources suggests that organizations with robust performance evaluation systems are likely to allocate resources efficiently, thereby maximizing their impact on the institution's goals and objectives. Furthermore, the strong correlation with quality assurance indicates that organizations prioritizing training and development are likely to witness positive effects in maintaining and enhancing quality standards within academic programs and overall organizational processes. This underscores the crucial role of training and development in cultivating organizational excellence across diverse dimensions.

The results suggest that the observed very high correlation reflects a strategic alignment between performance evaluation processes and critical aspects of organizational performance, encompassing organization and governance, academic programs and curricula, institutional resources, and quality assurance. The strong correlation with organization and governance implies that the implementation of effective performance evaluation practices may contribute to the cultivation of streamlined organizational structures and governance mechanisms, ensuring optimal functionality and decision-making. Additionally, the correlation with academic programs and curricula suggests that performance evaluation plays a substantial role in influencing and enhancing the

quality of educational offerings, potentially by shaping the skills and capabilities of faculty and staff. The correlation with institutional resources indicates that organizations with robust performance evaluation systems are likely to allocate resources efficiently, thereby maximizing their impact on the institution's overarching goals and objectives. Furthermore, the correlation with quality assurance underscores the close connection between performance evaluation and the maintenance and improvement of quality standards within academic programs and broader organizational processes.

The overarching result of the study points to a highly significant correlation between human resources management (HRM) practices and organizational performance, indicating a very strong relationship between the two. This implies that the way an organization manages its human resources, encompassing aspects such as compensation and benefits, training and development, and performance evaluation, is closely linked to and has a considerable impact on the overall performance of the organization. The term "very high degree" underscores the strength of this relationship, suggesting that effective HRM practices are not just coincidental but play a pivotal role in influencing and shaping the organizational outcomes. This finding underscores the critical importance of strategic and well-implemented HRM practices for achieving and sustaining high levels of organizational performance.

Several researchers corroborate these results. Ong & Koh (2018) study indicated that the most influential factor positively affecting employee performance is training and development, with performance appraisal following closely behind. Notably, compensation and benefits, as well as work-life policies, were identified as not playing a significant role in predicting employee performance. In light of these findings, it is recommended that the human resource department designs a well-crafted training plan along with a comprehensive and consistent performance appraisal system for employees.

The results of Lim and Ahmad's (2021) investigation showed that employee performance and human resource management (HRM) practices were positively correlated, with elevated levels of both found. The study's findings provide significant implications for managers seeking to determine the best combinations of HRM strategies, including work-life policies, performance evaluations, remuneration and benefits, and training and development. With this knowledge, methods for putting these principles into action may be developed more successfully, which will ultimately improve employee performance inside the organization.

4. Conclusion and Recommendations

4.1. Summary of Findings

This study aims to assess human resource management practices and organizational performance at School C in Shanxi Province, China. The objective is to provide insights for the development of inputs for an employee engagement program.

4.1.1. The Demographic Makeup of the Employee Respondents in Terms of Their Age, Sex, and Years of Service

A considerable proportion of the population surveyed is in the age range of 31 to 40 years old. There is a slight majority of male respondents, according to the gender distribution.

Moreover, a significant discovery is the large percentage of respondents who had worked for more than 15 years, indicating that the sample comprises seasoned professionals.

4.1.2. The Employee Respondents' Assessment of Their Organization's Human Resource Management in Terms of Compensation and Benefits, Training and Development, and Performance Evaluation

On Compensation and Benefits

The outcome indicates a high level of implementation for human resource management practices related to compensation and benefits. Such a substantial implementation level suggests that employees generally view the compensation and benefits policies in a positive light.

On Training and Development

The findings suggest that the implementation of human resource management practices related to training and development is notably high, according to employee assessments.

Performance Evaluation

The outcome indicates a high level of implementation for human resource management practices related to performance evaluation, as evaluated by the employees. This suggests that employees generally perceive the implementation of performance evaluation processes positively, as indicated by the assessment scale used.

4.1.3. The Significant Differences in the Employee Respondents' Assessments of Their Human Resource Management Practices When Their Age, Sex, and Years of Service are Taken as Test Factors

On Age

The findings reveal that employees, regardless of their age, hold similar assessments regarding human resource management practices, encompassing compensation and benefits, training and development, and performance evaluation.

On Sex

The findings indicate that both male and female employees share similar opinions when it comes to assessing human resource management practices, specifically in areas such as compensation and benefits, training and development, and performance evaluation.

Years of Service

The outcome indicates that employee respondents share a consistent evaluation of human resource management practices, including compensation and benefits, training and development, and performance evaluation, irrespective of their years of service. The key takeaway from the data is that employees' assessments of HRM procedures exhibit uniformity and remain consistent across different lengths of tenure.

4.1.4. The Employee Respondents' Assessment of Their Organizational Performance in Terms of Organization and Governance, Academic Programs and Curricula, Institutional Resources, and Quality Assurance

Organization and Governance

The findings reveal that, based on employee responses, the organizational performance in terms of organization and governance was highly manifested. A higher composite mean signifies that, on the whole, employees hold positive perceptions of the organization's accomplishments in terms of organization and governance.

Academic Programs and Curricula

The findings suggest that, according to employee responses, the organizational performance in terms of academic programs and curricula was highly manifested. It can be inferred that the organization's academic programs and curricula are well-structured and aligned with its objectives.

Institutional Resources

The outcome indicates that, according to employee respondents, the organizational performance related to institutional resources was highly manifested. Overall, employee sentiments convey confidence in the organization's capability and efficiency in supplying and handling resources.

Quality Assurance

The results indicate that, according to employee assessments, the organizational performance regarding quality assurance was highly manifested. This implies that employees believe the organization effectively implements policies and procedures to ensure and uphold high standards in its operations.

4.1.5. The Significant Differences in the Employee Respondents' Assessments of Their Organizational Performance When Their Age, Sex, and Years of Service are Taken as Test Factors

On Age

The findings indicate that regardless of their age, employee respondents share similar evaluations of organizational performance concerning organization and governance, academic programs and curricula, institutional resources, and quality assurance.

On Sex

The findings reveal that male and female employee respondents hold comparable assessments of organizational performance concerning organization and governance, academic programs and curricula, institutional resources, and quality assurance.

On Years of Service

According to the findings, employee respondents share similar evaluations of organizational performance in terms of organization and governance, academic programs and curricula, institutional resources, and quality assurance, irrespective of their years of service.

4.1.6. The Significant Relationship of Human Resource Management Practices with the Organizational Performance

The study's overarching conclusion highlights a highly significant correlation between human resources management (HRM) practices and organizational performance, indicating a robust relationship between the two. This suggests that an organization's management of human resources, which includes elements like compensation and benefits, training and development, and performance evaluation, closely influences and has a substantial impact on the overall performance of the organization.

4.2. Conclusion

The study's presented findings led to the researcher's formation of the following conclusions.

1. The survey reveals a notable concentration of respondents in the 31 to 40 years old age range, with a slight majority being male. A significant finding is the substantial percentage of participants with over 15 years of work experience, suggesting a sample of seasoned professionals.

2. The results demonstrate a high level of implementation for human resource management practices across various domains, including compensation and benefits, training and

development, and performance evaluation, as perceived by employees. The findings collectively underscore the organization's effective execution of these HRM practices,

contributing to a positive assessment from employees in each respective area.

Table 12. Employee Engagement Program

| KPI | KRA | TARGET SCHEDULE | PEOPLE INVOLVED | BUDGET | EXPECTED OUTCOME |
|--|--|--|--|--|---|
| Improve employee satisfaction and morale. | <p><u>Implement Mentorship Program</u></p> <ul style="list-style-type: none"> - Pair experienced employees with newcomers for knowledge transfer. - Conduct regular mentorship events and workshops. | Month 1-2: Launch mentorship program and conduct employee satisfaction survey. | <p>HR Department: Program coordination, mentorship pairing, and training facilitation.</p> <p>Department Heads: Support program implementation within their respective teams.</p> <p>Employee Engagement Committee: Regularly assess and adjust program strategies.</p> | <p>Mentorship Program: RMB 10,000 (resources, workshops, materials).</p> | Increased employee satisfaction and morale. |
| Enhance organizational culture and teamwork. | <p><u>Training and Development Initiatives</u></p> <ul style="list-style-type: none"> - Identify specific training needs based on employee assessments. - Provide targeted training programs for skill enhancement. | Month 3-4: Identify training needs and design targeted programs. | | <p>Training and Development: RMB 20,000 (external trainers, materials).</p> | Improved organizational culture and teamwork. |
| Increase employee retention and reduce turnover. | <p><u>Communication Enhancement</u></p> <ul style="list-style-type: none"> - Establish regular channels for open communication. - Conduct monthly town hall meetings for updates and feedback. | Month 5-6: Enhance communication channels and conduct town hall meetings. | | <p>Recognition and Rewards: RMB 15,000 (gift cards, certificates).</p> | Higher employee retention and reduced turnover. |
| Boost productivity and overall performance. | <p><u>Recognition and Rewards</u></p> <ul style="list-style-type: none"> - Implement an employee recognition program. - Provide tangible rewards for outstanding contributions. | Ongoing: Implement recognition program and continuously assess and adjust strategies. | | <p>Communication Enhancement: RMB 5,000 (technology, resources).</p> | Enhanced productivity and overall organizational performance. |
| TOTAL | | | | RMB 50,000 | |

3. The study highlights a consistent and uniform assessment of human resource management practices among employees, irrespective of age, gender, or years of service. Whether considering compensation and benefits, training and development, or performance evaluation, the findings underscore a notable level of agreement among employees, emphasizing a widespread perception of fairness and equality in the implementation of these HRM practices within the organization.

4. The collective findings from employee responses indicate a high manifestation of organizational performance across various aspects, including organization and governance, academic programs and curricula, institutional resources, and quality assurance. The consistent recognition of strong performance in these key areas reflects a positive

assessment by employees, highlighting the organization's effectiveness and success in these crucial domains.

5. The study underscores a consistent and uniform assessment of organizational performance among employees, regardless of age, gender, or years of service. Whether considering organization and governance, academic programs and curricula, institutional resources, or quality assurance, the findings emphasize a widespread consensus among employees. This uniformity in evaluations suggests a shared perception of the organization's effectiveness and performance across various demographic factors, indicating a cohesive understanding of its achievements in key areas.

6. The study establishes a substantial and significant relationship between human resources management (HRM) practices and organizational performance. The highly

significant correlation underscores the pivotal role of how an organization manages its human resources, including elements like compensation and benefits, training and development, and performance evaluation, in shaping and influencing the overall performance.

7. The research has established a significant correlation between effective Human Resource Management (HRM) practices and organizational performance. Recognizing the importance of employee engagement in achieving organizational success, the proposed Employee Engagement Program aims to enhance HRM practices, foster a positive work environment, and ultimately improve overall organizational performance.

4.3. Recommendations

The following recommendations are based on the findings of this research:

1. Implement mentorship programs for seasoned professionals and offer targeted training for the 31 to 40 age group. Foster a workplace culture valuing diverse experiences.

2. Enhance the implementation of HRM practices, focusing on improving compensation and benefits, training and development, and performance evaluation. Consistent efforts in these areas will contribute to positive assessments, fostering a favorable organizational culture.

3. Promote consistent and uniform implementation of HRM practices. Emphasize fairness and equality across demographics, such as age, gender, and years of service, to enhance a positive organizational culture and employee satisfaction.

4. Sustain positive organizational performance by investing in organization and governance, academic programs, institutional resources, and quality assurance. Continued efforts in these domains will contribute to ongoing success and employee satisfaction.

5. Foster and sustain consensus through continuous communication and engagement initiatives. Highlight achievements in organization and governance, academic programs, institutional resources, and quality assurance to maintain a cohesive understanding among employees.

6. Recognize the significant relationship between HRM practices and organizational performance. Optimize compensation and benefits, training and development, and performance evaluation through regular assessments, training programs, and strategic initiatives aligned with organizational goals and values.

7. Given the established link between HRM practices and organizational performance, it is strongly recommended for schools to adopt the Employee Engagement Program. This initiative, centered around enhancing employee engagement, has the potential to improve HRM practices, cultivate a positive work environment, and ultimately elevate the overall performance of the school.

4.4. Employee Engagement Program Proposal

Rationale

The research has established a significant correlation between effective Human Resource Management (HRM) practices and organizational performance. Recognizing the importance of employee engagement in achieving organizational success, the proposed Employee Engagement Program aims to enhance HRM practices, foster a positive work environment, and ultimately improve overall organizational performance.

Acknowledgments

I thank Adamson University, graduate school, and my adviser for their invaluable guidance and continuous support.

References

- [1] Aboramadan, M., Albashiti, B., Alharazin, H., & Dahleez, K. A. (2020). Human Resources Management Practices And Organizational Commitment In Higher Education. *International Journal Of Educational Management*, 34(1), 154–174. <https://doi.org/10.1108/Ijem-04-2019-0160>.
- [2] Alvi, G. F., Bibi, N., & Safder, M. (2020). The Development of a Questionnaire to Measure the Institutional Performance in Higher Education Institutions. *Journal of Business and Social Review in Emerging Economies*, 6(4), 1653-1663. <https://doi.org/10.26710/jbsee.v6i4.1534>.
- [3] Bashir, M., Hameed, A., Bari, M. W., & Ullah, R. (2021). The Impact of Age-Diverse Workforce on Organization Performance: Mediating Role of Job Crafting. *SAGE Open*, 11(1). <https://doi.org/10.1177/2158244021999058>.
- [4] Bello-Pintado, A. (2015). Bundles of HRM practices and performance: empirical evidence from a Latin American context. *Human Resource Management Journal*, 25(3), 311–330. <https://doi.org/10.1111/1748-8583.12067>.
- [5] Gu, M., Ma, J., & Teng, J. 2017. *Portraits Of Chinese Schools*. Singapore, Singapore: Springer. DOI:10.1007/978-981-10-4011-5.
- [6] Hashim, Y. (2019) IMPACT OF HUMAN RESOURCES MANAGEMENT PRACTICES ON LECTURERS' JOB PERFORMANCE IN NIGERIAN UNIVERSITIES. *Proceedings Of The International Conference On Economics 2019 (ICE 2019) 78-92*. PROCEEDINGS ICE 2019 78-92 ISBN 978-967-0582-91-7.
- [7] Janardhanan, Sanjeev & Raghavan, Santhi (2018). Employees' Tenure and Length of Service and Performance: A Case Study on the Moderating Role of Psychological Empowerment among Supervisors. (2018). *International Journal of Business and Management*, 2(2), 1–10. <https://doi.org/10.26666/rmp.ijbm.2018.2.1>.
- [8] Kadir, A. A., Alhosani, A. A. H. H., Ismail, F., & Sehan, N. (2019). The Effect Of Compensation And Benefits Towards Employee Performance. <https://doi.org/10.4108/Eai.30-7-2019.2287551>.
- [9] Kagotho, J. W. (2018). EFFECTS OF PERFORMANCE APPRAISAL ON EMPLOYEE PERFORMANCE IN THE HEALTHCARE SECTOR IN KENYA: A CASE STUDY OF GETRUDES CHILDREN HOSPITAL IN NAIROBI. CORE.
- [10] Karim, M. M., Choudhury, M. M., & Latif, W. B. (2019). THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES' PERFORMANCE: AN ANALYSIS OF QUANTITATIVE DATA. *Researchgate*.
- [11] Karpinska K., Henkens K., Schippers J., Wang M. (2015). Training opportunities for older workers in the Netherlands: A vignette study. *Research in Social Stratification and Mobility*, 41, 105–114. <https://doi.org/10.1016/j.rssm.2015.03.002>.
- [12] Khan, S., & Abdullah, N. N. (2019). The Impact Of Staff Training And Development On Teachers' Productivity. *Economics, Management And Sustainability*, 4(1).
- [13] Li, S. (2023) Human Resource Management And Organizational Performance In A Primary School In China. *International Journal Of Education And Humanities* ISSN: 2770-6702 | Vol. 7, No. 2, 2023.
- [14] Lim Chuan Terng, Nurazwa, Ahmad (2021). The Relationship Between Human Resource Management Practices and Employee Performance. *Research In Management Of*

- Technology And Business Vol. 2 No. 1 (2021) 123–136DOI: <https://doi.org/10.30880/rmtb.2021.02.01.009>.
- [15] Mabaso, C. M., & Dlamini, B. I. (2017). Impact of compensation and benefits on job satisfaction. *Research Journal of Business Management*, 11(2), 80–90. <https://doi.org/10.3923/rjbm.2017.80.90>.
- [16] Ong Choon Hee, Koh Rui Jing (2018). The Influence of Human Resource Management Practices on Employee Performance in the Manufacturing Sector in Malaysia. *International Journal of Human Resource Studies*. doi:10.5296/ijhrs.v8i2.12826 URL: <https://doi.org/10.5296/ijhrs.v8i2.12826>.
- [17] Pratibha, S. (2022). HRM Practices On Employee Performance With Respect To Smallscaleindustries. *Journal Of Positive School Psychology* [Http://Journalppw.Com](http://Journalppw.Com) 2022, Vol. 6, No. 2, 915 – 920.
- [18] Quintana-García C., Elvira M. M. (2016). The Effect Of The External Labor Market On The Gender Pay Gap Among Executives. *ILR Review*, 70(1), 132–159.
- [19] Rauch, A., & Hatak, I. (2016). A meta-analysis of different HR-enhancing practices and performance of small and medium sized firms. *Journal of Business Venturing*, 31(5), 485–504. <https://doi.org/10.1016/j.jbusvent.2016.05.005>.
- [20] Tanjung, B. N. (2020). Human Resources (HR) In Education Management. *Budapest International Research And Critics In Linguistics And Education Journal*, 3(2), 1240–1249. <https://Doi.Org/10.33258/Birle.V3i2.1056>.
- [21] Vicencio, J. R. (2021). Perceived Human Resource Management Practices And Demographic Profile Of Staff At Private Higher Education Institutions In Oman. *Asia-Pacific Journal Of Management Research And Innovation*, 17(1–2), 71–84. <https://Doi.Org/10.1177/2319510X211047383>.
- [22] Yimam, M. (2022). Impact Of Training On Employees Performance: A Case Study Of Bahir Dar University, Ethiopia. *Cogent Education*, 9(1). <https://Doi.Org/10.1080/2331186x.2022.2107301>.
- [23] Yong, J. Y., Yusliza, M. Y., Ramayah, T., Chiappetta Jabbour, C. J., Sehnem, S., & Mani, V. (2020). Pathways Towards Sustainability In Manufacturing Organizations: Empirical Evidence On The Role Of Green Human Resource Management. *Business Strategy And The Environment*, 29(1), 212–228.
- [24] Zhihai, P. (2022) The Evolving Roles of Human Resource Management Practices for Public School Performance In Beijing, China. *DREAM Journal - Vol. 01, Issue 05, 2022*.