

Correlation of Human Resources Management Practices on Job Satisfaction and Organizational Commitment: The Case of a Public University in Cavite, Philippines

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ABSTRACT

The interdisciplinary dynamics of human resource management policies and practices enable organizations to realize their goals and business objectives. Recruitment and selection processes, compensation and rewards, employee involvement, training and development, working conditions, and performance appraisal practices impact employees' satisfaction and commitment decisions in an organization. However, to achieve remarkable success in goal achievement, positioning the organization in the labor market, and obtaining a competitive advantage, organizations, especially higher education institutions, must foster policies and practices that boost teachers/professors' job satisfaction and commitment. Therefore, this research project investigates the impact of human resources management practices on employees' (teachers/professors) job satisfaction and organizational commitment in a public university in Cavite, Philippines. The descriptive design and quantitative method were used to integrate the study coherently and logically. Besides, the author combined purposive sampling to select the research locale, whereas stratified random sampling techniques were utilized to stratify participants based on their college of assignment. Data for the study were collected among 180 participants, males 79 (43.9%) and females 101(56.1%). Questionnaires asking about HRMPs, Job Satisfaction, and Organizational Commitment Scales were used to collate primary data for the study. The statistical treatment used was mean, standard deviation, and product-moment correlation coefficient (PMCC). Accordingly, a positive and significant correlation between human resource management practices variables and the job satisfaction subscales. Also, the results showed a strong, significant correlation between human resource management policies and practices components and the organizational commitment elements. The implications of the study are discussed in the paper.

Keywords: Human Resource Management Practices, Job Satisfaction, Organizational Commitment

INTRODUCTION

Higher education institutions (universities and colleges) benefit from the functional roles of human resource management practices (HRMPs). The benefits of HRMPs shape the quality and effectiveness of higher education globally. However, in a dispensation steamed by technological advancement, global and national political instabilities, and shifting societal needs, higher education systems encounter diverse challenges in recruitment and selection, training and developing sustainable education programs, conducive working conditions, providing adequate resources, and meeting the learning needs of students. These structural and unabated challenges underscore the importance of human resource management practices in higher education institutions.

To'rauevna's (2025) research established important research gaps, which showed the failure of human resource management methods to achieve institutional objectives while also showing resource distribution inequities and hindering professional growth efforts. The results of the research demonstrated that strategic human resource management practices create educational environments that foster inclusivity while increasing employee satisfaction and boosting institutional performance. The study by To'rayevna (2025) demonstrates that universities face six main challenges, which include talent acquisition and retention, digital human resource management systems and artificial intelligence applications, and employee engagement. Likewise, the paper

disclosed issues of wellness and diversity and inclusion initiatives and the connection between human resource management practices and institutional strategic plans in higher education institutions (To'rayevna, 2025).

Furthermore, higher education institutions face various challenges, which include difficulties in maintaining staff and situations of employee exhaustion and problems with staff motivation but these issues receive less academic attention than recruitment and appraisal systems do. However, the research conducted by Dahleez et al. (2023) showed that inclusive leadership practices produced higher job satisfaction among employees through their development of psychological ownership and well-being. The research results demonstrate that governance systems that implement employee-inclusive practices together with dedicated employee support systems determine human resource results at higher education institutions. Conversely, Przytuła and Sułkowski's (2025) existing studies demonstrate that the pandemic brought about two major changes, which included the switch to remote work and increased employee workload, while educational institutions faced persistent financial restrictions and compliance requirements, and technological work-related stress and academic staff exhaustion (Przytuła & Sułkowski, 2025; APA, 2024).

The researchers found that existing human resource management theories used in higher education institutions do not match the practical needs of HR professionals that they serve because their research showed three main obstacles to communication, research methods, and access to information. Al-Saiari's (2023) qualitative study showed that national human resource development objectives did not match the actual implementation at tertiary education institutions. The author found that organizations showed minimal understanding of policy guidelines because they lacked proper communication systems and proper human resource management systems, which resulted in their need to improve their ability to implement policies. These internationally interesting research and methodological gaps underscore the significance and justification of this study.

The higher education system in Asia and the Philippines has experienced major changes after the world adopted various learning methods and digital technologies, according to the findings of the Commission on Higher Education CHED in 2020. It follows that the success of higher educational institutions now depends on Human Resource Management HRM practices (HRMPs). The research study by Akanmu and his colleagues (2025) established that this factor regulates both teacher job satisfaction and their commitment to the educational institution. The study conducted by Jawaad and his colleagues (2019) found that teacher commitment depends on four main elements: recruitment, training, performance appraisal, and compensation. Likewise, Bonifacio and Martir's (2025) research found that e-HRM implementation faced three main problems: usability issues, difficulties with technical support, and communication challenges that hindered effective system integration across the Philippines.

Research shows that Higher Education Institutions (HEIs) that establish strong HRM functions create a social exchange system through which teachers show increased loyalty and dedication by returning organizational support. Besides, Akanmu et al. (2025) suggest that organizations that offer teachers fair performance evaluations alongside professional development opportunities achieve higher self-worth. Professional development outcomes that, in turn, lead to greater organizational satisfaction.

Similarly, training and professional development are the most important factors in determining teacher commitment in Asian countries, as teachers value the ability to work with others and to gain new skills (Myint, 2025). Also, the "New Normal" in the Philippines required higher education institutions to develop new policies that support faculty welfare and enhance digital skills, in line with CHED guidelines issued in 2020. The research conducted by Casimiro in 2023 revealed that educational organizations need to adopt and implement human resource management practices that support their employees because they require remote work capacities, and their staff needs digital skills (Casimiro, 2023).

Abstracting from existing literature, training and development, and decision-making practices, and from interactions with employee satisfaction in the Philippines, the landscape has changed as remote and hybrid learning methods have become the new standard. Research from private universities in Southern Mindanao shows that communication is the main driver of job satisfaction (Chin et al., 2022). Still, the authors observed a major institutional gap because the organization's perceived value exceeds its actual implementation effectiveness (Chin et al., 2022).

Furthermore, research indicates that while Filipino educators are largely content with their professional growth opportunities, they continue to struggle with imbalanced workloads and a lack of formal recognition (Chin et al., 2022). The diverse higher education institutions' challenges, coupled with the inadequate infrastructure and the need for administrative support, hinder research initiatives and digital instruction (Pasi et al., 2024). Subsequently, these challenges appear to hinder teachers' commitment and dedication to organizations (Chin et al., 2022).

However, Delos Santos et al. (2024) argue that Filipino researchers commonly study these variables either as separate entities or through their implementation in basic education (K-12) programs. The existing research gap indicates that higher education organizations need their unique operational procedures to be studied in greater detail (Delos Santos et al., 2024). Likewise, Aquino et al. (2023) found that schools in the Philippines need to raise their awareness about how service shortcomings affect professors' emotional dedication to teaching, especially when teachers encounter increased administrative and research duties (Aquino et al., 2023).

Therefore, this study aims to investigate the correlational impact of human resource management practices at a public university in Cavite, Philippines, on teacher job satisfaction and organizational commitment to their work. The core objective is to contribute to the body of knowledge by closing existing empirical and knowledge gaps on the impact of HRM practices in developing countries, especially in higher education institutions in Cavite, Philippines.

THEORETICAL FRAMEWORK

This study is anchored on the integration of Herzberg et al. (1959) Two-Factor Theory (also known as the Motivation-Hygiene Theory), Social Exchange Theory, and the organizational commitment theory proposed by Meyer and Allen (2004).

According to research by Hansen et al. (2002), the two-factor theory highlights the critical role of employee motivation, asserting that job satisfaction and dissatisfaction are distinct rather than opposite ends of a single scale but are driven by entirely different sets of factors, such as extrinsic and intrinsic elements (Hansen et al., 2002). The extrinsic (hygiene factors) represent working environment characteristics, such as salary, job security, physical working conditions, company policies, and relationships with supervisors. However, intrinsic factors (Motivators) are elements related to the nature of the work itself. They are required to push an employee toward high performance and job satisfaction. This is represented by achievement, recognition, the work itself, responsibility, and advancement.

The satisfaction of faculty members in higher education institutions differs from other fields because faculty members experience their work drive when they have too much work to handle and face institutional barriers. The study by Sadeghi et al. (2021) demonstrates that "flexible working conditions," which function as hygiene factors, now serve as "motivators" because faculty members choose to control their work location and method after the pandemic. However, Peralta and Carranza (2023) discovered that research achievement as an intrinsic motivator becomes useless when bureaucracy creates excessive administrative hygiene problems through its "red tape" system.

Agyapong et al. (2022) conducted research that showed that in developing higher education systems, salary functions as a "hybrid factor" because people view salary as both "recognition" (motivator) and their essential base entitlement. Human resource management practices hold crucial importance because they create necessary connections between various elements, which help companies achieve their hiring targets and maintain employee satisfaction and organizational loyalty. The theory serves an essential function in this research study because it created research problems, developed the research framework, and guided the study results evaluation process.

Social Exchange Theory (SET) (Homans, 1958; Blau, 1964) is a sociological and psychological perspective that views social behavior as the result of an exchange process in the understanding of workplace behaviors (Cropanzano et al., 2017, p. 874). In leadership research, SET is used to explain leader-follower relations (Eva et al., 2019; Fischer et al., 2021; Tse et al., 2018). In higher education research, SET provides a powerful lens for understanding the reciprocal relationships between faculty, students, and their institutions.

However, according to Homans (1958) and Blau (1968), the social exchange theory is the cost-benefit ideology, which suggests that individuals remain in a relationship or organization if the perceived rewards (recognition, salary, support) outweigh the costs, such as stress, efforts, and time (Homans, 1958; Blau, 1968). However, in this study, the cost-benefit or transactional perspective of social exchange theory helps in providing support for how human resource management practices complement teachers/instructors' job satisfaction and organizational commitment, thereby resulting in quality education for students.

Likewise, the organizational commitment theory posits that individuals' needs develop from socialization experiences and the acceptance of benefits from the organization where the person works, along with their reciprocal responsibility. Therefore, HRM leadership teams need to foster policies and practices that engender collaboration and social benefits that spread across the organization and host communities.

LITERATURE REVIEW

Job Satisfaction

The fundamental role of job satisfaction in educational institutions provides essential support for organizations in their quest to achieve business objectives. For example, Aziz et al. (2021) established that job satisfaction represents a fundamental requirement for employees to achieve their work tasks. The research by Sindi and Javed (2021) demonstrated that changing work patterns leads to shifts in how employees think about their jobs, which shows that job satisfaction remains essential for better work output.

Zhang and Gandham (2025) conducted a study on faculty job satisfaction in higher education through empirical research, which they analyzed using Herzberg's Two-Factor Theory. The researchers discovered that people who received intellectual challenges and research and teaching autonomy, plus peer and administrator recognition and professional development possibilities, found these factors to be satisfying elements. The authors demonstrated that hygiene factors, which included salary and workload, promotion processes, and institutional governance, mostly stopped people from feeling dissatisfied. The review showed that certain hygiene factors, such as job security and collegiality, created dual functions because they operated as both hygiene factors and motivators across different cultural settings, which challenged Herzberg's initial two-factor framework (Zhang & Gandham, 2025).

The study by Duche Pérez et al. (2019) aimed to measure the level of job satisfaction and institutional commitment that undergraduate university teachers exhibit. The research demonstrated that universities need to understand and address specific dimensions of job satisfaction and organizational commitment that their teaching staff experience. The combination of targeted workplace improvements and development of emotional connections and acknowledgement of internal drivers will result in academic staff who exhibit higher levels of satisfaction and dedication to their work, which will benefit the organization through improved operational standards and institutional growth (Duche Pérez et al., 2019).

Similarly, Mahadevi et al. (2024) in their research on work environment and organizational culture impact job satisfaction of college and university basic science teachers. The authors discovered that basic science teachers experienced higher job satisfaction when their work environment was positive (Mahadevi et al., 2024). The study established that positive work environments, together with proper teaching materials, reasonable staff duties and administrative assistance, and professional growth opportunities, created positive effects on employee satisfaction. The study showed that organizational culture serves as a main factor that determines employee happiness at work.

In the same vein, the authors observed that educational institutions need to establish work environments that support staff members while creating workplace cultures that benefit basic science faculty members because these factors lead to higher job satisfaction (Mahadevi et al. 2024). The research conducted by Mohamud et al. (2024) discovered that employees experienced high levels of job satisfaction, but they showed less approval for their appointment and promotion systems and their workplace conditions. The study shows that employee satisfaction can be enhanced by improving their opportunities for promotions and their workplace conditions (Mohamud et al. 2024).

Organizational Commitment

Employee organizational commitment is essential in the achievement of higher education institutions goals and for enhancing educational outcomes and institutional effectiveness. Also, human resource management (HRM) plays a crucial role in fostering organizational commitment among university teachers. The research by Westover (2025) on the dynamic interactions between job satisfaction and professional commitment among university professors found that human resource management practices that prioritize satisfaction and commitment of university staff, including developing supportive department leadership, implementing transparent workload policies, creating meaningful governance participation opportunities, and establishing robust mentoring systems, are important for institutional effectiveness and long-term sustainability (Westover, 2025).

Research shows that institutional commitment depends on both internal organizational management practices and external institutional factors. Aboramadan et al. (2020) show that organizations enhance their employee commitment through effective human resource management because these strategies improve employee participation in work activities. Besides, literature endorses that staff members demonstrate greater institutional loyalty when they sustain their work dedication to the highest level. Ccorisapra-Quintana et al. (2024) established that organizations need to develop strong employer brands for their success. The researchers discovered that when universities maintain a strong institutional reputation, university professors experience increased personal value alignment, which results in higher employee satisfaction. The academic sector faces major challenges.

Faculty positions have become more casual, while teacher education programs require different skills, which creates major difficulties for universities to retain staff members. The implementation of HRM strategies becomes difficult because these factors disrupt existing practices, which leads to reduced employee dedication to the organization (Connolly, 2022). Harnphanich et al. (2023) studied employees' perceptions of human resource management in Thai Private Universities. The research results showed that employees' perceptions of human resource management in Thai Private Universities were high in training and development, followed by employee retention, employee recruitment and selection, and benefits and compensation. Besides, affective commitment had the highest mean value, followed by normative commitment and continuance commitment. Also, Harnphanich et al. (2023) found a positive and significant interaction between human resource management and organizational commitment of Thai private university personnel. Jiang et al. (2024) found that increased job involvement correlates with higher job satisfaction and organizational commitment (Jiang, 2023).

The study by Balusan and Selecios (2025) sought to determine the level of teachers' working conditions in terms of teacher-to-learner interaction, teacher-to-teacher interaction, teacher-to-school Head interaction, and job satisfaction, with respect to personal, organizational, working environment, and work itself factors. The result revealed that the level of teachers' working conditions in terms of teacher-to-learner interaction, teacher-to-teacher interaction, and teacher-to-school Head interaction is very high. Moreover, the level of job satisfaction regarding personal, organizational, working environment, and work itself factors indicates a very high level and a significant relationship between teachers' working conditions and their job satisfaction (Bulasan & Selecios, 2025). In essence, the research suggests the importance of continually promoting open communication, professional development programs, and collaborative activities in the higher education workplace.

Moreover, the findings of Toropova et al. (2021) demonstrated a substantial association between school working conditions and teacher job satisfaction. The research study by Deepika and Alagarsamy (2021) reported that teacher workload, teacher cooperation, and teacher perceptions of student discipline in school were closely related to teacher job satisfaction. However, Dela-Peña et al. (2023) found that HRM practices in training and development, performance appraisal, work-life balance, and rewards and benefits did not influence teachers' work engagement or organizational commitment (continuance and normative commitment). However, affective commitment influenced teachers' work engagement (Dela-Pena et al., 2023).

Human Resources Management Practices

Human resource management HRM practices that organizations use for recruitment and selection processes lead to better job satisfaction results, which make teachers stay in their jobs while performing better at their work. Various studies demonstrate that recruitment and selection human resource management HRM practices carry a

major effect on university instructors' job satisfaction at their work. The research conducted by Badawy (2022) demonstrates that university faculty members experience higher job satisfaction when institutions use structured recruitment and selection processes, as these methods better match their skills to actual job requirements. Similarly, the findings suggest that if educational policymakers seriously consider and implement the study's conclusions, there will be a substantial increase in faculty's classroom productivity. The study demonstrates its practical value for the Indian higher education system, according to the findings (Badawy, 2022).

Likewise, Mondejar and Asio's (2024) research paper disclosed that transparent selection processes foster a sense of fairness and equity, which is crucial for job satisfaction. Similarly, the study revealed the presence of recruitment and selection processes, performance evaluation, training and development, appropriate compensation, career planning opportunities, and employee safety, health, and welfare (Mondejar & Asio, 2024). These findings suggest that institutions continue to prioritize and refine these areas, as they are foundational to teacher satisfaction. Additionally, Mondejar and Asio (2024) highlighted the importance of understanding which human resource management practices are in place and the factors that contribute to teacher job satisfaction. Institutions can develop targeted strategies to create a supportive and fulfilling work environment, ultimately leading to a more stable and experienced teaching workforce (Mondejar & Asio, 2024).

Furthermore, the recruitment and selection practices of the human resource management are crucial for attracting highly qualified employees who align with the institutional goals and objectives. Mohd Sofian et al.'s (2024) research on how human resource practices function as essential components of the academic environment and institutional culture through their processes of recruiting, developing, retaining, and evaluating lecturer performance. According to the paper, development and training programs enable lecturers to maintain their innovative and productive work through studies of pedagogical methods, research activities, and leadership development and mentorship programs. Additionally, the authors reported that organizations should implement institutional employee retention strategies that offer fair compensation and comprehensive benefits, as these practices foster a positive work environment and enhance employee satisfaction (Mohd Sofian et al., 2024).

Okwu et al. (2025) examined human resource management practices, job satisfaction, and productivity among 946 lecturers working in public universities in Nigeria's South-East region. The research findings showed that job satisfaction had no substantial impact on lecturers' work performance. The research showed that female lecturers' productivity increased more due to HRMP than that of their male counterparts. Additionally, these practices did not significantly impact job satisfaction for either gender in public universities. The study suggested that universities should foster an environment that promotes job satisfaction and optimizes the impact of HRMPs on productivity. It also suggested fostering collaboration between male and female lecturers through team-building activities, mentorship programs, and regular departmental meetings to boost job satisfaction.

Kasule's (2022) study found that satisfaction with HRMPs for placement, development, engagement, and talent retention was moderate, while satisfaction with HRMPs for human resource recruitment was slightly higher. Descriptive results showed that teaching performance was high, while research, publication, and community service performance were moderate. The results revealed that satisfaction with HRMPs for placement, development, engagement, and talent retention was moderate, while satisfaction with HRMPs for recruitment was slightly high. The research by Kasule (2022) revealed that academic staff performance is constrained by only moderate satisfaction with talent retention, engagement, and HR development.

Muindi's (2025) findings indicated that a strong, positive correlation exists between job satisfaction and participation in decision-making. Additionally, the findings indicated a strong positive relationship between involvement in decision-making and employees' job satisfaction regarding general working conditions, pay, and promotion potential (Muindi, 2025). The research demonstrates that a positive work environment improves job satisfaction, with salary and professional development opportunities as essential components. The work conditions and job satisfaction of university educators depend on multiple factors, including their working conditions, income, and support from their academic institution. The study shows that faculty members need to work together when using open promotion practices to maintain their academic engagement (Lu et al., 2025).

University faculty members who demonstrate strong organizational commitment tend to work more effectively and remain with the institution for longer periods. Researchers Kim et al. (2025) discovered that three factors,

which include work-life balance, institutional working culture, and physical work environment, determine employees' dedication to their jobs. Universities can develop dedicated staff by better managing these factors, thereby benefiting the institution, its students, and its teachers. The research of Saburnido and Tan (2025) shows that teachers who achieve a good professional-personal life balance display stronger loyalty to their university.

Teachers' workplace dedication depends on their evaluation of workplace conditions, which include three elements of communication, recognition, and empathy (Parrales Poveda et al., 2023). The organization can improve its work environment through organizational change initiatives, which will also enhance employee commitment, according to their research on negative organizational perceptions (Parrales Poveda et al., 2023). The study conducted by Jiang (2024) demonstrates that university teachers experience positive correlations between their job involvement and job satisfaction, which in turn lead to their organizational commitment. The paper specifically found that higher levels of job involvement are associated with greater job satisfaction and stronger organizational commitment.

The study by Kasim et al. (2025) investigated the relationships between organizational commitment, employee engagement, and job satisfaction among lecturers at private universities in Malaysia. The research identified strong relationships among organizational commitment and engagement, job satisfaction, and descriptive and inferential statistical techniques. The results show that higher levels of both commitment and engagement are associated with greater job satisfaction among employees. The research delivers important findings that help educational institutions design environments that will encourage their lecturers to stay committed and active in their work. The paper's implications demonstrate that organizations must develop policies that build employee loyalty and create programs to involve lecturers, thereby improving educational outcomes and institutional success (Kasm et al., 2025).

Moving forward, higher education institutions' human resource management practices cannot undermine the core role of performance appraisal in the effective and efficient management of universities. This finding aligns with the vital identification of teachers' strengths and weaknesses and the determination of employees' developmental needs (Petasis et al., 2020). However, Padhaya et al.'s (2021) paper disclosed that, despite the crucial functions of the performance appraisal process (PAP) in the higher education sector, only limited research has been reported to date on this topic across both developed and developing countries. Furthermore, Sułkowski et al. (2020) suggested that it remains debatable whether PAP does more good than harm to educational HRM practices in terms of soft skills (job satisfaction).

Ultimately, university performance appraisals are a major driver of faculty job satisfaction, largely depending on how fair, clear, and meaningful they are to the welfare of stakeholders. The existing research shows that performance appraisals that provide transparent processes and deliver constructive feedback for professional development purposes result in higher employee morale. Teachers express dissatisfaction with the appraisal process when it does not align with their actual work duties or when they cannot see a clear path to rewards and career advancement. This dual impact underscores the complexity of performance appraisal systems in educational institutions.

Research Problems

1. How do the participants' assessment of the various human resource practices of the institution relate to their job satisfaction in the following variables?

2.1. Job Characteristics (JC);

2.2 Social Benefits (SB);

2.3 Meaningfulness of the Job (MJ);

2.4 Support from Administration (SA); and

2.5 Intention to Remain (IR)?

2. Is there a significant relationship between the human resource practices of the institution and the participants' organizational commitment in terms of the following variables?

3.1 Affective commitment (AC);

3.2 Normative commitment (NC); and

3.3 Continuance commitment (CC)?

3. Overall, is there a significant relationship between the independent variable and the dependent variables in terms of the following:

a. Human resource management practices and job satisfaction

b. Human resource management practices and organizational commitment

Hypothesis

H1: There is no significant correlation between the participants' assessment of the various human resource practices of the institution and their job satisfaction in the following variables.

a. Job Characteristics (JC);

b. Social Benefits (SB);

c. Meaningfulness of the Job (MJ);

d. Support from Administration (SA); and

e. Intention to Remain (IR)?

H2: There is no significant correlation between the human resource practices of the institution and the participants' organizational commitment in terms of the following variables.

a. Affective commitment (AC);

b. Normative commitment (NC); and

c. Continuance commitment (CC)?

H3: Overall, there is no significant relationship between the independent variable and the dependent variables in terms of the following:

c. Human resource management practices and job satisfaction

d. Human resource management practices and organizational commitment

METHODOLOGY

Research Design: A descriptive research design was used, and the quantitative method was applied using a survey questionnaire that consisted of four parts (demographic profile, human resource management practices, job satisfaction, and organizational commitment scales).

Participants: The participants were instructors and professors on an "On-the-job-order" (contract basis) from nine different colleges at Cavite State University (main campus), Indang, Cavite. The meaningful data used for the study was collected from 180 out of 324 employees (Instructors and professors).

Sampling Technique: The purposive sampling technique was used to determine the target participants, whereas the stratified sampling technique was used to determine the sample size from the different colleges and to select the participants.

Research Procedure: Permission was sought for approval from the University President and HRM Director. Upon obtaining permission, the researcher visited the deans of the 9 colleges in the university to obtain the total number of employees (instructors and professors on job order) and discussed the modalities of administering data gathering tools. This helped to determine the exact targeted population from which the sample was drawn. After which, consent was requested from the participants for their voluntary participation in the study before the administration of the survey questionnaires.

Research Instruments: The demographic profile questionnaire asked the participants about their age, sex, and civil status, college of affiliation, and years of service in the institution.

The human resources management practices were measured with the use of the Human Resources Management Policies and Practices Scale (35 items) by Demo et al. (2012). This is a 6-factor with a 5-point Likert scale, varying from “I totally disagree to 5, totally agree.”

The scale measures recruitment and selection with a reliability of .84 and of .82 (Jöreskog's ρ in CFA), involvement with a reliability of .93 and of .92, training, development and education with a reliability of .88 and of .88, working conditions with reliability of .84 and of .80, compensation and rewards, with a reliability of .81 and of .86 and competency-based performance appraisal with Cronbach alpha reliability of .86 and .91 (Demo et al. 2012).

Job satisfaction was assessed with the use of Ngimbudzi's (2009) 32-item scale. Items were responded to on a 5-point Likert scale. The scale measures teachers' job satisfaction in 5 dimensions, which are: Job Characteristics (JC); Social Benefits (SB); Meaningfulness of the Job (MJ); Support from Administration (SA); and Intention to Remain (IR). A sample item is “I am pleased with the welfare benefits provided by the school.” Item responses were summed up and averaged to derive a total scale score. Higher scores indicate higher levels of teacher job satisfaction. The scale's internal consistency reliability was 0.93.

On the other hand, Meyer and Allen's (1997) organizational commitment scale (OCS-24 Items) was used to measure the participants' level of commitment to their institution and job. The scale constitutes equivalents of theoretically distinguished three commitment components (affective, continuance, and normative commitments), and the scale used for this study consists of 24 items, 8 for each of 3 subscales.

The response scale was typically a 7-point disagree-agree scale; for this, a 5-point scale was adapted. This common modification agreed with Allen and Meyer's (2004) suggestions that it works quite well to alter the response scale because it will not compromise the reliability of the research results. However, Allen and Meyer (2004) also suggested that reducing the number of response options below five is not advised.

Therefore, the participants expressed their attitude towards each statement by means of a five-point scale anchored in the following way: 1 – I strongly disagree, 5 – I strongly agree. All sub-scales obtained a high level of reliability: the value of coefficient alpha for the affective commitment scale was $\alpha = 0.86$; for continuance commitment, $\alpha = 0.76$; for normative commitment, $\alpha = 0.88$. Taken together, the scales showed acceptable to good degrees of internal consistency, which confirms that the scales could measure the constructs examined in this study.

Validation: Experts in educational administration, like professors and human resource practitioners in education, such as human resource heads of schools, examined the instruments before they were used in the study. Likewise, formal permission was sought and obtained from the developers of the respective scales used in this study.

Statistical Analysis: In this paper, the researcher utilized the mean, percentage, frequency distributions, standard deviation, and Pearson (r) coefficient correlation for the treatment of the research data. While the CI is 95% and the Margin of error is 0.05%.

RESULTS AND DISCUSSION

This section presents the correlation analysis findings of the study.

Table 1 Correlations between Recruitment and Selection and Job Satisfaction subscales

Recruitment/selection	Pearson r	P-Value	Decision	Remark
Job Characteristics	.513**	.000	Significant	Reject H0
Social Benefits	.499**	.000	Significant	Reject H0
Meaningfulness of the Job	.423**	.000	Significant	Reject H0
Support from Administration	.467**	.000	Significant	Reject H0
Intention to Remain in the Job	.392**	.000	Significant	Reject H0
Correlations between Recruitment and Selection and Organizational Commitment				
Affective commitment	.261**	.000	Significant	Reject H0
Continuance commitment	.345**	.000	Significant	Reject H0
Normative commitment	.397**	.000	Significant	Reject H0
**Correlation is Significant at the 0.01 level (2-tailed)				

Table 1 illustrates the relationships among human resources management practices, recruitment and selection, job satisfaction, and organizational commitment among the respondents. Accordingly, the results display that the constructs of job characteristics ($r = .513$, $p < .001$), social benefits ($r = .499$, $p < .001$), meaningfulness of the job ($r = .423$, $p < .001$), support from the administration ($r = .464$, $p < .001$), and intention to remain in the job ($r = .392$, $p < .001$) were significantly and positively correlated with human resource management practices. Also, the results illustrate a positive and significant influence between human resource management practices and organizational commitment constructs of affective commitment ($r = .261$, $p < .001$), continuance commitment ($r = .345$, $p < .001$), and normative commitment ($r = .397$, $p < .001$). The results suggest that job satisfaction and organizational commitment are associated with more favorable human resource management practices.

The research findings demonstrate that human resource management practices enhance job satisfaction and organizational commitment, establishing strong, positive connections. The findings demonstrate that HRM practices create direct effects on job satisfaction, which subsequently leads to organizational commitment. Also, the results imply that recruitment and selection processes of HRM practices work together to improve how workers perform their tasks while maintaining their employment at the company.

Moreover, this study's results harmonize with Ouabi et al. (2024)'s research findings on the positive connections between HRM practices and experiences of job satisfaction and organizational commitment. Likewise, the authors found that organizations achieve better employee satisfaction through the implementation of effective human resource management practices, including recruitment and training, and performance appraisal (Ouabi et al., 2024). Essentially, employees who work in a positive work environment and receive recognition experience increased job satisfaction, which serves as a vital component to build their organizational commitment (Ouabi et al., 2024).

Furthermore, the findings indicate that job satisfaction has a significant positive impact on organizational commitment, which in turn enhances employee work performance. Similarly, the study results are similar to those of Nawal et al. (2021), who demonstrated that HRM practices lead to improved service innovation and organizational commitment. In the same vein, this study's results indicate that HRM leaders in the university and college contexts should remember that employee commitment increases when leaders create clear work policies and standards. Also, Aydoğan and Arslan's (2020) research findings mentioned that employee commitment increases with better incentives and training, including clear performance appraisal and performance-based rewards. Therefore, the findings imply that initiative-taking, skilled, and satisfied employees are outcomes of implementing HRM practices that enhance employees' commitment to their organization and direct their efforts towards institutional goal achievement (Sriviboon & Jernsittiparsert, 2019).

Additionally, the findings are consistent with those of Jawaad et al. (2019), who found that organizational commitment is statistically associated with performance appraisal satisfaction, recruitment and selection, work environment, rewards, and recognition. All these substantial findings suggest that the university leadership team, in synergy with the human resources management body, should foster institutional policies and practices that sustain employees' dedication to their work and support students' learning needs.

Similarly, Ali et al.'s (2025) research found that HRM practices play a vital role in the development of employee engagement and attitudinal loyalty to work practices, thereby leading to organizational success. Interestingly, the research findings demonstrate that social workplace benefits provide direct effects on employee job satisfaction within work environments. Research shows that positive interpersonal relationships, together with supportive work environments, create conditions that lead educators to experience higher job satisfaction and increased organizational commitment.

Nguyen and Uong (2022), who demonstrate that human resource management practices are positively associated with both job satisfaction and organizational commitment. There is significant empirical support for the association among workplace friendships, job satisfaction, and organizational commitment among early-career teachers (Singh & Williams, 2025).

The research results show that public universities, especially in the study area, should use these findings to develop more effective retention strategies, thereby improving institutional performance. They should focus on the factors that drive positive behavior and dedication to student learning needs.

Employee Involvement and Job Satisfaction

Table 2 Correlations between employee involvement and job satisfaction subscales

	Pearson r	P-Value	Decision	Remark
Job Characteristics	.465**	.000	Significant	Reject H0
Social Benefits	.538**	.000	Significant	Reject H0
Meaningfulness of the Job	.377**	.000	Significant	Reject H0
Support from Administration	.449**	.000	Significant	Reject H0
Intention to Remain in the Job	.358**	.000	Significant	Reject H0
Correlations between employee involvement and organizational commitment				
Affective commitment	.390**	.000	Significant	Reject H0
Continuance commitment	.378**	.000	Significant	Reject H0
Normative commitment	.335**	.000	Significant	Reject H0
**Correlation is Significant at the 0.01 level (2-tailed)				

Table 2 indicates the correlation between employee involvement in HRM practices and job satisfaction and organizational commitment.

Accordingly, the results display that the constructs of job characteristics ($r = .465, p < .001$), social benefits ($r = .538, p < .001$), meaningfulness of the job ($r = .377, p < .001$), support from the administration ($r = .449, p < .001$), and intention to remain in the job ($r = .358, p < .001$) were significantly and positively correlated with human resource management practices. Correspondingly, the results illustrate a positive and significant influence between human resource management practices and organizational commitment constructs of affective commitment ($r = .390, p < .001$), continuance commitment ($r = .378, p < .001$), and normative commitment ($r = .335, p < .001$). The results suggest that job satisfaction and organizational commitment are associated with more favorable human resource management practices.

Accordingly, the findings revealed a positive and statistically significant relationship between the constructs. These results imply that HRMPs fostering a working policy and practices that encourage employee involvement influence teachers' satisfaction, leading to affective, continuance, and normative organizational commitment. Research indicates that higher levels of job involvement are positively associated with job satisfaction, which in

turn enhances organizational commitment. According to Jiang's (2023) study, teachers with higher job involvement experience greater job satisfaction, which leads to stronger organizational commitment.

Research from Peru found that university teachers experience job satisfaction through their organizational environment, creating a positive connection between job satisfaction and institutional commitment (Pérez et al., 2019). These findings concur on the importance of employee empowerment and the need to create equitable working policies that allow teachers to participate in decision-making processes and, together with the organizational environment, make this study relevant to the observed relationship. These elements collectively contribute to a more satisfying work experience for university teachers, ultimately impacting their performance and productivity.

The research study demonstrates the power of employee empowerment in public higher education institutions. The findings demonstrate essential psychological empowerment factors that can lead to increased job satisfaction. Likewise, the study results align with the research by Borrego et al. (2022), which showed that university intentional and structural empowerment, through access to resources and opportunities, results in improved job satisfaction by generating positive work-related thoughts. The findings are consistent with the participative theory, which demonstrates to organizational leaders the need to develop decision-making procedures that involve their staff.

Muindi's (2024) research found that participation in decision-making strongly correlated with job satisfaction. Besides, the research showed that employee involvement in decision-making processes leads to increased job satisfaction because employees evaluate their job conditions, salary, and work design (Muindi, 2024). Likewise, existing research demonstrates a connection between human resource practices and employee commitment, which studies show strengthens affective and normative commitment more than continuance commitment (Oliveira et al., 2020; Manistiya & Fongsuwan, 2015). However, the findings contradicted those of Okere and Nwogu's (2021) study, which found that training and collaborative work have weak, positive, and significant relationships with teachers' job commitment.

However, this study's outcomes align with Westover's (2025) results, showing that faculty experience of contentment in decision-making freedom, the ability to create professional relationships, including personal work-life balance, access to adequate resources, and shared beliefs with others foster job satisfaction. Inevitably, these research findings establish the indispensable role of human resource management in universities and the need to maintain their dedication to supporting faculty members. Also, they play an essential role in organizational human resources, which directly impacts institutional success, growth, and the ability to endure the challenges faced by modern higher education systems.

The research findings demonstrate that faculty members who experience work satisfaction show greater career dedication. This is possible because intentionally creating human resource management practices prioritizes suitable environmental and institutional conditions that support their commitment. Besides, the findings demonstrate the critical need for universities in synergy with the human resource management team to establish procedures that protect faculty members' mental health and foster a fundamental, fertile working environment that promotes commitment and job satisfaction (Westover, 2025).

The study results, together with previous research, make it essential for university human resource management and university leadership teams to create a workplace culture that fosters an amiable employee job satisfaction and organizational commitment, as this approach, as recent studies show, enhances productivity in educational settings.

Table 3 Correlations between training and development and job satisfaction subscales

	Pearson r	P-Value	Decision	Remark
Job Characteristics	.587**	.000	Significant	Reject H0
Social Benefits	.532**	.000	Significant	Reject H0
Meaningfulness of the Job	.440**	.000	Significant	Reject H0
Support from Administration	.458**	.000	Significant	Reject H0

Intention to Remain in the Job	.425**	.000	Significant	Reject H0
Correlations between training and development and organizational commitment				
Affective commitment	.374**	.000	Significant	Reject H0
Continuance commitment	.288**	.000	Significant	Reject H0
Normative commitment	.412**	.000	Significant	Reject H0
**Correlation is Significant at the 0.01 level (2-tailed)				

Table 3 describes the correlations between HRMPs in training and development and job satisfaction and organizational commitment. Accordingly, the results display that the constructs of job characteristics ($r = .587$, $p < .001$), social benefits ($r = .532$, $p < .001$), meaningfulness of the job ($r = .440$, $p < .001$), support from the administration ($r = .458$, $p < .001$), and intention to remain in the job ($r = .425$, $p < .001$) were significantly and positively correlated with human resource management practices. Also, the results illustrate a positive and significant influence between human resource management practices and organizational commitment constructs of affective commitment ($r = .374$, $p < .001$), continuance commitment ($r = .288$, $p < .001$), and normative commitment ($r = .412$, $p < .001$). The results suggest that training and development of university leadership practices are associated with more favorable job satisfaction and organizational commitment (Vieira et al., 2022).

Also, the positive and significant relationship between training and development and the job satisfaction and organizational commitment constructs implies that as university HRM increases these opportunities for teachers, the more they experience job satisfaction and organizational commitment. These findings indicate that respondents' job satisfaction and organizational commitment increase as higher education HRM practices that support teachers become more prevalent. Accordingly, the study findings are congruent with Limon's (2022) study, which showed that empowering leadership is positively associated with teachers' job performance and organizational commitment.

The results show partial agreement with Pasco et al.'s (2025) research, which discovered that HRM leadership practices established positive links to teaching staff job contentment and their work performance across training programs, career advancement, job security, and their general job contentment. The concept demonstrates that transformational leadership functions as the main leadership style that organizations need for their employees to reach institutional goals. In harmony with the findings of this paper, Salameh-Ayanian et al. (2025) found that transformational leadership styles are a gateway passport to enable university instructors and professors to achieve meaningful satisfaction and commitment because it developed essential characteristics that included motivation, resilience, and adaptability.

The study results show that human resource management policies and practices at universities directly impact teacher satisfaction with their teaching and learning activities. The research conducted by Omodo et al. (2025) supports this belief through their findings, which show that staff training and development programs have a strong effect on employee job satisfaction. These results support the idea that training and development enhance attitude, behavior, skills, and knowledge through learning proficiency acquired through a range of activities (Laing, 2021). Also, the findings emphasize the importance of training and development designed to buffer teachers' teaching abilities. Likewise, Jan and de Jager's (2025) paper suggests that training and development motivational activities orchestrate crucial dividends that emerge from augmenting knowledge, skills, and performance, ultimately leading to heightened job satisfaction (Jan & de Jager, 2025).

Additionally, the findings demonstrate the importance of teachers' job satisfaction and organizational commitment leveraging higher education institutions for effective and efficient school improvement (Bogler & Berkovich, 2020). Therefore, it is pertinent that higher education institutions' HRM policies and practices foster organizational commitment among teachers to create and maintain a competitive advantage and stand out among other institutions (Bashir & Gani, 2020). The opposite relationship holds because employees who do not feel satisfied with their jobs choose to look for new work opportunities that better match their professional and educational qualifications, which people practice throughout the world (Dorta-Afonso et al., 2023; Gupta, 2024).

Sheikh et al. (2017) indicated that teachers with high organizational commitment tend to have low absenteeism rates, strong enthusiasm for coming to school, and to display organizational citizenship behavior. In essence, when higher education institutions create an environment that increases teachers' organizational commitment, they can have a more dedicated, enthusiastic, and responsible teaching staff, which, in turn, can contribute to

better student learning (Limon, 2021; Osagie & Akinlosotu, 2017). The research discovered that there exists a positive connection between employee contentment at work and their work performance (Madu & Anyalebechi, 2016), which disproves the idea that job security serves as the only element that drives work output (Omodo et al., 2025). The researchers discovered through their study that employees who experience job dissatisfaction develop their complaints from insufficient policy execution and budgetary shortfalls (Emuron et al., 2022). The staff members receive equal access to training, which enables them to advance their careers through promotions that bring better pay according to the new position's salary (Din et al., 2023).

The positive correlation observed in this study illustrates that professional development opportunities at the study show a positive effect on job satisfaction and teaching performance, as well as faculty members' overall participation. The research findings of this study found matching evidence with the work of Salameh-Ayanian and his colleagues (2025), which showed that teacher job satisfaction increases when teachers receive continuous professional development that matches their teaching requirements.

Recent studies show that institutional support acts as a crucial factor that helps to improve teacher happiness at work. Fan et al. (2024) discovered that teacher job satisfaction improves when schools use structured classroom observation methods together with training programs that focus on multiple academic fields. Wei and Caiga (2024) discovered that university faculty members reach higher levels of professional well-being when they receive personalized career advice together with access to new instructional materials.

The research by Touni (2023) found a highly statistically significant positive correlation between total career development and total organizational commitment among the teaching staff. Likewise, the study by Riggio and Newstead (2023) suggested the crucial importance of HRM's purposeful, clear, honest, and consistent communication in keeping employees informed and reassuring them of the university's determined willingness and commitment to supporting them (Balasubramanian & Fernandes, 2022). Similarly, university leadership team coordination is pertinent for human resource management practices because it empowers them to effectively and efficiently allocate resources, engage internal and external stakeholders, and empower team leaders to respond to the upskilling needs of faculty members (Balasubramanian & Fernandes, 2022; Dirani et al., 2020).

Therefore, the findings invite university leaders to embrace facilitating a learning culture among higher education leaders, and educators are pertinent, especially considering the present instability in global and national politics. Moreover, the findings trumpet the need for providing teachers with necessary opportunities to garner practical skills for universities to survive and continue serving their students and communities effectively (Riggio & Newstead, 2023). Taken together, this study's findings, along with previous studies, invite university human resource management bodies to consistently offer faculty members opportunities for advancement and innovation, which are vital to their job performance and to meeting students' learning needs. These leadership practices help keep them motivated and contribute positively to student outcomes.

4 Correlations between working conditions and job satisfaction subscales					
		WORK_CON	JC	SB	MJ
Working conditions	Pearson (r)	1	.543**	.379**	.356**
	Sig. (2-tailed)		.000	.000	.000
Job Characteristics	Pearson (r)	.543**	1	.706**	.613**
	Sig. (2-tailed)	.000		.000	.000
Social Benefits	Pearson (r)	.379**	.706**	1	.729**
	Sig. (2-tailed)	.000	.000		.000
Meaningfulness of the Job	Pearson (r)	.356**	.613**	.729**	1
	Sig. (2-tailed)	.000	.000	.000	
** . Correlation is significant at the 0.01 level (2-tailed).					

The correlation between working conditions and job satisfaction in terms of job characteristics, social benefits, and meaningfulness of the job. Accordingly, the results revealed significant results of job characteristics ($r = .543, p < .001$), social benefits ($r = .379, p < .001$), and meaningfulness of the job ($r = .356, p < .001$). These findings indicate that HRM practices positively influence job satisfaction. Also, the findings were consistent with recent studies indicating that creating a supportive and fulfilling work environment is significant for job satisfaction (Mondejar & Asio, 2024).

The results imply that the greater the increase in HRM-supportive practices, the greater the increase in employees' job satisfaction. Hence, it is pertinent that human resource management team leaders and department heads encourage practices that animate teachers' job satisfaction. Essentially, a viable approach to human resource management practices is for university HRM leaders to design learning opportunities that are capable of improving pedagogical skills and for innovative, productive work performance of employees (Mohd Sofian et al., 2024).

5 Correlations between working conditions and job satisfaction subscales				
		WC	SA	IR
Working Conditions	Pearson Correlation	1	.402**	.334**
	Sig. (2-tailed)		.000	.000
Support from the Administration	Pearson Correlation	.402**	1	.691**
	Sig. (2-tailed)	.000		.000
Intention to Remain in the Job and Institution	Pearson Correlation	.334**	.691**	1
	Sig. (2-tailed)	.000	.000	
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 5 presents the correlation analysis results in terms of the working conditions and job satisfaction in terms of support from the administration and intention to remain in the job and institution. The correlation indicates a positive and significant association between the human resource management practice of recruitment and selection and job satisfaction. Particularly, bivariate analysis results revealed that support from administration is ($r = .402, p < .001$), and intention to remain is ($r = .334, p < .001$). These findings show a positive and significant relationship between recruitment and selection and the two job satisfaction subscales.

The results imply that HRM practices positively impact the job satisfaction of employees. Administratively, the findings invite college deans and heads of departments to synergize efforts with the university's HRM to operationalize HRM practices to sustain employee job satisfaction (Zhang & Gandham, 2025). Also, these practices can be fostered through team-building activities, mentorship programs, and regular departmental meetings to boost job satisfaction (Okwu et al., 2024).

Also, the findings discourage HRM practices that hinder the job satisfaction of teachers. This is important because such situations can breed dissatisfaction and commitment of teachers to their jobs. Consequently, dissatisfaction of teachers adversely impacts teaching and learning practices and student academic success. Furthermore, the findings are in collaboration with Kausle's (2022) results, which suggest that inadequate attention to organizational practices affecting employee social benefits, such as fringe benefits and performance review fairness, can lead to employees' experiences of dissatisfaction (Kausle, 2022). This empirical exposition highlights the need for continuous improvement in HRM strategies (Kasule, 2022).

Technically, the findings encourage HRM leadership to create institutional work policies that are inclusive and bias-free to motivate contractual employees in their professional practices. Apparently, HRM needs to dedicate attention to fostering the skills and competency development of teachers (Zebon et al., 2025). The HRM of the university can consciously and purposefully develop policies that allow autonomy and effective time management, which are essential components of work-life balance and contribute to higher institutional and job commitment of employees (Saburnido & Tan, 2025).

Table 6 Correlation between working conditions and organizational commitment

		WC.	AC	CC	NC
Working conditions	Pearson Correlation	1	.201**	.301**	.311**
	Sig. (2-tailed)		.007	.000	.000
Affective Commitment	Pearson Correlation	.201**	1	.160*	.341**
	Sig. (2-tailed)	.007		.031	.000
Continuance Commitment	Pearson Correlation	.301**	.160*	1	.469**
	Sig. (2-tailed)	.000	.031		.000
Normative Commitment	Pearson Correlation	.311**	.341**	.469**	1
	Sig. (2-tailed)	.000	.000	.000	
** . Correlation is significant at the 0.01 level (2-tailed).					
* . Correlation is significant at the 0.05 level (2-tailed).					

Table 6 displays the correlations between working conditions and organizational commitment subscales. Thus, the correlation results showed affective commitment is ($r = .201, p < .007$), continuance commitment is ($r = .301, p < .001$), and normative commitment is ($r = .311, p < .001$), which indicates that there is a strong positive and significant relationship between HRM practices (working conditions) and organizational commitment.

The findings are congruent with Saburnido and Tan's (2025) study outcomes on the significant influence of HRM practices on the organizational commitment of employees. Similarly, the findings align with the research findings by Akter and Islam (2019). These findings suggest that HRM practices are indispensable in fostering a conducive working environment motivate employees through communication, recognition, and empathy. Likewise, the findings agree with Jiang (2023) research findings on the positive association between HRM practices and affect employee commitment (Poveda et al., 2023). Further, the findings emphasize the relevance of promoting a collaborative work culture in organizations (Jiang, 2023).

The results were in congruence with Paşaoğlu's (2015) findings that HRM practices have an impact on organizational commitment both singly and systematically. The findings were in areas such as choice, training, performance evaluation, promotion, performance-based rewards, information sharing, job security, and human resources management system.

Also, Ramaprasad et al. (2017) found an indirect relationship between HRM practices or systems and organizational commitment, thereby strengthening work engagement, satisfaction with work, person - organization fit, and an enabling organizational climate.

7 Correlations between compensation and rewards and job satisfaction subscales					
		CR	JC	SB	MJ
Compensation and Rewards (CR)	Pearson (r)	1	.645**	.410**	.352**
	Sig. (2-tailed)		.000	.000	.000
Job Characteristics	Pearson (r)	.645**	1	.706**	.613**
	Sig. (2-tailed)	.000		.000	.000
Social Benefits	Pearson (r)	.410**	.706**	1	.729**
	Sig. (2-tailed)	.000	.000		.000

Meaningfulness of the Job	Pearson (r)	.352**	.613**	.729**	1
	Sig. (2-tailed)	.000	.000	.000	
**. Correlation is significant at the 0.01 level (2-tailed).					

Table 7 reveals the correlations between compensation and rewards and job satisfaction subscales (job characteristics, social benefits, and meaningfulness of the job). The correlation analysis revealed significant associations among job satisfaction, job characteristics ($r = .645, p < .001$), social benefits ($r = .410, p < .001$), and the meaningfulness of the job ($r = .352, p < .001$). These findings indicate a strong, positive, and significant relationship between compensation and rewards and job satisfaction.

The results are consistent with those of Zhang and Gandham (2025), indicating a positive relationship between human resource management practices and job security. The findings show the impact of compensation and rewards on teachers' job characteristics. Also, the positive results of HRM practices demonstrate that these functional roles have the capacity to boost employee job satisfaction. Similarly, the findings emphasize HRM practices that foster transparent promotion systems, adequate institutional support, and collegial collaboration with educators as fundamental investments in employee job satisfaction (Lu et al., 2025). Furthermore, the results share support from the study by Itansa (2016), which found a strong positive association between HRM practices and employee well-being and job satisfaction.

8 Correlations between compensation and rewards and job satisfaction subscales				
		Compensation and Rewards	SA	IR
Compensation and Rewards	Pearson (r)	1	.497**	.432**
	Sig. (2-tailed)		.000	.000
Support from Administration	Pearson (r)	.497**	1	.691**
	Sig. (2-tailed)	.000		.000
Intention to Remain	Pearson (r)	.432**	.691**	1
	Sig. (2-tailed)	.000	.000	
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 8 displays the correlations between compensation and rewards and job satisfaction subscales. The correlation revealed significant interactions between human resource management practice and job satisfaction regarding support from administration ($r = .497, p < .001$) and intention to remain in the job and the institution ($r = .432, p < .001$). The findings are consistent, indicating a strong, positive, and significant relationship between compensation and rewards, the meaningfulness of the job, and intentions to remain in the job. These correlation results are congruent with the previous studies on HRM practices and job satisfaction (Zhang & Gandham, 2025). Also, the findings are in harmony with Badawy's (2022) study on the positive influence of human resource management practices on job satisfaction (Badawy, 2022).

Moreover, the findings show the crucial role and connections that permeate when HRM or college deans and departmental heads provide administrative support that inspires and improves employees' job satisfaction. The implications of the findings extend to HRM, requiring the provision of appropriate compensation, career planning opportunities, and employee safety, health, and welfare (Mondejar & Asio, 2024).

Table 9 Correlations between compensation and rewards and OC subscales

		Compensation and Rewards	AC	CC	NC
Compensation and Rewards	Pearson (r)	1	.201**	.367**	.387**
	Sig. (2-tailed)		.007	.000	.000
Affective Commitment	Pearson (r)	.201**	1	.160*	.341**
	Sig. (2-tailed)	.007		.031	.000
Continuance Commitment	Pearson (r)	.367**	.160*	1	.469**
	Sig. (2-tailed)	.000	.031		.000
Normative Commitment	Pearson (r)	.387**	.341**	.469**	1
	Sig. (2-tailed)	.000	.000	.000	
** . Correlation is significant at the 0.01 level (2-tailed).					
* . Correlation is significant at the 0.05 level (2-tailed).					

Table 9 shows the correlations between compensation and rewards and organizational commitment subscales. The correlation between recruitment and selection and organizational commitment subscales in terms of affective commitment is ($r = .201, p < .007$), continuance commitment is ($r = .367, p < .001$), and normative commitment is ($r = .387, p < .001$), which shows that there is a positive and significant interactions between recruitment and selection and organizational commitment subscales. Based on these correlation results, the findings gain substantial support from Leonide and Onyango's (2024) results, which found a positive and significant relationship between HRM practices and the organizational commitment subscales. Therefore, the alternative was to reject H0, that is, there is a negative relationship between human resource management practices, the independent variables, and the dependent components of organizational commitment.

Furthermore, the results were supported by Poveda et al. (2023), who found that HRM practices and organizational commitment are significantly related, with compensation leading to higher performance. However, Adresi and Daron's (2017) findings revealed that employees were more committed to the organization when they received the best strategic human resource management. Further, the author observed that the employees were more concerned about their job security and a dynamic working environment. Therefore, the practical implication is that employees, with organizational support, can contribute to enhancing organizational commitment.

However, Mabaso and Dlamini's (2018) study on total rewards and their effects on organizational commitment in higher education institutions found that work-life balance negatively affected organizational commitment. This study revealed practical managerial implications for managers, who must encourage and promote total rewards to retain talent within higher education institutions, in the core interest of both institutions and employees.

Table 10 Correlations between performance Appraisal and job satisfaction subscales

		PA	JC	SB	MJ
Performance Appraisal	Pearson Correlation	1	.587**	.516**	.422**
	Sig. (2-tailed)		.000	.000	.000
Job Characteristics	Pearson Correlation	.587**	1	.706**	.613**
	Sig. (2-tailed)	.000		.000	.000

Social Benefits	Pearson Correlation	.516**	.706**	1	.729**
	Sig. (2-tailed)	.000	.000		.000
Meaningfulness of the Job	Pearson Correlation	.422**	.613**	.729**	1
	Sig. (2-tailed)	.000	.000	.000	
**. Correlation is significant at the 0.01 level (2-tailed).					

Table 10 shows the correlations between performance appraisal and job satisfaction subscales. The correlation between recruitment and selection and job satisfaction in terms of job characteristics is ($r = .587, p < .001$), social benefits is ($r = .516, p < .001$), and meaningfulness of the job is ($r = .422, p < .001$), which shows that there is a strong positive and significant relationship between recruitment and selection and the job satisfaction subscales.

The findings support the hypothesis that HRM practices, specifically performance appraisal, influence job satisfaction. The findings also indicate that HRM should foster policies and practices that embed meaningful job satisfaction. HRM can achieve this through retention strategies, including fair compensation and benefits (Mohd Sofian et al., 2024). Likewise, the findings suggest that HRM practitioners and leaders in university contexts need to conduct their practices to achieve the essence of performance appraisal, which is employee competency and skills improvement, instead of as a measure to censure. Administratively, the findings encourage HRM leaders to refine their practices and policies from a stench bureaucratic system that breeds frustration and dissatisfaction among employees and dwindles teaching or working performance (Murphy, 2020; Schleicher et al., 2019).

Moreover, the results indicate that HRM practices regarding performance appraisal need to be diversified to accommodate the heterogeneous demographics of the university teacher population. This approach is imperative, considering the on-the-job orders for both university employees and regular employees. Additionally, this notion is pertinent, considering the existing literature highlighting the need for adaptable appraisal systems (Acuña-Mayorga, 2023).

Table 11 Correlations between competency performance appraisal and job satisfaction subscales				
		CON_PA	SA	IR
CON_PA	Pearson (r)	1	.503**	.452**
	Sig. (2-tailed)		.000	.000
Support from the Administration	Pearson (r)	.503**	1	.691**
	Sig. (2-tailed)	.000		.000
Intention to Remain in the Job	Pearson (r)	.452**	.691**	1
	Sig. (2-tailed)	.000	.000	
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 11 visualizes the correlations between competency performance appraisal and job satisfaction, measured by support from the administration and intention to remain in the job. The correlation between human resource management practices and job satisfaction regarding administrative support is $r = .503$ ($p < .001$). $R = .452$ ($p < .001$), and between human resource management practices and intention to remain in the job are $r = .503$ ($p < .001$).

.001) and $r = .452$ ($p < .001$). These findings affirm a positive and significant relationship between performance appraisal and administration, and the intention to remain in the job subscales.

The findings suggest that HRM practices should channel efforts towards supporting university faculty members in maximizing their potential by developing work policies and standards that focus on measurable, smart goals. These ideologies align with the literature on the utilization of 360-degree feedback and self-appraisal approaches to boost employee motivation (Alam et al., 2024). Furthermore, the findings emphasize the crucial impact of employee attrition or turnover decisions on the institution. Subsequently, the findings suggest that HRM practices should engage in performance appraisal to monitor progress and address situations that might lead to employee deviation from university standards and working objectives. Correspondingly, the findings suggest that HRM leaders and higher education administrators need to foster principles and practices that enhance work engagement and reduce turnover intentions (Pires, 2021; Straub et al., 2018).

Besides, the findings are consistent with previous studies on the significant influence of performance appraisal on job satisfaction (Muhammad et al., 2024). However, it is important to note that human resource management (HRM) engagement in performance appraisal practices must foster positive employee work satisfaction. Performance appraisal is a modern organizational tool for rewarding, motivating, and incentivizing employees (Lyu et al., 2023). Additionally, these positive and significant correlations advocate for higher education institutions to enrich HRM practices in performance appraisal with proficient and effective individuals, as this helps boost employee morale and drive workforce commitment, which are indispensable in improving work performance (Collins, 2021; Uzochukwu et al., 2024).

Table 12 Correlations between competency-based performance appraisal (CBPA) and OC subscales

		CBPA	AC	CC	NC
CBPA	Pearson Correlation	1	.324**	.420**	.458**
	Sig. (2-tailed)		.000	.000	.000
Affective Commitment	Pearson Correlation	.324**	1	.160*	.341**
	Sig. (2-tailed)	.000		.031	.000
Continuance Commitment	Pearson Correlation	.420**	.160*	1	.469**
	Sig. (2-tailed)	.000	.031		.000
Normative Commitment	Pearson Correlation	.458**	.341**	.469**	1
	Sig. (2-tailed)	.000	.000	.000	
** . Correlation is significant at the 0.01 level (2-tailed).					
* . Correlation is significant at the 0.05 level (2-tailed).					

Table 12 displays the correlations between competency-based performance appraisal and OC subscales. The correlation between recruitment and selection and organizational commitment subscales in terms of affective commitment is ($r = .324$, $p < .001$), continuance commitment is ($r = .420$, $p < .001$), and normative commitment is ($r = .458$, $p < .001$), which shows that there is a strong positive and significant relationship between HRM practices (recruitment and selection) and organizational commitment subscales (Tianyao, 2024). Based on these correlation results, it is evident that human resource management practices positively impact employees' organizational commitment to their jobs.

Therefore, the findings underscore the importance of universities and colleges adopting human resource management practices that foster employees' organizational commitment. Also, the findings align with Uzochukwu et al. (2024) results and are consistent with earlier studies confirming the integration of performance

appraisal into HRM to foster a working and leadership culture that embraces continuous employee feedback and development (Collins, 2021; Lyu et al., 2023; Wang et al., 2021).

Accordingly, these findings were in line with Nasurdin (2008), as cited in Hassan et al. (2016), among 214 employees in the Malaysian manufacturing sector, who showed that performance appraisal had a significant and positive relationship with organizational commitment. Similarly, the significant findings allow HRM practices of performance appraisal to flourish because they indicate the functional role of reviewing and evaluating employee performance, strength reinforcement, identifying challenges in work areas, and designing learning activities to support employees in overcoming their weak points (Lyu et al., 2023; Uzochukwu et al., 2024).

		HRM_PRCT	JOB_SATIS.
HRMP	Pearson (r)	1	.665**
	Sig. (2-tailed)		.000
JOB_SATIS	Pearson (r)	.665**	1
	Sig. (2-tailed)	.000	

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

Table 13 shows the overall correlation between human resource management practices and job satisfaction. The bivariate results indicate a strong and significant association between HRM practices and job satisfaction ($r = .665, p < .001$). The finding shows that HRM practices indeed impact the job satisfaction of the participants.

The positive and significant correlation illustrates that higher education universities and colleges should invest in human resource management practices because of their advantages in employee job satisfaction. Likewise, the findings are consistent with findings from Mondejar and Asio (2024) and other past studies on the positive influence of HRM practices on employee job satisfaction (Mondejar & Asio, 2024; Mohd Sofian et al., 2024; Okwu et al., 2024; Badawy, 2022).

		HRMP	Organ. Commit
HRMP	Pearson Correlation	1	.538**
	Sig. (2-tailed)		.000
OC	Pearson Correlation	.538**	1
	Sig. (2-tailed)	.000	

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

The correlation analysis results between human resource management practices and organizational commitment are ($r = .538, p < .001$), which shows that there is a strong, positive, and overall significant association between human resource management practices (HRMP) and organizational commitment (Nwannah & Frank, 2023). The findings concur that human resource management practices influence teacher engagement and point to the positive and significant impact on organizational commitment. Therefore, the university HRM team needs to prioritize leadership practices that are capable of stimulating employee willingness and commitment to achieve institutional goals and objectives in student learning achievement.

Moreover, the findings harmonized with studies whereby positive affect moderated the relationship between perceived HRM practices and affective commitment and turnover intention. This outcome suggests that the relationships were stronger for individuals reporting high positive affect relative to those reporting low positive

affect. Also, Steyn et al. (2017) found a positive link between effective HRM practices and OC in South Africa. Nevertheless, these relationships were not significant in South Korea (Lee et al., 2018).

In essence, these findings underscore the relevance of creating policies, work standards, and fostering HRM practices that permit safe and conducive work conditions. This is important because it agrees with existing literature on the benefits of working conditions that motivate employees on their voluntary and innate commitment desire to an organization (Saburnido & Tan, 2025; Poveda et al., 2023; Jiang, 2023).

Implications

The study investigated the onus impact of human resource management practices on contract employees' job satisfaction and organizational commitment of the teaching workforce in a public university context. Accordingly, the findings spearheaded a spectrum of implications critical for the understanding and bridging the gaps that in the theory and practice of human resource management practices in higher education institutions. The understanding of study implications points to the significant value of the positive relationship found in the study.

Theoretical implications

The Herzberg et al. (1959) Two-Factor Theory is well known empirically as a motivating buffer of employee satisfaction when organizations accord meaningful support to their employees. The theory supports the findings of this study, indicating that HRM practices that motivate employees by providing opportunities that enhance their skills, employees are bound to experience satisfaction. The theory equally contributes broader narrative of human behavior in organizations and the educational and psychological fields by reinforcing that human resource management is fundamental in higher education institutions' smooth leadership operations.

Also, the findings highlight the Social Exchange Theory on relationship trajectories of employees in organizations. The social exchange theory underpinning this study offers significant implications for the relationship between HRM practices and organizational commitment. Besides, this study supports the tenets of SET and organization commitment theories, suggesting that when tertiary institutions invest in HRM practices, teachers perceive them as beneficial to their professional career and exert unrelinquished efforts in the job performance as an exchange. This aligns with the principle of reciprocity that emerges between two mutual parties in a business agreement that leads to heightened satisfaction and commitment of employees (Meyer & Allen, 2004).

Practical implications

This study, besides the theoretical implications, provided practical implications of HRM practices in educational contexts, especially in universities and colleges. Abstracting from the findings, the study contributes to the discourse on HRM practices and employee satisfaction and commitment in the performance of their jobs. Practically speaking, the findings underscore the need for the HRM leadership team to develop and foster practices that align with the expectations and needs of teachers or employees in the university. This approach promotes higher degrees of satisfaction and commitment to the advantage of the stakeholders and the institution.

Likewise, HRM must create principles that spur results that empower the employees and institution to achieve common goals and objectives of quality education and student success. In essence, this study's findings indicate that recruitment and selection, employee involvement or participation, training and development, compensation and rewards, and performance appraisal play significant roles in employee job satisfaction and organizational commitment.

LIMITATIONS

As a rule of thumb, this study possesses some limitations that point to future studies to be carried out. The study included five elements of human resource management practices, which are not exhaustive of the HRM practices components. This illustrates that future studies may expand this study to include other HRM practice variables, such as communication, recognition, work-life balance, etc. Also, the findings have a generalizability limitation

because the study was conducted in one public university and among teachers on contract jobs. Future studies can be done among regular or permanent employees to expand the findings to the large faculty body and extend the study to other public universities in Cavite, Philippines.

CONCLUSIONS

The study sought to investigate and understand the potential impact of tertiary human resource management practices on teacher job satisfaction and organizational commitment of the teaching workforce in a public university in Cavite, Philippines. However, this paper reports only the Pearson r correlation analysis outcomes. The findings revealed a positive and significant interaction between HRM practices and teacher experience of job satisfaction and organizational commitment across all scale indicators. Furthermore, the findings underscore that the university's HRM practices sustain employee satisfaction and commitment.

Also, the university and colleges, policymakers, teachers, students, and society can benefit from these findings because when teachers are satisfied, they perform their teaching practices with a clear sense of belongingness and feel supported by the leaders. This understanding and experience inform teaching with care and dedication, enabling students to succeed academically.

Moreover, this study contributed to the field of higher education leadership and management practices theoretically and practically. These institutional benefits stem from the positive and significant light shed on the impact of HRM practices on teachers' job satisfaction and organizational commitment, which are indispensable for teacher empowerment and the sustenance of quality education.

Conflict of Interest

The author declares no conflict of interest.

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