Grounded Theory For Human Resource Management Innovation: Generating New Ways To Enhance People, Processes, And Performance

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ABSTRACT. *This study explored the factors that contribute to HRM innovation and its potential outcomes. The study found that HRM innovation is driven by a number of factors, including internal factors (such as the organization's culture, leadership, and resources), external factors (such as the competitive landscape, technological advancements, and regulatory changes), and individual factors (such as the HRM professionals' knowledge, skills, and motivation).The study also found that HRM innovation can lead to a number of positive outcomes, including improved employee engagement, enhanced organizational agility, and increased competitive advantage. The study concluded that HRM innovation is an essential element of organizational success in today's rapidly changing world. By understanding the factors that contribute to HRM innovation and its potential outcomes, organizations can develop and implement innovative HRM practices that will help them to achieve their goals.*
Keywords: *Human resource management, Innovation, People, Processes, Performance*

INTRODUCTION

Human resource management (HRM) innovation is the process of creating new and better ways to manage people, processes, and performance. It is essential for organizations that want to stay ahead of the competition and thrive in the ever-changing global economy. However, there is no one-size-fits-all approach to HRM innovation. What works for one organization may not work for another. This is because HRM innovation is highly contextual, depending on the specific needs and challenges of each organization. Article XIII, Section 3 of the Constitution provides that the State shall afford full protection to labor, promote full employment, and equality in employment. It also guarantees the rights of workers to self-organization, collective bargaining, and peaceful concerted activities. Labor Code of the Philippines (Republic Act No. 8751): This law governs all aspects of the employment relationship, including hiring, termination, wages and benefits, working conditions, and disciplinary procedures.One example of how grounded theory has been used to support HRM innovation is in the work of Visvizi et al. (2022). Visvizi et al. conducted a grounded theory study of 20 Italian start-up founders to identify the key enablers of innovation development in data-driven companies. The study found that data-driven culture, skills enhancement, and the promotion of human resources are all important factors in driving innovation in data-driven start-ups. Another example is the work of Qamari et al. (2019). Qamari et al. conducted a grounded theory study of 30 Jordanian private hospitals to explore the role of HRM practices in sustainable organizational innovation.

Objective of the study

The purpose of the study "Grounded Theory for Human Resource Management Innovation: Creating New Ways to Enhance People, Processes, and Performance" was to achieve a more developed and fuller understanding of the processes, mechanisms and consequences of HRM innovation so that HR practices and policies as well as future studies in the area could be more well-informed.The study, therefore, more specifically intended to answer the following questions: (a) In what ways did various HRM innovation practices influence one another?; (b) In what ways can HRM innovation be used as a vehicle to encourage social justice and equity in the workplace?"

METHODOLOGY

The study design used grounded theory, a qualitative research method used to inductively generate theories and models from data collected from the field. It is an iterative process that involved data collection, analysis, and theory building. The research site was Cebu Roosevelt Memorial Colleges, located at San Vicente Street, Bogo City, Cebu. The study involved 30 informants that were purposively selected from the various offices and departments of the educational institution. The triangulation of data was used, combining interviews, FGDs (focused group discussions), and observations to enhance the depth and accuracy of findings.Informants of the study were members of the administration, faculty, and staff. The study used key informant interviews, a qualitative data collection method that involved semi-structured interviews with individuals who had specific knowledge and expertise on the topic of study. The interviews were semi-structured, meaning they used a prepared set of guiding questions and flexible enough to explore emerging insights. It allowed the researcher to gather rich and detailed information about complex issues.A semi-structured interview guide was used as the primary research instrument in the study. It allowed a combination of predetermined questions and spontaneous follow-up questions to explore relevant themes and ideas further. Semi-structured interviews are a valuable tool in qualitative research, but they can also have some challenges. The researcher recognized this fact and took steps to address some limitations, if any, during data collection. The instrument's validity and reliability were ensured through evaluation by three content experts.Purposive sampling was used in the study, a non-probability sampling technique that involved selecting participants based on identified characteristics and specific criteria. It was considered a suitable sampling method for the qualitative study because it aimed to collect in-depth data from a small group of individuals with relevant experiences and knowledge (Tirol, 2021).The data gathering procedure was divided into three stages, including the pre-data gathering, data gathering, and post-data gathering phases. During the pre-data gathering phase, the researcher first obtained official permission from the College President to conduct the study. Permission letters were then distributed to office heads and deans of different departments. The second phase involved the actual data gathering process, which included conducting scheduled interviews with informants using the prepared interview guide. The post-data gathering phase involved securely storing or properly disposing of recorded interviews and guides in cabinets or shredding for security and confidentiality purposes.Data analysis was a multi-step process that included open coding, axial coding, selective coding, thematic analysis, and theory development. For the study "Grounded Theory for Human Resource Management Innovation: Creating New Ways to Enhance People, Processes, and Performance," thematic analysis would have been an appropriate data analysis technique. This technique could have helped identify different HR innovations, the challenges faced in their implementation, and the factors that led to their success or failure.Trustworthiness of the study was evidenced by meeting all the requirements of the Credibility, Transferability, Dependability, and Confirmability of the research. The study met the credibility of the requirement by the rigorous application of the grounded theory techniques. Credibility required the collection of data from multiple sources, and the study was able to meet this by including data from interviews of HR professionals, CEOs and employees, focus groups, and observations of different HR practices, and conducting a review of related literature. The data were also analyzed using appropriate methods like coding, which led to the emergence of patterns and themes that were used to develop a conceptual model of HR innovation. For Transferability, the research was conducted in private organizations, and the results and recommendations can be applied to most of the organizations in different institutional settings. This can be achieved by understanding their unique situations and adapting the proposals to meet the specific needs. The transferability can be further achieved by piloting the proposed interventions in different organizations and evaluating the results.The Dependability of the study was shown by meeting the specific requirements, which included transparency in research methods and procedures. The use of a clear and transparent research method and reporting of the process demonstrated the study's dependability. The study also ensured consistency of research methods and procedures by using the same design, data collection, and analysis techniques throughout the study. The findings were consistent with previous studies and showed a logical and coherent development. Confirmability of the study was met by using strategies that enhanced the objectivity and neutrality of the research. Multiple coders were used, peer feedback was sought, and transparency in the research process was maintained by being open about the potential biases and limitations. Since the complete elimination of bias is not possible in any type of

study, the researchers made efforts to be aware of their assumptions, kept accurate and detailed records of data collection and analysis procedures, and sought feedback from peers to ensure that the results were not unduly influenced by their biases.This study provided a meaningful understanding of human resource management innovation. The research was conducted in a systematic and rigorous manner, and the findings of the study were both reliable and trustworthy. The study can be used as a basis for future research and provide valuable insights into HRM innovation.

RESULTS

In the context of innovative practices in school human resource management, the research methodology underpinning this study draws from the analytical approach of Corbin & Strauss (2014), with a primary emphasis on the grounded theory paradigm model. This model encompasses core themes, causal factors, contextual considerations, intervening factors, strategies, and resulting outcomes.

Table 1

Open and axial codes of core theme (HRMI process)

Selective coding	Axial Coding	Open coding (basic concepts)
Innovation Policy Process	Cyclical nature	Continual Evaluation reconstruction of ongoing information Process orientation is necessary. ongoing evaluation of the innovation process
	School pluralism	Engage in Human Resources outside of the school involvement of school staff teachers and students participating
	Staying Current	Professional managers and decision-makers managers' backgrounds Selecting managers and decision-makers with competence

The central theme extracted in this research pertains to the process of shaping policies for school human resource management innovation process. The specific details of this theme are outlined in Table 1. According to Table 1, the key elements of the policy innovation process are cyclical in nature, characterized by pluralism within the school community, and emphasize the need to stay current. For instance, Interviewee 2 articulated, "In the end, everyone shares in the outcomes of this development and should have a role in designing the program (Participant-2)." Another interviewee underscored the importance of involving various stakeholders, stating, "Teachers, students, school staff, parents, and even market and industry representatives should play a part in shaping the professional development of school staff (Participant-8)." An aspect frequently reiterated by many interviewees is the significance of staying up-to-date and being responsive to rapid changes. As one interviewee pointed out, "While policy-making has its unique characteristics, it necessitates new information, and making decisions for the future based on outdated information is not viable (Participant-12)." Table 1 provides an overview of the open codes and axial codes related to the School Human Resource Management Innovation (HRMI) process.The open and axial codes identified in Table 1 provide valuable insights into the HRMI process. The core theme of "Innovation Policy Process" is multifaceted and underpinned by several fundamental concepts. The "cyclical nature" of HRMI underscores its dynamic and iterative character. HRMI is not a linear process but involves continuous cycles of development, assessment, and refinement. This aligns with the idea that HRMI is responsive to changing needs and circumstances. The concept of "continual evaluation" emphasizes the need for regular and systematic assessments of HRMI. This ongoing evaluation ensures that HRMI remains effective and relevant over time. Participants emphasized the need for a cyclical approach to HRM innovation. They mentioned the importance of continual evaluation (padayon nga pagsusi) and the ongoing evaluation of the innovation process (pagsusi sa nagpadayon nga proyekto sa inobasyon). This indicates that HRM practices within the school should not be static but should adapt and evolve over time based on evaluation and feedback. As participant 1 explained that:

Participant-1: Ang Siklikal nga Kinaiya sa Proseso sa Inobasyon, gitambungan niini nato ang pag-usbaw sa atong mga kahibalo ug pag-angkon sa mga bag-ong teknolohiya. Kini makatabang alang sa pagpalambo sa atong mga empleyado ug sa eskwelahan ingon kaayo. (The Cyclical Nature of the Innovation Process, it enables us to continuously enhance our knowledge and adapt to new technologies. This is beneficial for the development of our employees and the school as a whole.)

Participant-1 highlighted the significance of a cyclical approach to innovation policy processes, where the continuous evaluation of ongoing information plays a pivotal role. The importance of reconstruction of information and a process-oriented approach is underscored. The interviewee's comments are in alignment with the idea that the innovation policy process should be iterative and adaptive, continually incorporating feedback and new insights to improve HRM practices. This aligns with the core theme of innovation in HRM.

"School pluralism" recognizes the diverse voices and perspectives within the school community. Inclusive HRMI processes take into account the input of teachers, students, and other stakeholders.

Participant-5: Ang Pagsalmot sa mga Human Resources gawas sa eskwelahan, usa ka labing maayo nga paagi aron ma-engganyo nato ang mga ginikanan, mga estudyante, ug ang industriya sa atong mga plano sa HRM. Kini magdala og bag-ong perspektibo ug kahimsug alang sa atong eskwelahan. (Involving Human Resources outside of the school is an excellent way to engage parents, students, and the industry in our HRM plans. This brings new perspectives and benefits to our school.

Participant-5 highlighted the importance of engaging human resources outside of the school and involving school staff, teachers, and students. This underlines the significance of a pluralistic approach to HRM, where a broader set of stakeholders are integrated into HRM practices. The interviewee's perspective indicates that embracing diversity and different perspectives enhances HRM innovation, fostering a more inclusive and effective environment. Involving "human resources outside of the school" suggests that external expertise can contribute to the success of HRMI. Collaboration with individuals or organizations beyond the school can bring fresh insights and ideas. The "involvement of school staff" highlights the active participation of teachers and students in HRMI. Their engagement is seen as a means to enhance the quality of HRMI outcomes.

Another "Staying current" is a crucial concept in an era of rapid change. HRMI must be adaptable and forward-looking to remain effective.

Participant-12: Pagpabilin sa Kasamtangang Panahon, kini importante kaayo. Kinahanglan nga atong pagkuhaon ang labing karaan nga impormasyon ug dili kita makadesisyon alang sa kaugmaon gamit ang karaan nga ismpormasyon. Ang atong mga manedyer ug mga tagdumala kinahanglan nga adunay kaalam ug kasinatian sa pagdala sa atong eskwelahan ngadto sa mas maayo pa nga kalampusan. (Staying Current, this is very important. We must acquire the most up-to-date information, and we cannot make decisions about the future using old information. Our managers and leaders need to have the knowledge and experience to take our school to greater success.)

Participant – 12 emphasized the importance of staying current, particularly in terms of technology and knowledge. The need to engage professional managers and decision-makers, along with selecting competent individuals, underscores the idea that staying current is closely linked to management's backgrounds and competence. This aligns with the need to adapt to rapidly changing circumstances and equip decision-makers with the knowledge and skills necessary for HRM innovation.The quality of HRMI largely depends on "professional managers and decision-makers" who possess the necessary expertise and competence. Their backgrounds and qualifications play a significant role in shaping HRMI. "Selecting managers and decision-makers with competence" underlines the deliberate choice of leadership with the right skills. Competent leaders are better equipped to make informed decisions within the HRMI process. As a whole, these open and axial codes provide a rich understanding of the HRMI process and highlight the importance of continuous evaluation, inclusive engagement, adaptability, and the competence of decision-makers. These insights are essential for the development and refinement of effective HRMI strategies in the context of school management and innovation.

Contributing factors: The results of the content analysis of the interviewees' answers indicate that there are four subthemes of contributing factors for HRMI, which are open and axial codes as described in Table 2. Regarding the contributing factors affecting the HRMI, the research findings showed that the factors of technological advancements, missed opportunities, raising standards and ineffective education are effective. One of the factors

is technological advancements. One of the interviewees states: "Today, everything is changing fast, for example, communication tools are changing so fast that people are really lagging behind, and in the field of education and school ...(Participant-11)". "In school, especially teachers, they need to be able to cope with the changes in their work and not have so-called shortages (Participant-10)," said one interviewee. Participant – 13 also specified that:

> Participant-13: "Oo, nakabati ko mahitungod niini. Ang HRM innovation usa ka paagi alang sa pag-usbaw sa proseso sa pagdumala sa mga empleyado. Ang akong opinyon, kini usa ka maayo nga paagi aron mapalig-on ang trabaho sa mga empleyado ug ang organisasyon." (Yes, I have heard about it. HRM innovation is a way to improve employee management processes. In my opinion, it's a good way to strengthen employee work and the organization.)

Participant – 13 highlighted the importance of HRM innovation in improving employee management processes and strengthening both employee work and the organization. Their response aligns with the concept of "technological advancements" in Table 2. The interview reflects how technological innovations, such as the implementation of HR software to streamline document processing and payroll, have positively impacted employee satisfaction.

Table 2
Open and axial codes of the contributing factors of HRMI

Selective coding	Axial Coding	Open coding (basic concepts)
Contributing factors	technological advancements	Online social networks Working remotely Automation speed of information flow
	missed opportunities	new social necessities Adapting to a new way of life Adapting communication channels
	raising standards	ethical civic education coping mechanisms Academic prowess Behavior Modeling
	Ineffective education	stereotypical instruction failing to live up to community and parental expectations Lack of competence

One of the factors that most participants consider as a key factor in school human resource development policy is missed opportunities. Participant-20 focus on the need for employee development and adapting to new technologies indicates an awareness of "new social necessities." Their school has embraced HRM innovations to address the changing requirements of the education sector. "Children now are very different from previous generations and even from previous years, and they feel the need to learn in schools (Participant-20)," said one interviewee. Another interviewee states: "Choosing appropriate professional development programs for school staff and teachers can improve the inefficient condition of schools" (Participant- 15). Another factor is "raising standards" which came out in the interview. Their emphasis on an "employee development program" aligns with the concept of raising standards, as it demonstrates the school's commitment to enhancing employee skills and job quality. This indirectly relates to the categories "ethical civic education" and "academic prowess" as methods for improving standards. The last factor is "ineffective education" when Participant- 19 did mention that one of the challenges faced during HRM innovation was a "lack of training and preparation for employees regarding new technology." This indirectly relates to the concept of "ineffective education," where inadequate training or educational support hampers HRM innovation efforts.

Contextual factors: The context of HRMI in this study includes government funding for education, funds for the school and favorable social climate at the school as described in Table 3.

Table 3

Open and axial codes of the contextual factors of HRMI

Selective coding	Axial Coding	Open coding (basic concepts)
Contextual factors	Government funding for education	support from the government for education Government aid for the fundamental change document Government assistance for the 2025 vision
	Funds for the school	Public funding monetary donations to charities tools and facilities for education
	favorable social climate	Cultural society common perceptions Affiliations with professions values of religion

Most of the interviewees believed that government funding for education, funds for the school and favorable social climate are important contextual factors in school human resource innovation process. One of the central factors in HRMI is the level of support from the government for education. This includes government aid for fundamental changes, assistance for long-term educational visions, and financial backing for educational institutions. These elements serve as a foundation for HRMI within the education sector. Public funding, monetary donations to charities, and investments in tools and facilities for education are also integral components of HRMI. The availability and allocation of financial resources significantly impact the implementation of HRMI initiatives. Moreover, the cultural atmosphere, shared perceptions, affiliations with professions, and the influence of values, including religion, contribute to the overall context of HRMI. The social climate can either facilitate or hinder the adoption of HRMI strategies. "Public schools have an important advantage, and if they can convince the government that their programs are useful, their budget is the government, and in the end, the government has supported the schools," (Participant-15), said one interviewee. "Most of us have a special culture and we like to invest and spend on our child's education, and that's a good support for schools," (Participant-18) said another interviewee.

Controlling factors: Controlling factors or intervening factors of HRMI based on the present study are: school's lack of authority, structural flaws in employment training, inadequate e-learning infrastructure, insufficient performance-based incentives. The comments of two interviewees are cited as examples: "Unfortunately, schools do not have enough legal authority to plan in this regard, and most cases are communicated from tyranny (Participant -11)." Another interviewee noted the lack of effective tools for rewarding and encouraging performance: "Schools only evaluate performance and have no means of rewarding helpful, compassionate or efficient staff (Participant-6)." "Today, when e-learning is more necessary, schools do not have enough infrastructure, (Participant- 19)" said one interviewee. "Even this student's social network is ... unstable at all times, while if the system is good, professional development can be carried out virtually and reliably (Participant-10)." Another interviewee said: "We also have a lot of damage in the field of distance education and it takes time (Participant-14)."In this analysis, we delve into the mediating factors of Human Resource Management Innovation (HRMI) within the context of education. Table 4 presents the open and axial codes that encapsulate these factors. The examination of these codes and the incorporation of real-world insights will provide a comprehensive understanding of how these mediating factors influence HRMI within the education sector. The controlling factors influencing HRMI begin with the concept of "intervening factors." These are elements that impose restrictions on HRMI initiatives within schools. One such controlling factor is the lack of authority that school principals possess. This constraint underscores the necessity of granting school principals more power to drive HRMI within their institutions. Management of Schools in its Truest and Most Practical Meaning: An open code highlights the need for a more practical and authentic approach to school management. Involvement of Schools in Regional and District Management: The role of schools in regional and district management is a key concept, emphasizing the importance of their participation in broader educational governance.The second open code refers to structural flaws in employment training, which hinder HRMI within educational

institutions. Some Staff Members and Educators Are Out of Current: This code reflects the challenge of staff and educators not being up-to-date with current practices. Inadequate Resources Lead to Low-Quality Training Programs. The inadequacy of resources results in subpar training programs. Because Professional Development Doesn't Help with Promotion, Instructors and Staff Don't Tend to Do It: A critical concept is the lack of motivation among instructors and staff to engage in professional development due to its limited impact on career progression. Experts in Academia Have No Desire to Work with the School: This open code suggests a reluctance among academic experts to collaborate with educational institutions.Missing Current Information: The absence of up-to-date information is a challenge that impacts HRMI. Outdated Instructional Technology is Lacking: Outdated instructional technology further hinders HRMI. One concept that came out is "Inadequate E-Learning Infrastructure". E-learning infrastructure presents its own set of mediating factors. E-Learning Makes It Impossible to Identify Specific Users and Creates Room for Fraud.

Table 4

Open and axial codes of the controlling factors of HRMI

Selective coding	Axial Coding	Open coding (basic concepts)
controlling factors	school's lack of authority	The necessity of giving school principals more power management of schools in its truest and most practical meaning involvement of schools in regional and district management
	structural flaws in employment training	Some staff members and educators are out of current. inadequate resources lead to low quality training programs because professional development doesn't help with promotion, instructors and staff don't tend to do it experts in academia have no desire to work with the school missing current information outdated instructional technology is lacking
	inadequate e-learning infrastructure	E-learning makes it impossible to identify specific users and creates room for fraud. insufficiently current electronic content Different sections of the country suffer from a lack of reliable internet. staff members' and teachers' poor informational skills
	insufficient performance-based incentives	Norms for conducting performance reviews inability to use practical facts regarding one's job not paying enough attention to how performance reviews really work Failure of managers to discipline or recognize performance

Issues regarding user identification and security in e-learning are critical. Another concept involved "Insufficiently Current Electronic Content". The content used in e-learning lacks current relevance. Further, "Different Sections of the Country Suffer from a Lack of Reliable Internet". Disparities in internet access across regions impact e-learning efforts. Moreover, "Staff Members' and Teachers' Poor Informational Skills" came out to be glaring. The poor informational skills of staff and teachers are a mediating factor. Next includes "Insufficient Performance-Based Incentives". Incentives tied to performance are essential in HRMI. Consequently, another concern is about the "Norms for Conducting Performance Reviews". Norms and standards for conducting performance reviews are integral to this concept. Another is "Inability to Use Practical Facts Regarding One's Job". Employees face challenges in utilizing practical facts related to their job for performance improvement. This is followed by "Not Paying Enough Attention to How Performance Reviews

Really Work". An open code emphasizes the importance of a deeper understanding of the mechanics of performance reviews. First is "Failure of Managers to Discipline or Recognize Performance:". The failure of managers to address performance, whether through discipline or recognition, is a significant controlling factor. Drawing from the open codes, we can synthesize the intermediating factors influencing HRMI in the education sector: "In the context of HRMI within educational institutions, intervening factors can be broadly categorized into four domains: school's lack of authority, Structural Flaws in Employment Training, Inadequate E-Learning Infrastructure, and Insufficient Performance-Based Incentives. Controlling factors encompass school principals' limited authority and the need for more practical school management. Structural flaws in employment training highlight issues related to outdated instructional technology, the reluctance of academic experts to collaborate, and the absence of up-to-date information. Inadequate e-learning infrastructure is characterized by challenges in user identification, outdated electronic content, and regional disparities in internet access. Insufficient performance-based incentives involve norms for performance reviews, the inability to use practical facts for job enhancement, limited understanding of performance review processes, and the failure of managers to discipline or recognize performance."This axial coding provides a synthesized understanding of the mediating factors that shape HRMI in educational institutions. These factors are pivotal in understanding why HRMI initiatives may face challenges or encounter resistance within the education sector. Future research can delve into these factors more deeply and explore potential solutions to mitigate their impact on HRMI.

Strategies: Based on the open codes, we can synthesize the strategies for HRMI in educational institutions: "Strategies for HRMI in educational institutions encompass four key domains: Upgrading Expertise and Abilities of Admins and Policymakers, School Involvement in Policy Formulation, Constant Assessment of Human Resource Development Strategies, and Redefining Organizational Authority. These strategies are geared toward enhancing HRMI in education, encompassing initiatives such as improving the expertise of administrators and policymakers, manpower planning, school involvement in policy formulation, ongoing observation, feedback, and empowerment, assessment of human resource development programs, adoption of ICT technologies, performance evaluation, and rewarding mechanisms that align with the school's needs." This axial coding provides a synthesized understanding of the strategies that can drive HRMI in educational institutions. These strategies are pivotal in shaping human resource management practices that are innovative and effective within the education sector. Further research can focus on the implementation and impact of these strategies on educational outcomes and HRMI effectiveness. In this study, five basic strategies to achieve the desired situation regarding school human resource development policy have been extracted, which is described in Table 5. Strategies include: Upgrading the degree of expertise and expert abilities of Admins and policy makers, school involvement regarding personnel formulating policy, constant observation, Assessment of human resources development strategies as well as programs, updated organizational Authority, and new instruments for Performance bonuses. "Teacher training universities and other universities can be a good source for improving the knowledge and skills of school staff, (Participant – 12)" said one interviewee. Regarding teachers' involvement in policy-making, one interviewee said: "Teachers need to feel that they can decide for themselves about their professional development, and this will bring them more interest (Participant- 5)."

Table 5

Open and axial codes of the strategies for HRMI

Selective coding	Axial Coding	Open coding (basic concepts)
Strategies	Upgrading the degree of expertise and expert abilities of Admins and policy Makers	Manpower planning strategies to entice qualified individuals, and fire ineffective employees utilizing the resources of Teacher Training University in providing and training employees Senior ministerial and provincial management commitment paying attention to ethical principles in work content for work training that has been updated
	school involvement regarding personnel formulating policy	ongoing observation of activities ongoing feedback advice and instruction

		team effort a methodical approach to errors Describe desirable actions Empowerment
	constant observation Assessment of human resources development strategies as well as programs	combining apps and policies Integrated human resource information system development using skilled human resources in employment
	updated organizational Authority	Take a look at the hiring and promotion process. Make professional development a priority. developing a team culture of innovation Development and Research management of knowledge the use of new ICT technologies Honor system
	new instruments for Performance bonuses	Practices for performance evaluation have changed. Utilize higher education facilities and research institutes Give the school a portion of the human resources promotion. Effective rewards that are specific to the school

Effects: Based on the open codes, we can synthesize the effects of HRMI in educational institutions. The effects of HRMI in educational institutions span multiple domains. HRMI initiatives lead to the enhancement of instruction quality, dynamic learning environments, increased student motivation, and stronger dedication and cooperation among personnel. Additionally, HRMI positively influences school performance, community support, and the social standing of educators. It contributes to a more ethical and professional educational environment, cultivates a sense of gratitude among parents, and fosters closer connections between the school and students' homes.

Table 6
Open and axial codes of the effects of HRMI

Selective coding	Axial Coding	Open coding (basic concepts)
Effects	enhancing the standard of instruction	Dynamic learning Increased academic drive for students performance in school
	dedication and cooperation	cultivated manpower Boost team spirit organizational membership ethics in the workplace
	school performance	increased use of resources accomplishment of the school's objectives educate citizens to be ethical and professional
	the improvement of the professional standing	enhancing the standards of non-educational services satisfying community expectations Community Support for the School enhancing teachers' social standing Social happiness in schools
	Gratitude of parents	Belief in family

| | | minimize school complaints |
| | | enhance connections between the home and the school |

This axial coding provides a synthesized understanding of the diverse and positive effects of HRMI in educational institutions. These effects collectively contribute to a more effective and ethical educational environment, benefiting students, staff, and the wider community. Further research can focus on measuring the extent of these effects and their long-term impact on educational outcomes.The consequences of HRMI based on the results of this research are presented in Table 6. According to the interviewees, 5 consequences of school human resource development policy are: enhancing the standard of instruction, dedication and cooperation, school performance, the improvement of the professional standing and gratitude of parents. Some of the interviewees' statements are cited as examples. One interviewee said: "It is natural that the more skilled, up-to-date and prepared teachers are, the more students will benefit from teaching (Participant-8)", "People who are in control of their work have higher expectations of them and they will surely succeed (Participant – 11)." "Teachers who are professionals know how to make effective use of school facilities and resources (Participant – 17).Based on the results and based on the paradigm model of grounded theory methodology, the foundation of the HRMI model is presented in Figure 1.

Figure 1

Thematic Network for Human Resource Management Innovation Policy Process
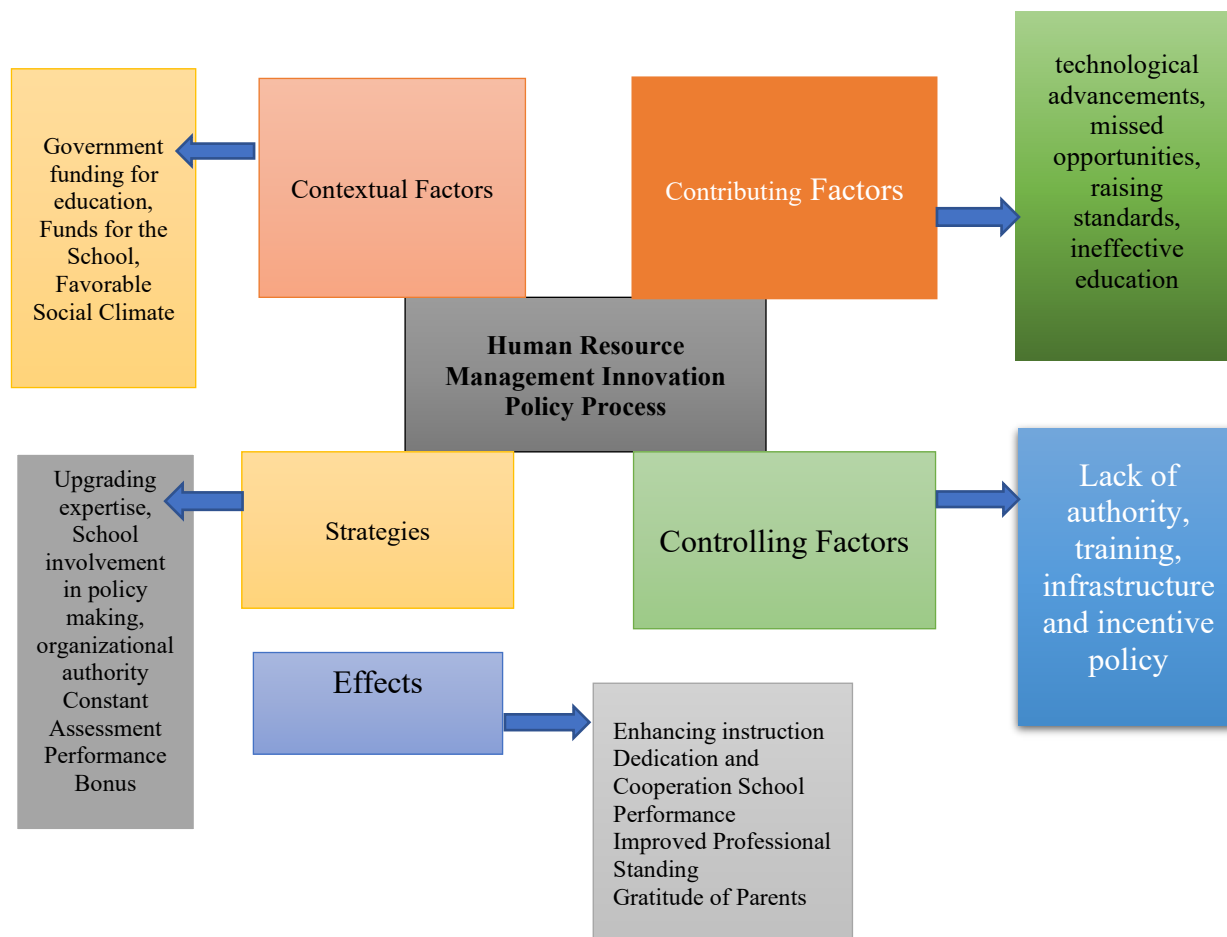
DISCUSSION

According to the findings of the current study, the Human Resource Management Innovation (HRMI) theory, based on the systematic paradigmatic grounded theory, which incorporates elements such as its cyclical nature, school pluralism, and staying current, can yield significant benefits for schools and student learning by enhancing

educational quality. Moreover, it leads to increased commitment and cooperation, parental satisfaction, social well-being, and school productivity. These findings align with previous research by Liaoli et al (2017), Tarafi et al (2020), Isfahani, Soleimani, Turani, Sabahi (2020), Hatamian, Zeinabadi, Abdollahi, Abbasian (2018), Shin, Li, Byun, Nam (2020), Epstein & Harding (2020), Yadav, Kumar, Mangla, Luthra, Bamel & Garza-Reyes (2019), Kuntonbutr, Jaturat, Wilairatana & Konosu (2017), Chavaha, Kuntonbutr, Jaturat (2018), and Martínez-Sánchez, Vicente-Oliva & Pérez-Pérez (2020), all of which corroborate the elements extracted from this research model.Based on these findings, it can be concluded that effective policymaking and strategic planning for human resource development innovation process, coupled with rigorous oversight of program implementation, are essential components of school HRMI. Addressing structural deficiencies within the organization, other aspects of human resource management, technological advancements, participatory management, and the adoption of new management methodologies and tools can significantly enhance policy formulation and human resource development (HRD) strategies (Tirol & Cortes et al., 2022). HRD plays a pivotal role in fostering an innovative culture and organizational performance across various dimensions, such as talent management, leadership facilitation, job security, research and development, knowledge management, and human resource adaptability, as noted by Martínez-Sánchez et al (2020) and coordination with higher education and research institutes, as highlighted by Shin et al (2020). Developing innovative human resource competencies offers an effective approach to retaining talent within schools (Tinapay & Tirol, 2021). Competency-based assessments enable the identification and cultivation of teachers' and staff's abilities, which are vital to a school's success. HRD enables human resource managers to distinguish between high-performing and underperforming staff, recruit the right individuals for diverse school roles, and align human resource capabilities with the school's strategic objectives. In the context of the present study's findings, it is evident that given the existing challenges and inefficiencies in schools, HRD is a necessity. Its implementation requires infrastructural adjustments to create a conducive environment, which, when correctly applied, can yield significant positive outcomes. Therefore, taking into account the social context that supports professional development, along with government backing for schools, it is feasible to establish professionalism in schools by allocating specific budgets and resources for the professional growth of school personnel (Tinapay & Tirol et al., 2021).In this context, it is imperative to remain attuned to societal developments, technological advancements, changing expectations, and factors influencing school efficiency (Tirol, 2022). Strategies such as enhancing the professional competencies of school principals and policymakers, involving teachers and staff in policymaking, monitoring and evaluating HRD policies and programs, devolving authority to schools, and considering the effectiveness of performance incentives can play a pivotal role. It's essential to note that this research employed the grounded theory methodology and interviews, drawing on experts and practitioners as information sources, which should be considered when interpreting the results. In light of the research findings, it is recommended that school HRD policies prioritize a cyclical approach, embrace diversity, stay current with evolving practices, and encompass professional attributes of policymakers and administrators. The active involvement of principals at various levels can yield positive outcomes in school HR development. Structural changes and the delegation of more authority to schools in this domain emerge as key recommendations from this research.

Developed Theory and Propositions

The PPP theory can be applied to the management of People, Processes, and Performance in organizations. By understanding and applying the principles of PPP, organizations can improve their efficiency, effectiveness, and competitiveness.

Propositions on People

Proposition 1: Investing in the development of the employees' skills and knowledge in order to increase the productivity and purchasing power.

Proposition 2: Creating a culture of collaboration and innovation in order to attract and retain top talent.

Proposition 3: Providing the employees with opportunities for growth and development in order to keep them motivated and engaged.

Propositions on Process

Proposition 4: Streamlining the processes in order to reduce costs and improve efficiency.

Proposition 5: Implementing standardized processes in order to improve quality and consistency.

Proposition 6: Using technology to automate and optimize their processes in order to improve efficiency and effectiveness.

Propositions on Performance

Proposition 7: Organizations should Setting clear and measurable performance goals in order to track progress and identify areas for improvement.

Proposition 8: Holding the employees accountable for their performance in order to ensure that they are meeting their goals.

Proposition 9: Monitoring and Measuring the performance in order to identify and address any problems.

CONCLUSION

The PPP Theory provides a comprehensive and flexible framework for educational institutions to navigate the challenges of the ever-evolving educational landscape. By anchoring the theory on these propositions, schools can promote innovation, improve the quality of education, empower their educators, and ultimately create a conducive environment for student learning and growth. This theory emphasizes the dynamic nature of education and the pivotal role of human resource management in shaping the future of educational institutions. It encourages schools to adapt, collaborate, and innovate, thereby ensuring the continued success of both educators and students. By applying the principles of PPP to people, processes, and performance, organizations can improve their overall effectiveness and competitiveness.

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