

Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) in the Division of Northern Samar: Achieving Maturity Level II

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Abstract

Effective human resource management is critical to the success of educational institutions, but it can be challenging to manage human resources in the education sector. Recruitment, selection, and retention of highly qualified personnel, providing professional development opportunities, and ensuring employee satisfaction and motivation are some of the challenges that institutions face. This study examines the human resource management practices of the Schools Division Office (SDO) Northern Samar in the Philippines, using a mixed methods concurrent design approach. It collected data through reports, documents, and interviews with SDO officials and school administrators. The qualitative and quantitative findings were merged through simultaneous data analysis. The findings revealed that SDO Northern Samar has met the PRIME-HRM Level 2 – Maturity Level Indicators in the Systems, Practices, and Competencies of the four core Human Resource Management areas. The overall performance rating of 4.950 reflects the excellent service delivery of SDO Northern Samar. Further, most of the recipients of appointments and HR programs were teachers, followed by school administrators and non-teaching personnel. The high number of teachers who received training, seminars, and workshops indicates a strong emphasis on professional development for educators in the school system. The significant participation of school administrators in these events suggests a supportive organizational culture for professional growth. Moreover, most of the scholars receive courses from SEAMEO InnoTech, and most of the rewards and recognition being received are from the division level. These findings highlight the importance of providing opportunities for all staff members to enhance their skills and knowledge and the high level of excellence and dedication of the teaching, non-teaching, and teaching-related personnel within the division. These accomplishments were achieved through best practices in human resource management such as developing a comprehensive recruitment strategy that targets a diverse pool of candidates, providing support for new hires, regularly evaluating staff performance and providing feedback, and creating a culture of appreciation and recognition. Additionally, providing ongoing professional development opportunities, implementing a mentoring program, and developing a comprehensive compensation and benefits package are important for staff advancement and retention. These findings can help educational institutions improve their human resource management practices and enhance the quality of education they provide.

Keywords: Human resource management, education sector, Philippines, PRIME-HRM, best practices, mixed methods

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1. Introduction

Human resource management (HRM) in education refers to the practices and processes that organizations, particularly educational institutions, use to manage and develop their human capital. These practices include recruiting, selecting, training, and retaining employees, as well as managing their performance and career development. The HRM in education plays a critical role in the success of educational institutions, as the quality of human resources directly impacts the organization's ability to achieve its mission, vision, and objectives.

One of the key challenges facing HRM in education is the recruitment, selection, and placement of qualified teachers. Studies have shown that the quality of teachers is a significant factor in student achievement. However, issues such as nepotism, politics, and a focus on localization over performance can impede the recruitment, selection, and placement of highly qualified teachers (Tejano, 2022). These issues are further compounded by the fact that many administrators do not have confidence in the interview process as a tool for selecting the best candidates (Maynes & Hatt, 2015). Another challenge facing HRM in education is the management of employee performance. Performance management is a practice that aims to support employee performance, but it can result in negative employee experiences. This is particularly true in the teaching profession, where the demands and challenges can be high. However, research has shown that the perceived effectiveness of a performance management process has a positive relationship with performance and a conflicting relationship with teacher

fatigue (Waeyenberg et al., 2022). Additionally, the connection between teacher performance and the perceived effectiveness of the performance management process is indirect, particularly through affective organizational commitment.

Further, rewards and recognition are also an important aspect of HRM in education. Studies have shown that promotion, rewards, and acknowledgement are key drivers of teacher motivation and have an impact on their success in the field (Lim, 2021). Rewards and recognition systems have a strong positive influence on teachers and their work, increasing their job satisfaction, job security, and development as teachers (Subhashini & Kumar, 2019). Teaching awards also have a positive impact on the income growth of winners, particularly those in their mid-career (Ravago & Mapa, 2020). But most teachers go unrecognized for the countless hours they put into preparing for their students, leading to low productivity (Movsessian, 2018).

Other issues include poor working conditions, staffing issues, budget constraints, and frequent transfers of teachers, among others, have hindered the management of staff maintenance, staff relations, staff development, hiring of staff, and job performance rewards (Omebe, 2014). Managing human resources in the education sector can be particularly challenging (Chaudari, 2019). Over time, old teachers experience anxiety due to a variety of stresses and problems. On the other hand, brand-new teachers are bursting with energy and enthusiasm (Lim, 2021).

To address these challenges, the Civil Service Commission developed the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) (CSC Memorandum Circular 24 s. 2016) which builds on and enhances the Personnel Management Assessment and Assistance Program (PMAAP) and the CSC Agency Accreditation Program (CSCAAP). It is a method that grants government organizations more autonomy by improving their practices, processes, and capabilities for human resource management. The ultimate goal is to have a dedicated, committed and productive workforce through appropriate recruitment, selection, and supervision, induction, and providing rewards, performance appraisal, and promotion.

In regards to the evaluation of PRIME-HRM implementation, 346 previously revalidated/accredited agencies have undergone online self-assessment and 3,126 agencies have also undergone online self-assessment. However, an on-site assessment of 236 DepEd offices revealed that the overall maturity level of HRM was at Level I, categorized as Transactional/Regulated, and the overall competency level of HRMOs was also at Level I, classified as Basic (Egcas & Lacuesta, 2018).

Research gaps in the human resource management of Schools Division of Northern Samar include the lack of confidence in the interview process for selecting teachers, poor working conditions, staffing issues, budget constraints, and frequent transfers of teachers. These issues can hinder staff maintenance, staff relations, staff development, hiring of staff, and job performance rewards. Addressing these issues is crucial for educational institutions to achieve their goals and objectives. The Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) has been developed to improve human resource management practices and capabilities for recruitment, selection, supervision, rewards, performance appraisal, and promotion, but its implementation needs to be further evaluated to ensure its effectiveness.

This study sought to determine the status of PRIME-HRM implementation along recruitment selection and placement, performance management, learning and development, reward and recognition, and the practices being adapted in SDO Northern Samar that led to its achievement of Maturity Level II.

2. Methodology

The research study employed a mixed methods concurrent design (Creswell & Plano Clark, 2013) to gather in-depth and wide information regarding the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) Maturity Level II achieved by the Schools Division of Northern Samar. The participants in this study included key personnel involved in the HRM processes during the school year 2021-2022. Relevant reports, documents, and interviews were used to gather data on the status of the four core HR areas and the best practices employed to secure the PRIME-HR Maturity Level II. The quantitative data were analyzed using frequency counts and percentage, while the documents and interview responses were analyzed using the thematic analysis model (Erlington & Brysiewicz, 2017). The researcher adhered to research ethics principles and ensured that the research was conducted in an ethical and responsible manner, with special consideration given to the unique characteristics of the research participants (Froilan & Adarayan-Morallos, 2020). She also took all necessary steps to ensure the integrity and accuracy of the research data.

3. Results and Discussion

3.1. Recruitment, Selection and Placement

Table 3.1 shows the number of approved appointments in school year 2021 – 2022 as released by the Records Officer. It revealed that a staggering 2,093 approved appointments are being released within twelve months of HR operation. Most of these are for Teacher III (624 or 29.81%) followed by Teacher I (443 or 21.17%), and Teacher II (321 or 15.34%). In conclusion, the data released by the Records Officer shows that a significant

number of approved appointments were made within the school year 2021-2022. The majority of these appointments were for Teacher III positions, followed by Teacher I and Teacher II positions. This implies that there was a high demand for teachers in these positions during the school year. Additionally, this data suggests that the shortage of teachers in the field was promptly filled-in with issuance of large number of approved appointments. This implies that the teacher recruitment and retention efforts of competent teachers were being timely addressed by the Personnel Selection Board of the SDO Northern Samar.

Human resource (HR) best practices along recruitment, selection, and placement (see Table 1.2) are crucial for the success of any organization, particularly in the Schools Division of Northern Samar. Effective recruitment, selection, and placement processes helps to attract and retain high-quality employees, improve organizational performance, and support the achievement of strategic goals.

One key HR best practice in recruitment that the SDO Northern Samar adopts is strictly observing the qualification standards and Key Results Areas of the position being applied for by the applicant. It details the job description for each position. This helps to ensure that candidates have a clear understanding of the role and its responsibilities, and also aid in the selection process by providing a benchmark against which to evaluate candidates. Additionally, it is important to note that the SDO always seek for a diverse pool of candidates, this is achieved by posting job openings on multiple platforms, and encouraging word-of-mouth referrals. This helps to attract a wider range of candidates, and increase the chances of finding the best fit for the organization.

Another important HR best practice in selection in the SDO Northern Samar is the use of a variety of assessment methods, such as interviews, aptitude tests, and reference checks. This helps to provide a more comprehensive view of a candidate's qualifications and potential for success in the role. Additionally, the SDO has a structured and fair selection process which is achieved by using standardized assessment tools and having a selection panel that is composed of Assistant Schools Division Superintendent as the chair, Education Program Supervisors, Division Attorney, Executive Officer, Division Health Officer, and the Division Accountant as the members.

Finally, effective placement is an important HR best practice. This includes providing new employees with a comprehensive orientation and training program, which helps to ensure that they are equipped with the knowledge, skills, and resources necessary to perform their roles effectively. Additionally, the SDO have a mentoring program which helps to support new employees as they transition into their roles and can also help to promote employee retention.

In conclusion, effective recruitment, selection, and placement processes are essential for the success of any organization, particularly in the Schools Division of Northern Samar. By implementing key HR best practices such as developing a comprehensive recruitment strategy that targets a diverse pool of candidates; establishing clear criteria for selection and use objective measures to evaluate candidates; providing thorough orientation and support for new hires; and regularly reviewing placement decisions to ensure they are meeting the needs of the department.

These findings demonstrate that when the HRM addresses issues of nepotism, document-based evaluations, politics, and a focus on localization over performance (Tejano, 2022), and limited evidence of effective human resource practices due to inconsistencies, lack of communication, and resistance to change (Walker, 2019), the recruitment, selection, and placement process can show signs of improvement which ensure that the best qualified candidates are being hired and placed in schools, and ultimately improve student performance in national and international learning metrics.

3.2. Performance Management

Exhibits 3.2.1 to 3.2.4 shows the Civil Service Commission Resolution No. 2300011 dated 13th January 2023 recommending the conferment of the PRIME-HRM PRIME-HRM Bronze Award to the DepEd Schools Division Office of Northern Samar. Conferment. This means that the SDO Northern Samar has met the PRIME-HRM Level 2 – Maturity Level Indicators in the Systems, Practices, and Competencies of the four (4) core Human Resource Management areas, to wit: Recruitment Selection and Promotion, Performance Management, Learning and Development, and Reward and Recognition. This award also indicates that SDO Northern Samar have strictly observed civil service laws, rules, and regulations on the issuance of appointments and other HR programs, and has maintained its HR records management. Further, the overall performance rating of 4.950 reflects the excellent service delivery of SDO Northern Samar.

Performance management (see Table 3.2.1) is a vital aspect of human resource (HR) management in any organization, including the Schools Division of Northern Samar. Effective performance management practices helps to ensure that employees are performing at their best and that the organization is achieving its strategic goals.

One key HR best practice in performance management in SDO Northern Samar is the establishment of clear performance expectations and goals for the employees. This is achieved by strictly observing the job descriptions and KRA's that clearly outline the responsibilities and performance expectations for each role, as well as

developing performance plans that set specific, measurable, and time-bound goals for staff. This helps to ensure that the employees are aware of what is expected of them and that their efforts are aligned with the organization's objectives.

Another important HR best practice in performance management in SDO Northern Samar is the regular and timely evaluation and provision of feedback on employee performance. This is achieved by conducting regular Mid- and Year-End performance evaluations through IPCR or OPCR and providing staff with ongoing feedback on their performance. It is important to note that this SDO uses a variety of assessment methods, such as self-evaluation, peer evaluations, and supervisor evaluations, as this can help to provide a more comprehensive view of employee performance. Additionally, it is important to provide constructive feedback and recognize good performance, this can help to motivate staff and improve their performance.

Using data to inform and improve performance management processes is another key HR best practice in SDO Northern Samar. This is attained by collecting (e.g. eSAT, IPCRF) and analyzing data on employee performance, such as attendance, productivity, and quality of work. This data is then used to identify areas of strength and weakness, and to make informed decisions about staff development and training.

Finally, providing opportunities for staff to set and achieve professional development goals is an important HR best practice in performance management in the SDO Northern Samar. This is accomplished by providing employees with access to training and development opportunities, such as workshops, conferences, mentoring, and scholarship programs. Additionally, it is important to mention that the support staff create an environment that fosters learning and professional growth.

In conclusion, effective performance management practices are essential for the success of any organization, particularly in the Schools Division of Northern Samar. By implementing key HR best practices such as establishing clear performance expectations and goals, regularly evaluating and providing feedback on staff performance, using data to inform and improve performance management processes, and providing opportunities for staff to set and achieve professional development goals, the SDO ensures that the employees are performing at their best and that it is achieving its strategic goals.

Performance management processes play a crucial role in teacher performance and student academic performance, and that improvements need to be made in the design and implementation of these processes (Waeyenberg et al., 2022); Alshaikhi & Alshaikhi, 2021); Finster & Milanowski, 2018); Jonyo & Jonyo (2017); Kagema & Irungu, 2018); Chirchir & Letangule, 2021).

3.3. Learning and Development

Table 3.3.1 presents the number of training/seminars/workshops recipients for calendar year 2022. It revealed that majority were teachers (2,840 or 62%), some school administrators (1,268 or 28%), and others were non-teaching personnel (475 or 10%). The high number of teachers who received training, seminars, and workshops indicates a strong emphasis on professional development for educators in the school system. The significant participation of school administrators in these events suggests a supportive organizational culture for professional growth and the need to keep administrators updated with the latest educational practices. The participation of non-teaching personnel highlights the importance of providing opportunities for all staff members to enhance their skills and knowledge.

Table 3.3.2 exhibits the NEAP scholarships granted to teaching and teaching-related personnel in the Schools Division of Northern Samar. It revealed that most of the scholars receive courses from SEAMEO InnoTech (222 or 71%) while nearly a quarter from National Teachers College (69 or 78%). Some are enrolled with the Research Triangle Institute (16 or 18%) and very few from Philippine Normal University (4 or 4%). The preference of most of the scholars for SEAMEO InnoTech and National Teachers College could be a reflection of the greater number of teachers that these institutions could accommodate into the relevant courses they offer suited to needs of the scholarship recipients. In contrast, the low number of scholars enrolled with Philippine Normal University and Research Triangle Institute could indicate a limited availability of scholarship slots. This might also indicate failure on the part of the candidate teachers to meet the necessary requirements. These results may provide insight for the organization responsible for administering the scholarships to consider increasing the availability and promotion of programs offered by other institutions to ensure that scholarship recipients have a wider range of options to choose from. The need for ongoing learning and development is essential due to the changing organizational, technical, and social dynamics (Nda & Fard, 2013). In the end, an organization's productivity and success depend on the efficient management of its training and development programs (Society for Human Resource Management, 2022).

Learning and development (see Table 3.3.3) are essential components of human resource (HR) management in any organization, including the Schools Division of Northern Samar. Effective learning and development practices helps to ensure that employees have the knowledge, skills, and competencies necessary to perform their roles effectively and that the SDO is able to achieve its strategic goals.

One key HR best practice in learning and development in SDO Northern Samar is the provision of ongoing

professional development opportunities for the teaching, non-teaching, teaching-related personnel. This is achieved by offering a variety of training and development programs, such as workshops, conferences, and online courses. These opportunities help them to stay up-to-date with the latest developments in their field and to acquire new knowledge, skills, and competencies. Additionally, the HRD of SDO Northern Samar tailor-fit the professional development opportunities according to the staff's need and job requirement as reflected in their eSAT, IPCR, or OPCR.

Another HR best practice in learning and development in SDO Northern Samar is that it encourages employees to pursue advanced degrees and certifications. This is realized by providing financial assistance, such as tuition reimbursement or scholarships, or by offering flexible work arrangements, such as part-time or online coursework, or by partnering with state universities in the country through the National Educators Association of the Philippines.

Implementing a mentoring program for new teachers and administrators is another key HR best practice. This is achieved by pairing new staff with experienced teachers or administrators who can provide guidance, support, and feedback on their performance.

Learning and development play a critical role in the success of organizations (Walters & Rodriguez, 2017). By bridging the gap between current and desired performance levels, organizations can maximize returns on their investments and ensure their human capital is prepared for the challenges of a competitive and dynamic environment (Society for Human Resource Management, 2022). Upskilling and reskilling are two strategies that organizations can use to close the skills gap (Nda & Fard, 2013). Effective training and development programs help employees upgrade their skills and knowledge, ensuring that they remain productive and motivated (Society for Human Resource Management, 2022).

3.4. Rewards and Recognition

Table 3.4.1 presents the rewards and recognition received by SDO Northern Samar personnel. It can be gleaned that most of the rewards and recognition being received are from the division level (54 or 88%). There are also personnel who received awards from the regional level (5 or 8%), national level (1 or 2%), and international level (1 or 2%). This highlights the high level of excellence and dedication of the teaching, non-teaching, and teaching-related personnel within the division. The small percentage of awards received from regional, national, and international levels further emphasizes the prestige of these achievements and the level of recognition given to the personnel from the Schools Division of Northern Samar. The implications of these findings are twofold. Firstly, it serves as motivation for the personnel to continue their outstanding performance, knowing that their efforts are being recognized and rewarded. Secondly, it sets a benchmark for other educational institutions, both within and outside of the region, to strive towards in terms of personnel performance and excellence.

Human resource management (HRM) plays a vital role in the success of any organization, especially in the education sector. The Schools Division of Northern Samar benefit significantly from implementing best practices in HRM rewards and recognition. One of the key practices is regularly recognizing and celebrating teaching, non-teaching, and teaching-related staff achievements. This not only boosts morale and creates a positive work environment, but it also helps retain employees by showing them that their hard work and dedication are noticed and rewarded. Another practice is providing opportunities for staff to advance in their careers. This is achieved through professional development programs, such as training and certification courses, or by creating a clear career progression path. This helps employees see a future for themselves within the organization, encouraging them to work harder and stay longer.

In addition to these practices, creating a culture of appreciation and recognition is also crucial. This involves creating a culture where employees are valued, respected, and appreciated for their contributions. The SDO Northern Samar achieved this through regular feedback and recognition programs and creating an open and inclusive work environment. Finally, the SDO strictly follow and abide by the comprehensive compensation and benefits package that is competitive with other agencies and the educational private sector. This package includes elements such as a fair salary, health insurance, retirement plans, and paid time off. By offering a competitive compensation and benefits package, the Schools Division of Northern Samar attract and retain the best employees, leading to improved student outcomes and a more efficient and effective educational system.

Educators have been found to desire recognition for their actions, including advancements in student performance, the ability to build relationships, and improvements to the functions of the school (Movsessian, 2018). According to Lim (2021), the main drivers of motivation for teachers are promotion, rewards, and acknowledgement, and these elements have an impact on their success in the field. Studies have found that rewards and recognition systems have a positive impact on teachers and their work. Subhashini and Kumar (2019) discovered that such systems have a strong positive influence on teachers, increasing their job satisfaction and, to some extent, their job security, while also significantly enhancing their development as teachers. Meanwhile, Ravago and Mapa (2020) found that teaching awards increase the income growth of winners, with a greater impact on the income of winners who were in their mid-career.

Incentivizing both teachers and principals with recognition rewards may also have the potential to improve student achievement, as Arora et al. (2022) found. They concluded that recognition rewards could be a low-cost tool to improve student achievement. Furthermore, Manzoor et al. (2021) found that intrinsic rewards have a positive and significant effect on employee performance, with employee motivation having a mediating effect between intrinsic rewards and performance.

4. Recommendations

This study recommends several ways for the Schools Division of Northern Samar to improve its PRIME-HRM practices and further achieve Maturity Level III. The recommendations cover areas of recruitment, selection, and placement, performance management, learning and development, and rewards and recognition. To improve recruitment practices, the article suggests creating a comprehensive recruitment process, including clear job descriptions, selection criteria, and selection tools, as well as using both internal and external recruitment to foster a diverse workplace. For performance management, the article recommends establishing clear performance expectations and objectives, conducting regular performance evaluations, and offering coaching and mentoring to help employees reach their full potential. In terms of learning and development, the article suggests providing regular training and development opportunities, encouraging employees to pursue professional development, and creating a supportive environment for employees to take risks and share knowledge. Finally, for rewards and recognition, the article suggests creating a comprehensive compensation and benefits package, regularly recognizing and celebrating staff achievements, providing opportunities for career advancement, and fostering a culture of appreciation and recognition.

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Tables and Figures

Table 3.1.1 Approved Appointments 2021 - 2022

	Frequency	Percentage
Teacher I	443	21.17%
Teacher II	321	15.34%
Teacher III	624	29.81%
Master Teacher I	155	7.41%
Master Teacher II	100	4.78%
Master Teacher III	25	1.19%
Head Teacher I	30	1.43%
Head Teacher II	14	0.67%
Head Teacher III	15	0.72%
Head Teacher IV	4	0.19%
Head Teacher VI	2	0.10%
Principal I	4	0.19%
Principal II	15	0.72%
PRINCIPAL – III	28	1.34%
PRINCIPAL – IV	13	0.62%
SENIOR EDUCATION PROGRAM SPECIALIST	1	0.05%
EDUCATION PROGRAM SPECIALIST - II	12	0.57%
ADMINSTRATIVE AIDE – I	2	0.10%
ADMINISTRATIVE AIDE – II	12	0.57%
ADMINISTRATIVE AIDE – III	7	0.33%
ADMINISTRATIVE AIDE – IV	1	0.05%
ADMINISTRATIVE AIDE – VI	8	0.38%
ADMINISTRATIVE ASSISTANT – II	39	1.86%

	Frequency	Percentage
ADMINISTRATIVE ASSISTANT - III	26	1.24%
ADMINISTRATIVE OFFICER – I	1	0.05%
ADMINISTRATIVE OFFICER – II	41	1.96%
ADMINISTRATIVE OFFICER – IV	2	0.10%
SUBSTITUTE TEACHERS	90	4.30%
SECURITY GUARD	5	0.24%
WATCHMAN	3	0.14%
LIBRARIAN	1	0.05%
DENTIST	1	0.05%
NURSE II	46	2.20%
ACCOUNTANT	1	0.05%
PSDS	1	0.05%
Total	2093	100%

Table 3.1.2 Best Practices in Recruitment, Selection, and Placement

Core HRM Areas	Practices
Recruitment, Selection, and Placement	➤ Develop a comprehensive recruitment strategy that targets a diverse pool of candidates
	➤ Establish clear criteria for selection and use objective measures to evaluate candidates
	➤ Provide thorough orientation and support for new hires
	➤ Regularly review placement decisions to ensure they are meeting the needs of the department

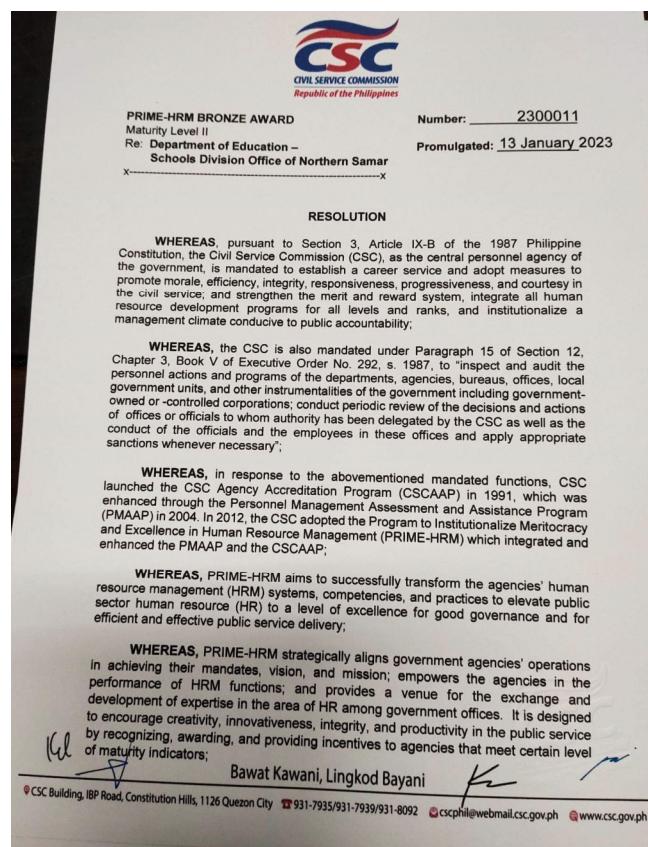


Exhibit No. 3.2.1

PRIME-HRM Bronze Award
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WHEREAS, following the enhancement of the PRIME-HRM maturity indicators in 2016 pursuant to CSC Resolution No. 1601209 dated 21 October 2016, the agencies which were previously assessed using the old PRIME-HRM indicators were re-assessed through self-assessment to determine their maturity level in the following four (4) core HRM areas: Recruitment, Selection, and Placement (RSP); Performance Management (PM), Learning and Development (L&D); and Rewards and Recognition (R&R). The CSC Regional/Field Offices provided technical assistance in addressing the HR gaps identified as a result of the self-assessment and recommended agencies for onsite assessment.

WHEREAS, pursuant to CSC Resolution No. 2000359 dated 17 February 2020 (PRIME-HRM: Revised Guidelines on the Conferment of HR Recognition and Awards), agencies which are found to have met the maturity level 2 and higher-level indicators in all four (4) HRM areas, shall be awarded accordingly;

WHEREAS, the Department of Education - Schools Division Office of Northern Samar (DepEd - SDO Northern Samar) is one of the agencies subjected to online assessment by the CSC Regional Office (RO) VIII;

WHEREAS, the results of the online assessment by the CSC RO VIII at the DepEd - SDO Northern Samar on 26-27 January 2022 showed that the said agency has met the PRIME-HRM Level 2-Maturity Indicators in the Systems, Practices, and Competencies of the following four (4) core HRM areas: RSP, PM, L&D, and R&R. It was also found to be continuously compliant with civil service laws, rules, and regulations in terms of the implementation of other HR programs and the maintenance of HR records; and

WHEREAS, the CSC RO VIII recommended the conferment of PRIME-HRM Bronze Award to the DepEd - SDO Northern Samar. Based on the validation conducted by the Human Resource Policies and Standards Office, the said agency is confirmed to have met the PRIME-HRM Level 2-Maturity Indicators of all the four (4) core HRM areas and was found to have observed civil service laws, rules, and regulations on the issuance of appointments and other HR programs, and has maintained its HR records management;

WHEREFORE, the CSC RESOLVES to confer the PRIME-HRM Bronze Award to the DepEd - SDO Northern Samar and grant the following privileges:

1. Authority to approve appointments, subject to post audit;
2. Exemption from Section 96 of the 2017 Omnibus Rules on Appointments and Other Human Resource Actions, as amended;
3. 50% of appointments issued subject to review by the CSC Field Office (FO);
4. 20% discount for the HRM Officer or one (1) agency representative in trainings/conferences conducted by the Civil Service Institute;
5. 20% discount for the HRM Office head or one agency representative in CSC ROs' trainings/ conferences;

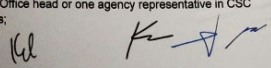


Exhibit No. 3.2.2

PRIME-HRM Bronze Award
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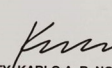
6. Exclusive membership to community of learners who shall have access to digital learning resources and other developmental opportunities subject to the guidelines to be issued by the CSC;
7. Announcement of the agency's programs/projects bureaucracy-wide through the CSC website; and
8. Such other benefits that the CSC may approve in the future.


The CSC FURTHER RESOLVES that as a Bronze Awardee, the DepEd - SDO Northern Samar shall be responsible for the following:


1. Maintain the PRIME-HRM status under Level 2 and continue to improve on its HRM systems to meet the maturity indicators of the next higher level;
2. Comply with civil service laws, rules, and regulations in the issuance of appointments and implementation of other HR actions; and
3. Partner with the CSC in providing assistance to other agencies in the development or improvement of HRM systems.

The CSC RO VIII shall monitor and evaluate the extent of compliance of the DepEd - SDO Northern Samar with the abovementioned responsibilities every three (3) years. A mid-term review, however, shall be conducted by the CSC FO to ensure continuous compliance with the duties and responsibilities and may recommend the reversion to Level 1 (Regulated Status) of the said agency if found to have reneged its responsibilities under items 1 and 2 as stated above, which may include the revocation of its accreditation to take final action on appointments. The CSC FO - Leyte shall extend technical assistance to ensure continuous improvement of the HRM systems in the said agency.


Quezon City,


ATTY. KARLO A. B. NOGRALES
Chairperson


ATTY. AILEEN LOURDES A. LIZADA
Commissioner


ATTY. RYAN ALVIN R. ACOSTA
Commissioner

Attested by:


Digitally signed by KATHERINE LIMARE-DELMORO
Date: 2023.01.13 13:31:17
+0800
KATHERINE LIMARE-DELMORO
Director IV
Commission Secretariat and Liaison Office

HRPSO/ARPCDD/MULTISGA/Bar
Bronze Award - DepEd - SDO Northern Samar

Exhibit No. 3.2.3

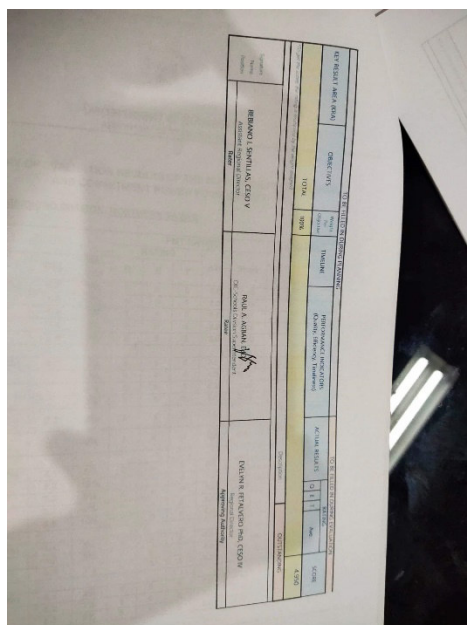


Exhibit No. 3.2.4

Table 3.2 Best Practices in Performance Management

Core HRM Areas	Practices
Performance Management	➤ Establish clear performance expectations and goals for staff
	➤ Regularly evaluate and provide feedback on staff performance
	➤ Use data to inform and improve performance management processes
	➤ Provide opportunities for staff to set and achieve professional development goals

Table 3.3.1 Number of Training/Seminars/Workshops Recipients for 2022

	Frequency	Percentage
Teaching	2,840	62%
Non-Teaching	475	10%
Teaching-Related Personnel	1,268	28%
Total	4583	100%

Table 3.3.2 NEAP Scholarship Grants

	Frequency	Percentage
Philippine Normal University	4	1%
Research Triangle Institute	16	5%
National Teachers College Lunduyan sa Kahusayan,	69	22%
SEAMEO InnoTech	222	71%
Total	311	100%

Table 3.3.3 Best Practices in Learning and Development

Core HRM Areas	Practices
Learning and Development	➤ Provide ongoing professional development opportunities for staff
	➤ Encourage staff to pursue advanced degrees and certifications
	➤ Implement a mentoring program for new teachers and administrators
	➤ Develop a culture of continuous learning and improvement

Table 3.4.1 Rewards and Recognition Received by SDO Northern Samar Personnel

	Frequency	Percentage
International	1	2%
National	1	2%
Regional	5	8%
Division	54	88%
Total	61	100%

Table 3.4.2 Best Practices in Reward and Recognition

Core HRM Areas	Practices
Reward and Recognition	➤ Regularly recognize and celebrate staff achievements
	➤ Provide opportunities for staff to advance in their careers
	➤ Create a culture of appreciation and recognition
	➤ Develop a comprehensive compensation and benefits package that is competitive with other districts.