

The Implementation Of The Program To Institutionalize Meritocracy And Excellence In Human Resource Management (PRIME-HRM) In Improving Employees' Job Satisfaction In The Division Of Camarines Sur

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Publication Date: August 19, 2026

DOI: 10.5281/zenodo.22009870

Abstract

The study determined the extent of implementation of the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) and its perceived impact on employees' job satisfaction in the Schools Division of Camarines Sur. Specifically, it examined PRIME-HRM implementation along Recruitment, Selection and Placement; Learning and Development; Performance Management; and Rewards and Recognition; assessed its perceived impact on employees' job satisfaction; identified challenges and corresponding solutions; and determined areas for strengthening PRIME-HRM implementation. The study employed a descriptive-evaluative research design. The respondents were public teaching, teaching-related, and non-teaching personnel from the five congressional districts of Camarines Sur. Purposive sampling was used in selecting the locale and identified respondent groups, while stratified random sampling was employed in selecting the respondents. A researcher-made rating scale and questionnaire-checklist were used for data gathering. Frequency count, weighted mean, percentage, and rank were used for descriptive analysis, while Kendall's Coefficient of Concordance (W) and the corresponding chi-square test were used to determine the significance of agreement on rank orders at the 0.05 level of significance. The findings indicated that PRIME-HRM was generally Very Much Implemented and that its perceived impact on employees' job satisfaction was Very Much Evident. However, challenges were identified in the integration of competency-based HRM systems, organizational communication, human resource information systems, and the maintenance and advancement of PRIME-HRM maturity. The findings provide a basis for strengthening PRIME-HRM implementation and employee job satisfaction in the Schools Division of Camarines Sur.

Keywords: *PRIME-HRM, human resource management, job satisfaction, Recruitment, Selection and Placement, Learning and Development, Performance Management, Rewards and Recognition*

INTRODUCTION

Human resource management plays a critical role in ensuring the effectiveness and efficiency of organizations, particularly in public institutions where employees are responsible for delivering essential services. In the education sector, effective human resource management contributes to the development of a motivated, competent, and productive workforce capable of supporting quality education. Human resource systems provide mechanisms for recruiting qualified personnel, developing employee competencies, managing performance, and recognizing contributions. These functions are particularly important in large educational organizations where systematic human resource practices are necessary to ensure fairness, transparency, accountability, and employee development.

The Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) is a mechanism that integrates and enhances the Personnel Management Assessment and Assistance Program (PMAAP) and the CSC Agency Accreditation Program (CSCAAP). It seeks to develop human resource management competencies, systems, and practices toward human resource excellence and promotes greater participation not only of human resource management officers but also of organizational officials and rank-and-file employees. The implementation of PRIME-HRM therefore provides an institutional framework for strengthening human resource management systems and promoting meritocracy and excellence in public service.

In the Schools Division of Camarines Sur, PRIME-HRM encompasses major human resource management systems, particularly Recruitment, Selection and Placement (RSP), Learning and Development (L&D), Performance Management (PM), and Rewards and Recognition (R&R). These core systems address essential dimensions of personnel management. Recruitment, Selection and Placement focuses on the systematic and competency-based acquisition and placement of personnel. Learning and Development provides opportunities for employees to improve their knowledge, skills, and competencies. Performance Management establishes mechanisms for setting, monitoring, and improving employee performance. Rewards and Recognition provides mechanisms for acknowledging outstanding accomplishments, innovative practices, and exemplary performance.

Employee job satisfaction is likewise an important consideration in human resource management. Employees who perceive that organizational systems are fair, developmental, performance-oriented, and appreciative may demonstrate stronger motivation and satisfaction in their work. In the present study, job satisfaction was examined through the perceived impact of PRIME-HRM implementation on reclassification or promotion, professional learning development and advancement, monitoring of performance, and recognizing and awarding highly performing employees.

The Division of Camarines Sur provides a significant context for examining these concerns because of its large and diverse workforce. The study covered public teaching, teaching-related, and non-teaching personnel in the five congressional districts of the province. The Division included 18,588 teachers, 587 teaching-related personnel, and 1,959 non-teaching personnel, representing a total population of 21,134 personnel included in the study population.

The literature reviewed in the original study showed that previous investigations had examined PRIME-HRM, organizational commitment, employee well-being, and related human resource management concerns in different institutional contexts. Among the cited studies were those of Mamon (2023), Manahan, Lacatan, and Miguel (2022), Valencia-Inarda (2020), and He, Morrison, and Zhang (2019). However, the study identified that none of these investigations specifically focused on the implementation of PRIME-HRM in improving employees' job satisfaction in the Schools Division of Camarines Sur. This identified gap provided the rationale for conducting the present investigation.

The study was further anchored on theoretical perspectives that explain the relationship between organizational practices, employee motivation, performance, and satisfaction. The theoretical framework included Path-Goal Theory, Contingency Theory, Thorndike's Connectionism Theory, Motivational Pattern Theory, and Cognitive-Field Theory. These perspectives provided a basis for understanding how organizational systems and practices may influence employee behavior, motivation, development, and satisfaction.

The significance of the study extended to the learners, teaching, teaching-related, and non-teaching employees, human resource management practitioners, key officials of the Schools Division Office, the Department of Education, policymakers, curriculum writers, the Civil Service Commission, other government agencies, local government units, parents, community members, other stakeholders, research enthusiasts, and the researcher. The study was particularly relevant to employees because improved human resource management practices may contribute to professional development, recognition, career advancement, and satisfaction. For the organization, the findings could provide baseline information for strengthening PRIME-HRM systems and practices.

The study determined the extent of implementation of PRIME-HRM in the Division of Camarines Sur and its perceived impact on employees' job satisfaction for School Year 2023–2024. Specifically, it sought to determine the extent of implementation along Recruitment, Selection and Placement; Learning and Development; Performance Management; and Rewards and Recognition; determine the significance of agreement on the rank orders of implementation; determine the perceived impact of PRIME-HRM on job satisfaction in terms of reclassification or promotion, professional learning development and advancement, monitoring of performance, and recognizing and awarding

highly performing employees; determine the significance of agreement on the rank orders of the perceived impact among the different respondent groups; identify the challenges encountered and solutions offered; determine the significance of agreement on the rank orders of the challenges and solutions; and craft a training design based on the findings of the study.

METHODOLOGY

The study employed a descriptive-evaluative research design. The descriptive component was used to determine the extent of implementation of PRIME-HRM in the Schools Division of Camarines Sur, while the evaluative component was used to assess its perceived impact on employees' job satisfaction and to identify the challenges encountered and solutions offered. Kendall's Coefficient of Concordance (W) and the corresponding chi-square test were employed to determine the significance of agreement among the respondent groups on the rank orders of the identified indicators.

Purposive sampling was used in selecting the locale and the three identified respondent groups—teaching, teaching-related, and non-teaching personnel—while stratified random sampling was employed in selecting the respondents. The respondents were public teaching, teaching-related, and non-teaching personnel from the five congressional districts of Camarines Sur. The total population was 21,134, consisting of 18,588 teaching, 587 teaching-related, and 1,959 non-teaching personnel. Using the Slovin formula, the study obtained 1,088 respondents distributed as follows: 147 from the First Congressional District, 161 from the Second, 209 from the Third, 317 from the Fourth, and 254 from the Fifth Congressional District.

A researcher-made rating scale and questionnaire-checklist were used to gather the data. The instrument covered the four major PRIME-HRM areas, the perceived impact of PRIME-HRM implementation on employees' job satisfaction, the challenges encountered, and the solutions offered. The instrument was validated by a panel of jurors before administration. Data were gathered through an online Google Form. The accomplished instruments were retrieved, collated, tabulated, and prepared for statistical analysis.

For the extent of PRIME-HRM implementation, a five-point scale was used: 4.50–5.00, Very Much Implemented; 3.50–4.49, Much Implemented; 2.50–3.49, Implemented; 1.50–2.49, Fairly Implemented; and 1.00–1.49, Not at All. For the perceived impact on job satisfaction, 4.50–5.00 was interpreted as Very Much Evident and 3.50–4.49 as Much Evident. Frequency count, weighted mean, percentage, and rank were used to summarize the data. Kendall's Coefficient of Concordance (W) and the corresponding chi-square test were employed to determine the significance of agreement on rank orders. The level of significance was set at 0.05.

RESULTS

The results are presented in consolidated form to retain the major findings of the study while reducing the number of tables for journal publication. The original tables were synthesized into seven tables covering the extent of PRIME-HRM implementation, its perceived impact on employees' job satisfaction, challenges encountered, solutions offered, and the tests of significant agreement among the respondent groups.

Table 1

Summary of the Extent of the Implementation of PRIME-HRM

PRIME-HRM Core Area	Teaching	Non-Teaching	Teaching-Related	Overall WX	Interpretation	Rank
Recruitment, Selection and Placement	4.62	4.72	4.70	4.68	VMI	3
Learning and Development	4.70	4.72	4.71	4.71	VMI	2
Performance Management	4.84	4.74	4.77	4.78	VMI	1
Rewards and Recognition	4.52	4.41	4.05	4.33	MI	4
Overall Mean	4.67	4.65	4.56	4.63	VMI	

Note. WX = Weighted Mean; VMI = Very Much Implemented; MI = Much Implemented. VMI = 4.50–5.00; MI = 3.50–4.49.

Table 2

Impact of PRIME-HRM Implementation on Employees' Job Satisfaction by Dimension

Dimension of Job Satisfaction	Teaching	Non-Teaching	Teaching-Related	Overall WX	Interpretation	Rank
Hiring, Reclassification and Promotion	4.58	4.47	4.52	4.52	VME	2.5
Continuous Professional Development	4.58	4.47	4.52	4.52	VME	2.5
Performance Management	4.28	4.20	4.17	4.23	ME	4
Recognizing and Awarding Highly Performing Employees	4.81	4.74	4.70	4.78	VME	1
Overall Mean	4.56	4.47	4.48	4.51	VME	

Note. WX = Weighted Mean; VME = Very Much Evident; ME = Much Evident. VME = 4.50–5.00; ME = 3.50–4.49.

Table 3

Highest- and Lowest-Rated Indicators of PRIME-HRM Implementation

Dimension	Highest-Rated Indicator	WX	Lowest-Rated Indicator	WX	Overall WX
Hiring, Reclassification and Promotion	Develops notices of vacancies that attract diverse applicants and uses appropriate publication modes	4.75	“Applies a system for monitoring the status of appointees”	3.93	4.52
Continuous Professional Development	Implements L&D interventions toward improving teaching quality and learner performance	4.75	“Ensures fair and nondiscriminatory participation in training and professional development activities”	3.93	4.52
Performance Management	Ensures alignment of individual/office performance with agency strategic goals	4.76	Consistent application of policies and guidelines in calibrating performance assessments with the PMT	3.12	4.23
Recognizing and Awarding Highly Performing Employees	Identifies group and individual categories of awards for recognition	4.92	Promotes uniformity and consistency in the awards and incentives program	4.53	4.78

Note. WX = Weighted Mean; PMT = Performance Management Team.

Table 4

Major Challenges Encountered in the Implementation of PRIME-HRM

Major Challenge	Teaching	Non-Teaching	Teaching-Related	Overall WX	Interpretation	Rank
Inter-connectivity of competency-based core systems for all HRM areas	4.98	4.99	4.98	4.98	VMC	1
Communication plan to generate buy-in and engagement	4.95	4.97	4.96	4.96	VMC	2
Maintaining PRIME-HRM Maturity Level II – Process Defined	4.90	4.92	4.94	4.92	VMC	3
Human Resource Information System linked to all PRIME-HRM core systems	4.91	4.87	4.89	4.89	VMC	4

Major Challenge	Teaching	Non-Teaching	Teaching-Related	Overall WX	Interpretation	Rank
Change in management and the organization as a whole	4.88	4.86	4.86	4.87	VMC	5.5
Highly skilled individuals to handle HR records and data	4.89	4.85	4.87	4.87	VMC	5.5
Accountable individual/office for continuous HRM core-system implementation	4.78	4.79	4.80	4.79	VMC	7
Continuous upskilling and reskilling of employees	4.69	4.60	4.65	4.65	VMC	8
Generating clientele feedback on employee satisfaction	4.55	4.58	4.56	4.56	VMC	9
Overall Mean	4.42	4.41	4.42	4.42	MC	

Note. WX = Weighted Mean; VMC = Very Much Challenging; MC = Much Challenging.

Table 5

Major Solutions Offered to Address the Challenges in PRIME-HRM Implementation

Proposed Solution	Teaching	Non-Teaching	Teaching-Related	Overall WX	Interpretation	Rank
Leverage ICT and invest in a functional HRIS linked to all PRIME-HRM core systems	4.98	4.99	4.98	4.98	VMN	1
Elevate PRIME-HRM from Level 2 to Level 3 and ultimately Level 4	4.93	4.97	4.96	4.95	VMN	2
Harmonize and create a medium-term competency-based HRM core-system plan	4.90	4.92	4.96	4.93	VMN	3
Invest in highly skilled personnel for HRM records and data management	4.93	4.87	4.89	4.90	VMN	4
Establish feedback mechanisms on the status of HR transactions	4.89	4.87	4.87	4.88	VMN	5
Develop and implement a communication plan for stakeholder engagement	4.88	4.87	4.86	4.87	VMN	6
Maintain constant communication with CSC for technical assistance	4.78	4.79	4.80	4.79	VMN	7
Continue professional development programs and stakeholder partnerships	4.69	4.60	4.65	4.65	VMN	8
Maintain functional and accountable PRIME-HRM core-system offices	4.55	4.58	4.56	4.56	VMN	9
Monitor employees' personal and	4.50	4.55	4.53	4.53	VMN	10

Proposed Solution	Teaching	Non-Teaching	Teaching-Related	Overall WX	Interpretation Rank
professional satisfaction					
Overall Mean	4.47	4.43	4.42	4.44	MN

Note. WX = Weighted Mean; VMN = Very Much Necessary; MN = Much Necessary.

Table 6

Test of Significant Agreement on the Rank Orders of PRIME-HRM Implementation

PRIME-HRM Indicator	W	χ^2	df	p-VALUE	Decision
Recruitment, Selection and Placement	0.93	22.32	8	$p < .005$	H ₁ Accepted
Learning and Development	0.67	20.10	10	$p < .05$	H ₁ Accepted
Performance Management	0.82	22.14	9	$p < .01$	H ₁ Accepted
Rewards and Recognition	0.69	20.01	9	$p < .025$	H ₁ Accepted

Note. W = Coefficient of Concordance; χ^2 = Computed Chi-square; df = Degree of Freedom.

Table 7

Test of Significant Agreement on the Impact, Challenges, and Solutions of PRIME-HRM

A. Impact on Employees' Job Satisfaction

Dimension	W	χ^2	df	p-VALUE	Decision
Hiring, Reclassification and Promotion	0.83	24.90	10	$p < .01$	H ₁ Accepted
Continuous Professional Development	0.80	24.00	10	$p < .005$	H ₁ Accepted
Performance Management	0.89	24.03	9	$p < .001$	H ₁ Accepted
Recognizing and Awarding Highly Performing Employees	0.91	24.97	9	0.005	H ₁ Accepted

B. Challenges Encountered and Solutions Offered

Variable	W	χ^2	df	Significance Level	Decision
Challenges Encountered	0.98	47.04	16	0.001	H ₁ Accepted
Solutions Offered	0.94	45.12	16	0.001	H ₁ Accepted

Note. W = Coefficient of Concordance; χ^2 = Computed Chi-square; df = Degree of Freedom.

DISCUSSION

The findings demonstrate that the implementation of the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) in the Schools Division Office (SDO) of Camarines Sur was generally perceived positively by teaching, teaching-related, and non-teaching personnel. The overall results indicate that the major human resource management systems were substantially implemented and were perceived to contribute to employees' job satisfaction. However, specific areas require strengthening, particularly performance management, consistency in rewards and recognition, monitoring mechanisms, competency-based HRM systems, and the integration of human resource information systems.

The extent of PRIME-HRM implementation obtained an overall weighted mean of 4.63, interpreted as Very Much Implemented. Performance Management received the highest rating (4.78), followed by Learning and Development (4.71), Recruitment, Selection and Placement (4.68), and Rewards and Recognition (4.33). The relatively lower rating for Rewards and Recognition suggests the need to strengthen the consistency, fairness, and visibility of recognition practices. At the indicator level, the findings further show that PRIME-HRM implementation was strongest in practices related to attracting diverse applicants, monitoring personnel processes, providing learning and development interventions, and promoting fair participation in professional development activities. These results indicate that the SDO has established mechanisms that support merit-based, equitable, and development-oriented human resource management.

The test of significant agreement further showed consistent perceptions among the three respondent groups. The coefficients of concordance for the four PRIME-HRM areas ranged from 0.67 to 0.93, with the corresponding chi-square values significant at the reported levels. The alternative hypothesis was therefore accepted for all four areas, indicating that teaching, teaching-related, and non-teaching personnel generally shared similar perceptions regarding PRIME-HRM implementation.

In terms of perceived impact on employees' job satisfaction, Recognizing and Awarding Highly Performing Employees obtained the highest overall weighted mean of 4.78, followed by Hiring, Reclassification and Promotion and Continuous Professional Development, both with 4.52. Performance Management obtained the lowest rating at 4.23, although it remained Much Evident. The overall weighted mean of 4.51 indicates that the perceived impact of PRIME-HRM on employees' job satisfaction was Very Much Evident.

The high rating for recognition and rewards indicates that employees valued mechanisms that acknowledge outstanding performance and contributions. The highest-rated indicators were the identification of group and individual categories of awards (4.92), provision of monetary and non-monetary incentives (4.87), and provision of customized guidelines and criteria for rewards and

recognition (4.84). However, the relatively lower rating for promoting uniformity and consistency in the implementation of the awards and incentives program (4.53) indicates the need to ensure consistent application of recognition practices across employees and organizational units.

Hiring, Reclassification and Promotion also showed a strong perceived contribution to job satisfaction. The findings indicate that transparent and competency-oriented recruitment and promotion processes may strengthen perceptions of fairness and organizational trust. However, the lower rating for monitoring the status of appointees (3.93) points to the need for stronger post-appointment monitoring and support.

Continuous Professional Development likewise received favorable ratings. The implementation of learning and development interventions aimed at improving teaching quality and learner performance obtained the highest rating (4.75). However, the lowest rating was recorded for fair and nondiscriminatory participation in training and professional development activities (3.93). This indicates that providing professional development opportunities should be accompanied by transparent and equitable selection processes to ensure that employees have fair access to development opportunities.

Performance Management emerged as the principal area requiring improvement. Although the alignment of individual or office performance with agency strategic goals received a high rating of 4.76, consistency in the application of policies and guidelines for calibrating performance assessments obtained only 3.12, interpreted as Evident. This difference suggests that strategic alignment is relatively strong, whereas the technical and procedural aspects of performance assessment require further attention. Clear assessment guidelines, regular calibration meetings, appropriate training of evaluators, documentation of decisions, and strengthened coaching and feedback mechanisms may improve the fairness and developmental value of performance management.

The test of significant agreement on the perceived impact likewise confirmed consistent perceptions among the three respondent groups. The coefficients of concordance ranged from 0.80 to 0.91, with the corresponding chi-square values significant at the reported levels. The strongest agreement was observed for Recognizing and Awarding Highly Performing Employees ($W = 0.91$), followed by Performance Management ($W = 0.89$), Hiring, Reclassification and Promotion ($W = 0.83$), and Continuous Professional Development ($W = 0.80$).

The major challenges identified in PRIME-HRM implementation were the inter-connectivity of competency-based core systems for all HRM areas (4.98), implementation of a communication plan to generate organizational buy-in and engagement (4.96), maintenance of PRIME-HRM Maturity Level II—Process Defined (4.92), and establishment of an HR Information System linked to all PRIME-HRM core

systems (4.89). These findings indicate that the major difficulties concern the integration, sustainability, communication, and technological support of HRM systems.

The solutions identified by the respondents corresponded closely with the challenges encountered. The most necessary intervention was leveraging ICT and investing in a functional HRIS linked to all PRIME-HRM core systems (4.98), followed by advancing PRIME-HRM from Level II toward higher maturity levels (4.95) and developing a medium-term competency-based HRM core-system plan (4.93). Investment in skilled HR personnel, feedback mechanisms, and communication strategies was likewise considered highly necessary. These findings demonstrate that the proposed solutions directly address the principal organizational, technological, and human-resource challenges identified by the respondents.

The test of significant agreement between the challenges encountered and solutions offered produced very high coefficients of concordance: $W = 0.98$ for challenges and $W = 0.94$ for solutions. The corresponding chi-square values were significant at $p < .001$, resulting in the acceptance of the alternative hypothesis. This demonstrates a very high degree of agreement among the three respondent groups regarding both the challenges they experienced and the solutions they considered necessary.

Taken together, the findings indicate that PRIME-HRM has established a strong foundation in SDO Camarines Sur. Its strongest areas are recognition and rewards, recruitment and promotion, and professional development, while performance management requires the greatest attention among the dimensions of job satisfaction. At the organizational level, the major concerns involve the integration of competency-based HRM systems, communication, HR information technology, data management, and progression toward higher PRIME-HRM maturity levels. PRIME-HRM should therefore be viewed not merely as a compliance mechanism but as an integrated human resource strategy that supports employee development, organizational effectiveness, and job satisfaction.

CONCLUSION

The study established that PRIME-HRM was Very Much Implemented in the Schools Division Office of Camarines Sur, with an overall weighted mean of 4.63. Among the four core areas, Performance Management received the highest implementation rating, followed by Learning and Development, Recruitment, Selection and Placement, and Rewards and Recognition. Although the overall implementation was highly rated, the relatively lower rating for Rewards and Recognition indicates the need to strengthen consistency, fairness, and visibility in recognition practices.

The perceived impact of PRIME-HRM on employees' job satisfaction was Very Much Evident, with an overall weighted mean of 4.51. Recognizing and Awarding Highly Performing Employees obtained the highest rating, while Performance Management obtained the lowest. In particular, the

consistency of policies and guidelines in calibrating performance assessments emerged as the weakest indicator, highlighting performance management as a priority area for improvement.

The significant agreement tests demonstrated that teaching, teaching-related, and non-teaching personnel generally shared similar perceptions regarding PRIME-HRM implementation, its perceived impact, the challenges encountered, and the solutions offered. The findings further showed that the principal challenges involved the integration of competency-based HRM systems, organizational communication, maintenance of PRIME-HRM maturity, and HR information systems.

Overall, PRIME-HRM has established a strong foundation for merit-based, transparent, and excellence-oriented human resource management in SDO Camarines Sur. Sustaining and maximizing its contribution to employee job satisfaction require continuous improvement in performance management, HRM systems integration, information technology, employee development, communication, and rewards and recognition. PRIME-HRM should therefore be treated as a continuing organizational strategy for strengthening human resource management and advancing the Division toward higher levels of HRM maturity.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proposed:

1. **Strengthen performance management.** The Schools Division Office of Camarines Sur should improve the consistency and calibration of performance assessments, strengthen coaching and feedback mechanisms, and ensure that performance results are used for employee development.
2. **Sustain fair and transparent rewards and recognition.** The implementation of awards and incentives should maintain clear, uniform, and transparent criteria to ensure equal opportunity and continued employee motivation.
3. **Enhance HR information systems and process integration.** The Schools Division Office should prioritize the development of an integrated and functional Human Resource Information System (HRIS) that connects the PRIME-HRM core systems and improves the efficiency, accuracy, and accessibility of HR records and transactions.
4. **Strengthen communication, feedback, and stakeholder engagement.** A systematic communication and feedback mechanism should be maintained to increase employee awareness, participation, and engagement in PRIME-HRM programs and processes.
5. **Invest in continuous capability development.** Regular upskilling and reskilling, particularly for personnel responsible for HR records, data management, and PRIME-HRM implementation, should be sustained.

6. **Pursue continuous improvement toward higher PRIME-HRM maturity.** The Schools Division Office should strengthen its existing systems and gradually advance from Maturity Level II (Process Defined) toward higher levels of PRIME-HRM maturity through regular monitoring, evaluation, benchmarking, and coordination with the Civil Service Commission.
7. **Conduct further studies.** Future researchers may examine the implementation of PRIME-HRM in other Schools Division Offices or government institutions and investigate its relationship with employee satisfaction, organizational commitment, and employee performance using broader samples and other research designs.

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