



Human Resource Management Practices and Work-Related Trust: Their Influence on School Climate in a State College

Pedrielyn S. Sulit 
Elizabeth D. Dioso 

International Journal of Interdisciplinary Viewpoints
Vol. 2, No. 5, pp. 39-45, 2026

Correspondence: sulitpedrielyn@gmail.com

¹⁻²Assumption College of Nabunturan, Davao de Oro, Philippines

Abstract

This study examined the influence of human resource management (HRM) practices and work-related trust on school climate among faculty and staff of Davao de Oro State College. A quantitative descriptive-correlational research design was employed using a structured survey questionnaire administered to 204 permanent teaching and non-teaching personnel selected through proportionate stratified random sampling. Human resource management practices were assessed in terms of Organizational Fit, Remuneration and Recognition, Training and Career Development, and Challenging Employment Assignments and Opportunities. Work-related trust was measured through Competence with the Job, Concern for Others, and Keeping Commitments, while school climate was assessed across Structure for Learning, Staff Connection, Peer and Adult Relations, Physical Environment, and Parent Involvement. Descriptive statistics, Pearson product-moment correlation, and multiple linear regression were used to analyze the data. The findings revealed that respondents positively perceived HRM practices, work-related trust, and school climate. Significant positive relationships were found between HRM practices and school climate and between work-related trust and school climate. Regression analysis further indicated that Training and Career Development, Challenging Employment Assignments and Opportunities, Concern for Others, and Keeping Commitments significantly predicted school climate. The study concludes that developmental HRM practices and strong workplace trust are essential in fostering a positive organizational climate. It recommends strengthening professional development, trust-building initiatives, and collaborative organizational practices to sustain an effective and supportive higher education environment.

Keywords

Human Resource Management Practices; Work-Related Trust; School Climate; Higher Education; Philippines

How to Cite

Sulit, P., & Dioso, E. (2026). Human Resource Management Practices and Work-Related Trust: Their Influence on School Climate in a State College. *International Journal of Interdisciplinary Viewpoints*, 2(5), 39–45.

<https://doi.org/10.64612/ijiv.v2i5.139>

Received: 27 February 2026

Accepted: 29 April 2026

Published: 30 May 2026

Copyright and License

© 2026 The Authors. Published by Edukar Publishing. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer Review Statement

This article underwent a double-anonymous peer review process in accordance with the editorial policies of the International Journal of Interdisciplinary Viewpoints. Both authors and reviewers remained anonymous throughout the review process.

Open Access Statement

The International Journal of Interdisciplinary Viewpoints is a fully open-access, peer-reviewed journal. All articles are freely available online immediately upon publication without subscription or access fees.

Funding Statement

The authors received no financial support for the research, authorship, and/or publication of this article.

Conflict of Interest

The authors declared no conflicts of interest.

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

Author Contributions

The authors contributed to conceptualization, methodology, investigation, writing—original draft preparation, writing—review and editing, and supervision. The authors approved the final manuscript.

Ethics Statement

This study was conducted in accordance with ethical standards.

INTRODUCTION

A positive school climate is widely recognized as one of the essential foundations of an effective educational institution. It shapes the quality of relationships, fosters collaboration among employees, and creates an environment where teaching, learning, and organizational goals can flourish. As educational institutions continue to navigate rapid organizational changes,

increasing accountability, and evolving workforce expectations, greater attention has been given to the role of human resource management (HRM) practices in promoting employee engagement and institutional effectiveness. Equally important is work-related trust, which strengthens cooperation, commitment, and confidence among employees and leaders. Research suggests that fair HRM practices and high levels of organizational trust contribute to healthier organizational environments, improved employee performance, and more positive institutional climates (Thapa et al., 2013; Alfes et al., 2013; Searle & Dietz, 2012). These developments underscore the growing recognition that HRM practices and work-related trust are strategic organizational resources capable of influencing the overall climate of educational institutions.

In the Philippine educational context, creating a supportive school climate remains a continuing challenge, particularly in public higher education institutions. While educational leaders increasingly recognize the importance of professional development, transparent communication, fair performance management, and employee recognition, many state colleges continue to encounter limitations arising from resource constraints, inconsistent implementation of HRM policies, and hierarchical organizational structures. These conditions may weaken employees' trust in institutional leadership and reduce opportunities for meaningful collaboration. Previous local studies have shown that administrative support, faculty trust, and participative leadership positively influence employee motivation, organizational commitment, and school climate (Sim, 2019; Gonzales & Dioso, 2024; Dela Cruz & Santos, 2022). However, the realities experienced by faculty and non-teaching personnel in state colleges suggest that strengthening HRM systems and fostering work-related trust remain critical concerns for sustaining a healthy organizational environment.

Despite the growing body of literature on HRM practices, work-related trust, and school climate, empirical evidence examining their combined influence within Philippine state colleges remains limited. Existing studies have predominantly investigated these variables independently or have concentrated on basic education settings, leaving higher education institutions, particularly rural state colleges, relatively underexplored. Moreover, few studies have quantitatively examined the predictive influence of HRM practices and work-related trust on school climate within a single explanatory framework. This gap limits institutional leaders' understanding of how these organizational factors interact to shape workplace conditions and organizational effectiveness. Addressing this gap is particularly important for state colleges seeking evidence-based strategies to strengthen employee engagement, trust, and institutional performance.

In response to these concerns, this study examines the influence of Human Resource Management Practices and Work-Related Trust on the School Climate of a state college. The findings are expected to provide empirical evidence that will assist educational administrators in strengthening HRM policies, enhancing trust-building initiatives, and cultivating a more supportive and collaborative institutional environment. Likewise, the study contributes to the expanding body of educational management literature by providing context-specific evidence from a Philippine state college. Ultimately, the results may serve as a valuable reference for policymakers, school leaders, and future researchers in designing interventions that promote employee well-being, organizational effectiveness, and a positive school climate within higher education institutions.

METHODOLOGY

Design

This study employed a quantitative descriptive-correlational research design anchored in the post-positivist paradigm, which assumes that social phenomena can be objectively examined through empirical observation and statistical analysis (Creswell & Creswell, 2018). The descriptive component was used to determine the levels of Human Resource Management (HRM) practices, work-related trust, and school climate as perceived by the teaching and non-teaching personnel of Davao de Oro State College. The correlational component examined the relationships among the study variables, while multiple linear regression analysis identified the dimensions of HRM practices and work-related trust that significantly predicted school climate. This research design was appropriate because it enabled the researcher to describe the current organizational conditions and determine the predictive relationships among the variables within the framework of Herzberg's Motivation-Hygiene Theory.

Locale

The study was conducted at Davao de Oro State College (DDOSC), a public higher education institution situated in the Province of Davao de Oro, Philippines. The institution operates through four campuses: Main Campus-Compostela, Maragusan Campus, Montevista Campus, and New Bataan Campus. These campuses serve geographically diverse rural communities while operating under a unified administrative system. Davao de Oro State College was selected as the research locale because of its multi-campus organizational structure, diverse workforce composition, and continuing efforts to strengthen institutional effectiveness. The presence of teaching and non-teaching personnel across different campuses provides an appropriate setting for examining how Human Resource Management practices and work-related trust influence school climate within a rural state college. Furthermore, the institution represents an emerging higher education environment where organizational development, employee engagement, and quality assurance have become institutional priorities. These characteristics make DDOSC an appropriate setting for investigating the interplay among the variables included in this study.

Sampling and Participants

The target population consisted of 414 permanent teaching and non-teaching personnel employed across the four campuses of Davao de Oro State College during Academic Year 2025–2026. To ensure adequate representation of all employee groups, the study utilized proportionate stratified random sampling. This probability sampling technique involved dividing the population into homogeneous strata according to campus and employment classification before selecting

respondents proportionately from each group. Through this procedure, every eligible employee had an equal opportunity to participate while ensuring that each subgroup was adequately represented. Using proportional allocation, a total of 204 respondents were selected for participation in the study. Eligible respondents included regular or permanent teaching and non-teaching personnel currently employed by the institution. Employees with contractual, temporary, or casual appointments, as well as personnel who were on extended leave during the conduct of the study, were excluded. The use of proportionate stratified random sampling enhanced the representativeness of the sample, minimized sampling bias, and improved the generalizability of the study findings across the institution.

Procedure

Data were gathered using a structured survey questionnaire consisting of three major sections corresponding to the variables investigated in the study, namely Human Resource Management practices, work-related trust, and school climate. The questionnaire was developed from established theoretical frameworks and validated measurement instruments identified in the related literature. Before data collection commenced, ethical clearance was secured from the Ethics Review Committee of Assumption College of Nabunturan. Upon approval, formal permission to conduct the study was obtained from the administration of Davao de Oro State College. The researchers coordinated with the administrators of the four campuses regarding the schedule for administering the survey. Prior to the distribution of the questionnaires, respondents were informed about the objectives of the study, the voluntary nature of their participation, their rights as research participants, and the confidentiality of the information they would provide. Written informed consent was obtained from all participants before the administration of the questionnaire. The questionnaires were personally administered by the researcher to ensure proper orientation and to address any questions that respondents might have during the completion of the instrument. Respondents were allotted approximately 15 to 20 minutes to accomplish the questionnaire. Upon completion, the questionnaires were immediately retrieved to maximize the response rate and ensure completeness of the collected data.

Validation and Reliability

The research instrument underwent content validation by experts in educational management, human resource development, and research methodology. The validators examined the instrument in terms of clarity, relevance, consistency, and alignment with the objectives of the study. Their recommendations and suggestions were carefully considered and incorporated into the final version of the questionnaire. Prior to the actual conduct of the study, a pilot test was administered to 40 employees who were not included among the actual respondents. The pilot testing aimed to determine the internal consistency and reliability of the instrument. Reliability was assessed using Cronbach's Alpha coefficient, with a value of 0.70 or higher considered acceptable for research purposes. The analysis revealed reliability coefficients ranging from 0.725 to 0.958 for most dimensions, indicating acceptable to excellent internal consistency. However, the School Safety dimension obtained a Cronbach's Alpha coefficient of 0.123, which did not satisfy the acceptable reliability threshold. Consequently, this dimension was removed from the final research instrument. The remaining constructs demonstrated satisfactory reliability and were retained for the actual data collection.

Data Analysis

The completed questionnaires were checked for completeness before the responses were encoded into the Statistical Package for the Social Sciences (SPSS) for analysis. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were employed to describe the demographic characteristics of the respondents and determine the levels of Human Resource Management practices, work-related trust, and school climate. To determine the relationships among the study variables, the Pearson Product-Moment Correlation Coefficient (Pearson r) was utilized. This statistical technique was appropriate because it measures the strength and direction of the relationship between continuous variables. Multiple Linear Regression Analysis was employed to identify which dimensions of Human Resource Management practices and work-related trust significantly influenced school climate. This procedure enabled the researcher to determine the relative contribution of each predictor variable while controlling for the effects of the other predictors included in the regression model. All statistical tests were interpreted using a 0.05 level of significance.

Ethical Considerations

The study strictly adhered to the ethical principles of respect for persons, beneficence, and justice throughout the research process. Ethical clearance was obtained from the Ethics Review Committee of Assumption College of Nabunturan before the conduct of the study. Participation in the study was entirely voluntary. All respondents were informed of the objectives of the research, the procedures involved, the confidentiality of their responses, and their right to withdraw from the study at any time without any form of penalty or disadvantage. To ensure anonymity and confidentiality, no personally identifiable information was collected or disclosed. The completed questionnaires were coded to protect respondents' identities. Electronic files were stored in password-protected devices, while printed documents were securely kept in a locked storage area accessible only to the researcher. The collected data were used exclusively for academic purposes and were handled in accordance with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173). Upon completion of the study, all research records will be disposed of following institutional data management protocols.

Limitations and Methodological Rigor

This study was limited to the perceptions of permanent teaching and non-teaching personnel employed at Davao de Oro State College during Academic Year 2025–2026. Since the study relied on self-administered questionnaires, the findings may have been influenced by respondents' personal perceptions and the possibility of response bias. Moreover, the cross-sectional design limited the ability to establish causal relationships among the variables. Despite these limitations, methodological rigor was maintained through the use of validated research instruments, expert evaluation, pilot testing, reliability analysis, probability sampling, and appropriate statistical techniques. These methodological procedures enhanced

the validity, reliability, credibility, and overall trustworthiness of the findings while ensuring that the research process remained consistent with the objectives and theoretical foundation of the study.

RESULTS AND DISCUSSION

Table 1 presents the summary of the respondents’ assessment of Human Resource Management (HRM) practices at Davao de Oro State College. The findings revealed an overall mean of 3.20, interpreted as Agree, indicating that the respondents generally perceived the institution’s Human Resource Management practices to be positively implemented. Among the four dimensions, Training and Career Development and Challenging Employment Assignments and Opportunities obtained the highest mean scores (M = 3.24), followed by Remuneration and Recognition (M = 3.20), while Organizational Fit obtained the lowest mean (M = 3.12). Although Organizational Fit ranked lowest, all dimensions received favorable evaluations, reflecting respondents’ positive perceptions of the institution’s human resource practices.

The findings suggest that employees place greater value on developmental Human Resource Management practices that promote continuous learning, professional advancement, and meaningful work experiences. Opportunities for training, career development, and challenging work assignments appear to strengthen employees’ motivation, competence, and commitment to organizational goals. Although compensation, recognition, and organizational value congruence remain important, they were perceived as relatively less influential than developmental opportunities. These findings support Herzberg’s Motivation-Hygiene Theory, which distinguishes intrinsic motivators from hygiene factors. According to Herzberg, opportunities for achievement, personal growth, advancement, and responsibility serve as intrinsic motivators that enhance employee satisfaction and organizational commitment. The present findings affirm that employees derive greater satisfaction from opportunities that facilitate professional development than from transactional organizational practices alone. The findings are likewise consistent with Mishra (2024), who emphasized that career development programs improve employee engagement and organizational performance. Similarly, Stone and Deadrick (2015) argued that organizations strengthen workforce capability by providing employees with meaningful and challenging assignments that encourage continuous learning and adaptability. Overall, the findings demonstrate that developmental Human Resource Management practices constitute an important organizational resource for fostering a positive work environment within higher education institutions.

Table 1
 Summary of the Level of Human Resource Management Practices

Dimension	Mean (M)	Standard Deviation (SD)	Verbal Interpretation	Rank
Training and Career Development	3.24	0.49	Agree	1.5
Challenging Employment Assignments and Opportunities	3.24	0.45	Agree	1.5
Remuneration and Recognition	3.20	0.46	Agree	3
Organizational Fit	3.12	0.46	Agree	4
Overall Human Resource Management Practices	3.20	0.47	Agree	

Note. M = Mean; SD = Standard Deviation.

Summary Table 2 presents the summary of the respondents’ assessment of work-related trust. The results revealed an overall mean of 3.58, interpreted as Strongly Agree, indicating that employees possess a very high level of trust within the workplace. Among the three dimensions, Concern for Others obtained the highest mean (M = 3.65), while Competence with the Job and Keeping Commitments both recorded a mean of 3.55. These findings indicate that respondents consistently perceive themselves and their colleagues as competent, dependable, and supportive members of the organization.

The highest rating obtained by Concern for Others suggests that interpersonal relationships founded on empathy, cooperation, and mutual respect represent the strongest aspect of work-related trust within the institution. Employees recognize the importance of acknowledging colleagues’ contributions, providing assistance when necessary, and maintaining positive professional relationships. Such behaviors strengthen collaboration and contribute to a supportive organizational culture. The findings are consistent with the work of Sun et al. (2023) who reported that organizations characterized by high levels of interpersonal trust demonstrate stronger teamwork and improved organizational performance. Kellerer and Süß (2025) further argued that relational trust, grounded in empathy and concern for others, exerts a stronger influence on organizational outcomes than competence-based trust alone. From the perspective of Herzberg’s Motivation-Hygiene Theory, supportive interpersonal relationships function as important motivational factors that promote employee satisfaction and organizational commitment. Collectively, the findings suggest that the culture of trust within Davao de Oro State College provides a strong social foundation for sustaining organizational effectiveness and maintaining a positive school climate.

Table 2
 Summary of the Level of Work-Related Trust

Dimension	Mean (M)	Standard Deviation (SD)	Verbal Interpretation	Rank
Concern for Others	3.65	0.49	Strongly Agree	1
Competence with the Job	3.55	0.41	Strongly Agree	2.5
Keeping Commitments	3.55	0.43	Strongly Agree	2.5
Overall Work-Related Trust	3.58	0.44	Strongly Agree	

Note. M = Mean; SD = Standard Deviation.

Table 3 summarizes the respondents' assessment of school climate. The results yielded an overall mean of 3.28, interpreted as Strongly Agree, indicating that employees generally perceive Davao de Oro State College as having a positive organizational climate. Among the five dimensions, Structure for Learning obtained the highest mean ($M = 3.57$), followed by Staff Connection ($M = 3.46$), Peer and Adult Relations ($M = 3.42$), and Physical Environment ($M = 3.26$). Parent Involvement obtained the lowest mean ($M = 2.70$), although it remained within the Agree category.

The findings indicate that respondents highly appreciate the institution's instructional systems, supportive collegial relationships, and positive interpersonal interactions. Employees perceive that the institution maintains an environment conducive to effective teaching, collaboration, and organizational productivity. The comparatively lower rating for Parent Involvement suggests that stronger partnerships between the institution and external stakeholders remain an area requiring continuous improvement. The findings support the conceptual framework of Cohen et al. (2009), who identified supportive relationships, effective instructional systems, and organizational safety as essential dimensions of a positive school climate. Similarly, Wang and Degol (2015) emphasized that school climate encompasses organizational structures, interpersonal relationships, and institutional environments that collectively influence employee well-being and organizational effectiveness. Thapa et al. (2013) likewise argued that positive school climates strengthen employee engagement, institutional commitment, and educational quality. Overall, the findings demonstrate that Davao de Oro State College has established a generally positive organizational environment characterized by effective instructional practices and supportive workplace relationships. Nevertheless, strengthening collaboration with parents and external stakeholders remains an important opportunity for sustaining institutional excellence.

Table 3
Summary of the Level of School Climate

Dimension	Mean (M)	Standard Deviation (SD)	Verbal Interpretation	Rank
Structure for Learning	3.57	0.42	Strongly Agree	1
Staff Connection	3.46	0.47	Strongly Agree	2
Peer and Adult Relations	3.42	0.46	Strongly Agree	3
Physical Environment	3.26	0.55	Strongly Agree	4
Parent Involvement	2.70	0.82	Agree	5
Overall School Climate	3.28	0.54	Strongly Agree	

Note. M = Mean; SD = Standard Deviation.

Table 4 presents the summary of the correlation and regression analyses conducted to determine the relationships among Human Resource Management practices, work-related trust, and school climate, as well as the dimensions that significantly predict school climate. The correlation analysis revealed statistically significant positive relationships between Human Resource Management practices and school climate ($r = .649, p < .001$) and between work-related trust and school climate ($r = .681, p < .001$). These findings indicate that improvements in Human Resource Management practices and higher levels of work-related trust are associated with more positive perceptions of school climate. The regression analysis further demonstrated that Training and Career Development ($\beta = .386, p < .001$), Challenging Employment Assignments and Opportunities ($\beta = .338, p < .001$), Concern for Others ($\beta = .388, p < .001$), and Keeping Commitments ($\beta = .243, p = .002$) significantly predict school climate. Conversely, Organizational Fit, Remuneration and Recognition, and Competence with the Job did not significantly predict school climate after controlling for the effects of the other variables. These findings suggest that employees' perceptions of school climate are influenced more strongly by developmental organizational practices and interpersonal trust than by compensation, organizational value congruence, or technical competence alone. Professional growth opportunities, meaningful work assignments, empathy, and reliability create organizational conditions that encourage collaboration, strengthen employee engagement, and promote institutional effectiveness. The findings strongly support Herzberg's Motivation-Hygiene Theory, which posits that intrinsic motivators such as achievement, growth, responsibility, and meaningful work exert greater influence on employee satisfaction than hygiene factors. Likewise, the findings affirm contemporary organizational trust theory, which recognizes interpersonal trust as an essential mechanism through which organizational relationships and collaborative cultures are strengthened. Overall, the study demonstrates that a positive school climate emerges through the combined influence of effective Human Resource Management practices and a workplace culture characterized by trust, empathy, accountability, and continuous professional development.

Table 4
Summary of the Results of Correlation and Regression Analyses
A. Correlation Analysis

Variables	Test Statistic	p	Decision	Interpretation
Human Resource Management Practices and School Climate	$r = .649$	$< .001$	Reject H_0	Significant Positive Relationship
Work-Related Trust and School Climate	$r = .681$	$< .001$	Reject H_0	Significant Positive Relationship

B. Multiple Regression Analysis

Predictor	β	p	Decision
Organizational Fit	.065	.354	Not Significant
Remuneration and Recognition	-.038	.658	Not Significant
Training and Career Development	.386	$< .001$	Significant
Challenging Employment Assignments and Opportunities	.338	$< .001$	Significant

Predictor	β	p	Decision
Competence with the Job	.129	.084	Not Significant
Concern for Others	.388	< .001	Significant
Keeping Commitments	.243	.002	Significant

Note. β = Standardized Beta Coefficient. Significant at $p < .05$.

Summary

The findings further reinforce the growing body of evidence that a positive school climate is a multidimensional construct shaped by organizational structures, interpersonal relationships, employee well-being, and stakeholder engagement. Previous literature has consistently emphasized that school climate extends beyond the physical environment and encompasses psychological safety, collaborative relationships, and institutional support systems that foster organizational effectiveness (Kutsyuruba et al., 2015). Positive school climates also promote stronger social connections and healthier interpersonal networks, thereby reducing organizational conflict and encouraging greater engagement among members of the institution (Pinchak, 2024). The favorable ratings obtained for structure for learning, staff connection, and peer and adult relations in the present study support these perspectives by demonstrating that employees perceive the institution as maintaining an environment conducive to collaboration and professional growth. Similar findings have been reported in educational settings where collaborative professional learning communities and teacher collaboration significantly contributed to more inclusive and supportive school environments (Cole, 2025). The findings also highlight the importance of human resource management practices in shaping employees' perceptions of the organizational climate. Strategic alignment between organizational goals and human resource management systems contributes to greater institutional effectiveness, while supportive human resource management practices enhance employees' career success and encourage positive organizational behaviors (García-Carbonell et al., 2015; Giancaspro et al., 2021). Likewise, trust and well-designed work systems complement one another in enhancing employee satisfaction and organizational performance, suggesting that developmental HRM practices and workplace trust jointly contribute to a more positive organizational climate (Cunningham & MacGregor, 2000). Likewise, effective school governance, organizational practices, and inclusive leadership have been shown to strengthen institutional performance and create organizational conditions that foster employee commitment and positive workplace relationships (Casamayor & Plaga, 2025).

The comparatively lower rating for parent involvement suggests opportunities for strengthening partnerships with external stakeholders. Meaningful parental involvement contributes significantly to strengthening school climate by promoting shared responsibility between educational institutions and families, while effective family engagement enhances educational outcomes through stronger school-family relationships and institutional responsiveness (Garbacz et al., 2018; Haynes et al., 1989). These findings are further supported by evidence emphasizing that culturally responsive and inclusive parental engagement enhances collaboration between schools and families, particularly within developing-country contexts (Cariaga et al., 2025). The findings likewise underscore the importance of employee well-being and psychosocial support within educational institutions. Supportive school environments have been associated with improved mental health, well-being, confidence, and motivation among members of educational communities, thereby enhancing organizational outcomes (Hinze et al., 2023; Høigaard et al., 2022). Inclusive and supportive educational environments also contribute to the emotional well-being of diverse members of school communities while fostering stronger professional identities and a greater sense of belonging within educational institutions (Grbić & Maksić, 2020; Horswood et al., 2019). Similarly, studies involving newly hired public school teachers have demonstrated that positive workplace experiences, organizational support, and collaborative school environments strengthen teachers' motivation and commitment during their transition into the profession (Juntilla-Amora & Simpall, 2025). Furthermore, providing adequate institutional support for teachers working in specialized educational contexts contributes to greater professional resilience and organizational effectiveness (Augusto et al., 2026). Favorable classroom conditions have likewise been associated with enhanced learner engagement and motivation, emphasizing the broader influence of supportive educational environments on both educators and students (Rosario, 2026). Collectively, these studies reinforce the present findings that supportive organizational relationships, developmental opportunities, collaborative leadership, and a trusting workplace culture are essential in sustaining a healthy and productive school climate in higher education institutions.

Conclusion and Recommendations

The findings of the study indicate that Human Resource Management (HRM) practices, work-related trust, and school climate were generally perceived positively by the employees of Davao de Oro State College. Among the dimensions of HRM practices, training and career development and challenging employment assignments and opportunities emerged as the strongest organizational practices, while concern for others ranked highest among the dimensions of work-related trust. Similarly, the respondents perceived the school's climate favorably, particularly in terms of structure for learning and staff connection, although parent involvement was identified as the dimension requiring greater attention. These findings suggest that the institution has established organizational systems and interpersonal relationships that support a positive and productive work environment. The study further established that Human Resource Management practices and work-related trust have significant positive relationships with school climate. Specifically, training and career development, challenging employment assignments and opportunities, concern for others, and keeping commitments significantly predicted school climate. These findings affirm that developmental Human Resource Management practices and strong interpersonal trust contribute substantially to creating a supportive organizational climate. Consequently, fostering employee development while strengthening a culture of collaboration, accountability, and mutual trust remains essential in promoting organizational effectiveness and sustaining a positive school climate in higher education institutions.

Based on the findings of the study, the administration of Davao de Oro State College is encouraged to strengthen its Human Resource Management programs by expanding professional development opportunities, mentoring initiatives, leadership training, and competency-based career development programs. Institutional leaders should also continue fostering a culture of trust through transparent communication, participative decision-making, recognition of employee contributions, and team-building activities that strengthen collaboration, accountability, and mutual respect. Moreover, initiatives that encourage stronger partnerships with parents and external stakeholders should be implemented to enhance the parent involvement dimension of the school's climate. Future researchers are encouraged to replicate this study in other higher education institutions to validate the findings across different organizational settings. They may also consider including additional organizational variables, such as transformational leadership, organizational commitment, employee engagement, organizational justice, psychological safety, and job satisfaction, or employ mixed-methods and longitudinal research designs to provide a more comprehensive understanding of the factors that influence school climate in educational institutions.

References

- Alfes, K., Shantz, A. D., Truss, C., & Soane, E. C. (2013). The link between perceived human resource management practices, engagement and employee behaviour: A moderated mediation model. *The International Journal of Human Resource Management*, 24(2), 330–351. <https://doi.org/10.1080/09585192.2012.679950>
- Augusto, W., Perez, N., & Enoc, J. (2026). Challenges of Filipino Special Education Teachers in the United States. *International Journal of Interdisciplinary Viewpoints*, 2(3), 1–11. <https://doi.org/10.64612/ijiv.v2i3.93>
- Cariaga, R., Dagunan, M. A., Cariaga, V., Sabidalas, M. A., El Halaissi, M., & Bacatan, J. (2025). Rethinking Parental Involvement in Developing Countries: Toward Inclusive and Culturally Responsive Education. *International Journal of Interdisciplinary Viewpoints*, 1(5), 631–637. <https://doi.org/10.64612/ijiv.v1i5.39>
- Casamayor, F., & Plaga, E. (2025). Perceptions, Implementation of Indigenous Peoples Education program and School Practices, Governance, and Performance in Socsargen. *International Journal of Interdisciplinary Viewpoints*, 1(2), 145–152. <https://doi.org/10.64612/ijiv.v1i2.15>
- Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *Teachers College Record*, 111(1), 180–213.
- Cole, V. J. (2025). Perceptions on Inclusive Education, Professional Learning Community Practices and Teachers' Collaboration: Multiple Regression Analysis. *International Journal of Interdisciplinary Viewpoints*, 1(1), 26–37. <https://doi.org/10.64612/ijiv.v1i1.8>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Cunningham, J. B., & MacGregor, J. N. (2000). Trust and the design of work: Complementary constructs in satisfaction and performance. *Human Relations*, 53(12), 1575–1591. <https://doi.org/10.1177/00187267005312003>
- Dela Cruz, M., & Santos, P. (2022). Administrative support and faculty perceptions of school climate in state universities and colleges in Mindanao. *Philippine Journal of Social Sciences and Education*, 10(3), 77–91.
- Garbacz, S. A., Herman, K. C., Thompson, A. M., & Reinke, W. M. (2018). Family engagement in education and intervention: Implementation and evaluation to maximize family, school, and student outcomes. *Journal of School Psychology*, 62, 1–10. <https://doi.org/10.1016/j.jsp.2017.04.002>
- García-Carbonell, N., Alcázar, F. M., & Sánchez-Gardey, G. (2015). Is double fit a sufficient condition for SHRM success? *International Journal of Organizational Analysis*, 23(2), 264. <https://doi.org/10.1108/ijoa-01-2013-0638>
- Giancaspro, M. L., Manuti, A., Presti, A. L., & Rosa, A. D. (2021). Human resource management practices perception and career success: The mediating roles of employability and extra-role behaviors. *Sustainability*, 13(21), 11834. <https://doi.org/10.3390/su132111834>
- Gonzales, R. U., & Dioso, E. D. (2024). School climate and teachers' commitment: A descriptive-correlational study. *International Journal of Research and Innovation in Applied Science*, 9(7), 48–61. <https://doi.org/10.51584/ijrias.2024.9702>
- Grbić, S., & Maksić, S. (2020). Adolescent identity at school: Student self-positioning in narratives concerning their everyday school experiences. *Journal of Constructivist Psychology*, 35(1), 295. <https://doi.org/10.1080/10720537.2020.1816235>
- Haynes, N. M., Comer, J. P., & Hamilton-Lee, M. (1989). School climate enhancement through parental involvement. *Journal of School Psychology*, 27(1), 87. [https://doi.org/10.1016/0022-4405\(89\)90034-4](https://doi.org/10.1016/0022-4405(89)90034-4)
- Hinze, V., Montero-Marín, J., Blakemore, S., Byford, S., Dalgleish, T., Esposti, M. D., Greenberg, M. T., Jones, B., Slaghekke, Y., Ukoumunne, O. C., Viner, R., Williams, J. M. G., Ford, T., & Kuyken, W. (2023). Student- and school-level factors associated with mental health and well-being in early adolescence. *Journal of the American Academy of Child & Adolescent Psychiatry*, 63(2), 266. <https://doi.org/10.1016/j.jaac.2023.10.004>
- Høigaard, R., Kovac, V. B., Overby, N. C., & Haugen, T. (2022). Academic self-efficacy mediates the effects of school psychological climate on academic achievement. *School Psychology Quarterly*, 30(1), 64–74. <https://doi.org/10.1037/spq0000056>
- Horswood, D., Baker, J., Fazel, M., Rees, S., Heslop, L., & Silove, D. (2019). School factors related to the emotional wellbeing and resettlement outcomes of students from refugee backgrounds: Protocol for a systematic review. *Systematic Reviews*, 8(1). <https://doi.org/10.1186/s13643-019-1016-6>
- Juntilla-Amora, E., & Simal, E. A. (2025). Perceptions, Motivations, and Experiences of the Newly Hired Public School Teachers on the 2023 Hiring Policy Guidelines. *International Journal of Interdisciplinary Viewpoints*, 1(2), 133–144. <https://doi.org/10.64612/ijiv.v1i2.14>
- Kellerer, M., & Süß, S. (2025). Implications of multiple commitment targets for turnover intentions and actual turnover: A systematic literature review. *Management Review Quarterly*. <https://doi.org/10.1007/s11301-025-00500-0>
- Kutsyuruba, B., Klinger, D. A., & Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and well-being: A review of the literature. *Review of Education*, 3(2), 103. <https://doi.org/10.1002/rev.3.3043>
- Mishra, S. (2024). Human resource management practices: Enhancing employee engagement and retention in a global context. *Journal of Advanced Management Studies*, 1(2), 19. <https://doi.org/10.36676/jams.v1.i2.10>
- Pinchak, N. P. (2024). A paradox of school social organization: Positive school climate, friendship network density, and adolescent violence. *Journal of Youth and Adolescence*, 53(11), 2623. <https://doi.org/10.1007/s10964-024-02034-2>
- Rosario, M. (2026). Classroom Conditions in Relation to Learners' Reading Motivation: An Assessment. *International Journal of Interdisciplinary Viewpoints*, 2(3), 12–18. <https://doi.org/10.64612/ijiv.v2i3.94>
- Searle, R. H., & Dietz, G. (2012). Editorial: Trust and HRM: Current insights and future directions. *Human Resource Management Journal*, 22(4), 333–342. <https://doi.org/10.1111/1748-8583.12006>
- Sim, L. S. (2019). The school climate, faculty trust, and collective efficacy in a Chinese Filipino school (Master's thesis, De La Salle University, Manila). DLSU Animo Repository. https://animorepository.dlsu.edu.ph/etd_masteral/6531
- Stone, D. L., & Deadrick, D. L. (2015). Challenges and opportunities affecting the future of human resource management. *Human Resource Management Review*, 25(2), 139–145. <https://doi.org/10.1016/j.hrmr.2015.01.003>
- Sun, J., Zhang, R., & Forsyth, P. B. (2023). The effects of teacher trust on student learning and the malleability of teacher trust to school leadership: A 35-year meta-analysis. *Educational Administration Quarterly*, 59(4), 435–472. <https://doi.org/10.1177/0013161X221134651>
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83(3), 357–385. <https://doi.org/10.3102/0034654313483907>
- Wang, M., & Degol, J. L. (2015). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational Psychology Review*, 28(2), 315. <https://doi.org/10.1007/s10648-015-9319-1>