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Comparative Analysis of Individual Work Performance Dimensions among Psychology and Human Resource Graduates in HR Roles in Selected Macro Business in Cavite

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Abstract
The purpose of this research is to compare the individual work performance dimensions of Psychology and Human Resource graduates employed in Human Resource roles within selected macro businesses in Cavite. The scope of this study is evaluating four key performance areas—task performance, contextual performance, adaptive performance, and counter-productive behavior—using the Heuristic Framework of Individual Work Performance. Limitations of the study include geographic focus on Cavite and exclusion of other academic disciplines. The methodology utilized a quantitative, descriptive-comparative research design, followed by data analysis using descriptive statistics, grand mean, and non- parametric tests such as the Kruskal-Wallis and Mann-Whitney U tests. The findings show Human Resource graduates excelled in task and adaptive performance, while Psychology graduates showed higher contextual performance and counter-productive behavior. Conclusions drawn were that while each group contributes unique strengths, targeted training is needed to bridge skill gaps. It is recommended that organizations implement integrated training programs to enhance both technical and behavioral competencies. thereby strengthening the overall effectiveness of HR professionals in macro business environments.

Keywords: Individual Work Performance, Human Resource roles, integrated training program

1. Introduction

Human Resource (HR) management is a strategic foundation for managing an organization's most valuable asset—its people. In the dynamic and competitive global business landscape, effective HR practices attract and retain talent and foster innovation, adaptability, and a productive work culture. Today, HR functions like recruitment, performance management, and employee relations extend beyond administrative tasks and are critical in aligning workforce capabilities with strategic organizational goals. According to Ravi and Sumathi (2023), HR competencies and innovative practices directly contribute to organizational success, emphasizing the need for HR managers to possess specialized skills that align with local and global business demands.

As the demands on HR professionals shift, expectations for HR graduates have also evolved across business industries worldwide. Organizations seek graduates who bring not only theoretical knowledge but also practical skills to navigate challenges unique to the modern workforce. To remain relevant, HR professionals are now expected to support objectives like organizational agility, workforce diversity, and employee engagement (Ugo & Idongesit, 2019). This transition places new demands on recent HR graduates, requiring them to adapt quickly to these expanded expectations. How effectively these graduates meet such competencies within the Philippine setting can reveal valuable insights into their contribution to local organizations. These competencies, which range from strategic thinking to employee engagement, are now essential for HR roles across industries, Graduates from HR programs are often trained with these skills in mind, preparing them to meet industry needs effectively and with minimal transition, preparing them for the traditional and evolving demands of the field. Psychology graduates, on the other hand, bring unique insights into human behavior, offering strengths in understanding workforce motivation, mental well-being, and interpersonal dynamics—all of which are crucial in HR functions. The study is expected to shed light on how these competencies, developed in differing academic settings, translate into the workplace, specifically in HR roles. This analysis could contribute significantly to better alignment between academic programs and HR practices.

However, in the Philippines, there remains a gap between the competencies developed in academic settings and the skills required in real-world HR roles. While institutions like the Commission on Higher Education (CHED) continue to advocate for curriculum enhancements to better align with industry standards, many graduates still face challenges in applying theoretical knowledge to practical HR tasks. According to a report from the Philippine Statistics Authority (2022), many graduates lack the practical experiences and competencies that employers seek. This misalignment becomes even more apparent for psychology graduates entering HR roles, as their academic training may not fully prepare them for the day-to-day demands of HR positions (Machado et al., 2024). By identifying areas of skill gaps, this study aims to provide actionable insights for enhancing the job readiness of future HR professionals in the Philippines.

In the context of Philippine macro businesses, often characterized by intense competition and complex organizational structures, the effectiveness of HR professionals is crucial to maintaining productivity and innovation despite limited resources. This effectiveness directly impacts business outcomes. While both psychology and HR graduates frequently find employment within HR departments in these companies, their job readiness and effectiveness can vary significantly, often reflecting the differences in their academic backgrounds. For example, a tracer study found that many psychology graduates secure administrative roles within HR yet experience difficulties due to a lack of practical hands-on experience (Navarro et al., 2021). This highlights the importance of assessing how academic preparation and practical skills contribute to job readiness in HR, providing evidence that could be beneficial for curriculum developers and hiring managers.

Despite growing interest in the strengths of both psychology and HR graduates within HR roles, there is a notable lack of research comparing their Individual Work Performance (IWP). According to Machado et al., (2024), psychology graduates may exhibit competencies valuable to many industries but sometimes overestimate their preparedness for specific HR challenges. Understanding these nuances could support HR departments in optimizing team composition based on unique competencies and job demands.

The question remains: does a psychology academic background or an HR academic background lead to better performance in HR roles within the Philippine macro businesses? Existing literature suggests that psychology graduates may possess strengths in interpersonal and behavioral understanding, while HR

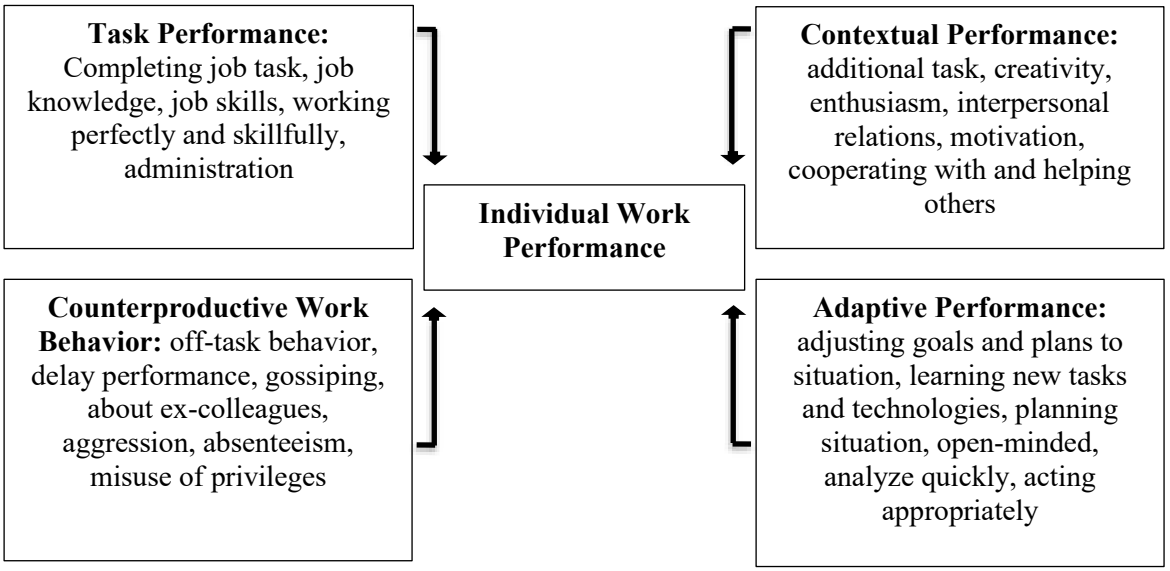
graduates bring more direct, technical skills to the field. However, comparative studies that assess on-the-job performance between these two groups remain limited. This study aimed to address this gap by examining how educational backgrounds influenced individual work performance dimensions exhibited by psychology and human resources graduates in human resources roles within the selected macro businesses in Cavite, this study sought to identify the unique contributions of each group to organizational effectiveness. By examining key performance indicators such as task performance, contextual performance, adaptive performance and counterproductive work behavior, the research sought to provide insights into optimizing HR practices. Ultimately, this analysis contributed to enhancing workforce management strategies.

1.1 Theoretical Framework

The Heuristic Framework of Individual Work Performance, developed by Koopmans et al. (2011) published in the *Journal of Occupational and Environmental Medicine*, provides a comprehensive model for assessing work performance within organizations. This study is anchored in this framework and can be effectively utilized for employee selection, evaluation, training, and development.

The framework outlines four key dimensions of individual work performance: task performance (job-specific duties), contextual performance (supportive workplace behaviors), adaptive performance (the ability to adjust to change), and counterproductive work behavior (harmful actions). By encompassing a broad spectrum of behaviors, the heuristic framework serves as a valuable tool for understanding and enhancing employee performance across various roles and contexts in the workplace.

Figure 1. Heuristic Framework of Individual Work Performance



1.2 Conceptual Framework

Figure 2 shows the conceptual framework of the study follows the Input-Process-Output (IPO) method, which systematically captures the stages of the research. The input for the study includes the profiles of selected macro businesses in Cavite, the socio-economic profiles of Psychology and Human Resource graduates, and their individual work performance. These data points form the foundation of the research, providing insights into the context of the study.

Data was gathered through a distributed survey questionnaire, which is designed to capture relevant

information from the respondents in relation to their individual work performance. Once the survey was distributed and responses collected, the data was tabulated. For statistical treatment, Descriptive Analysis was be used to summarize the data, Kruskal-Wallis Test and Mann-Whitney U Test was employed to determine the significant differences in work performance dimensions between Psychology and Human Resource graduates.

The output of the study will include the results of the comparative analysis, followed by the interpretation of these findings. Based on the analysis, the study proposes a training program to enhance HR Performance, designed to address key areas for improvement identified in the research. The customized training program will be tailored to the specific needs of HR professionals, focusing on skills like recruitment, employee relations, and decision-making.

The goal is to improve the overall effectiveness of graduates in HR roles by enhancing their core HR competencies, filling gaps in their Individual Work Performance (IWP), providing practical tools and strategies, supporting career growth, and better aligning HR practices with organizational needs.

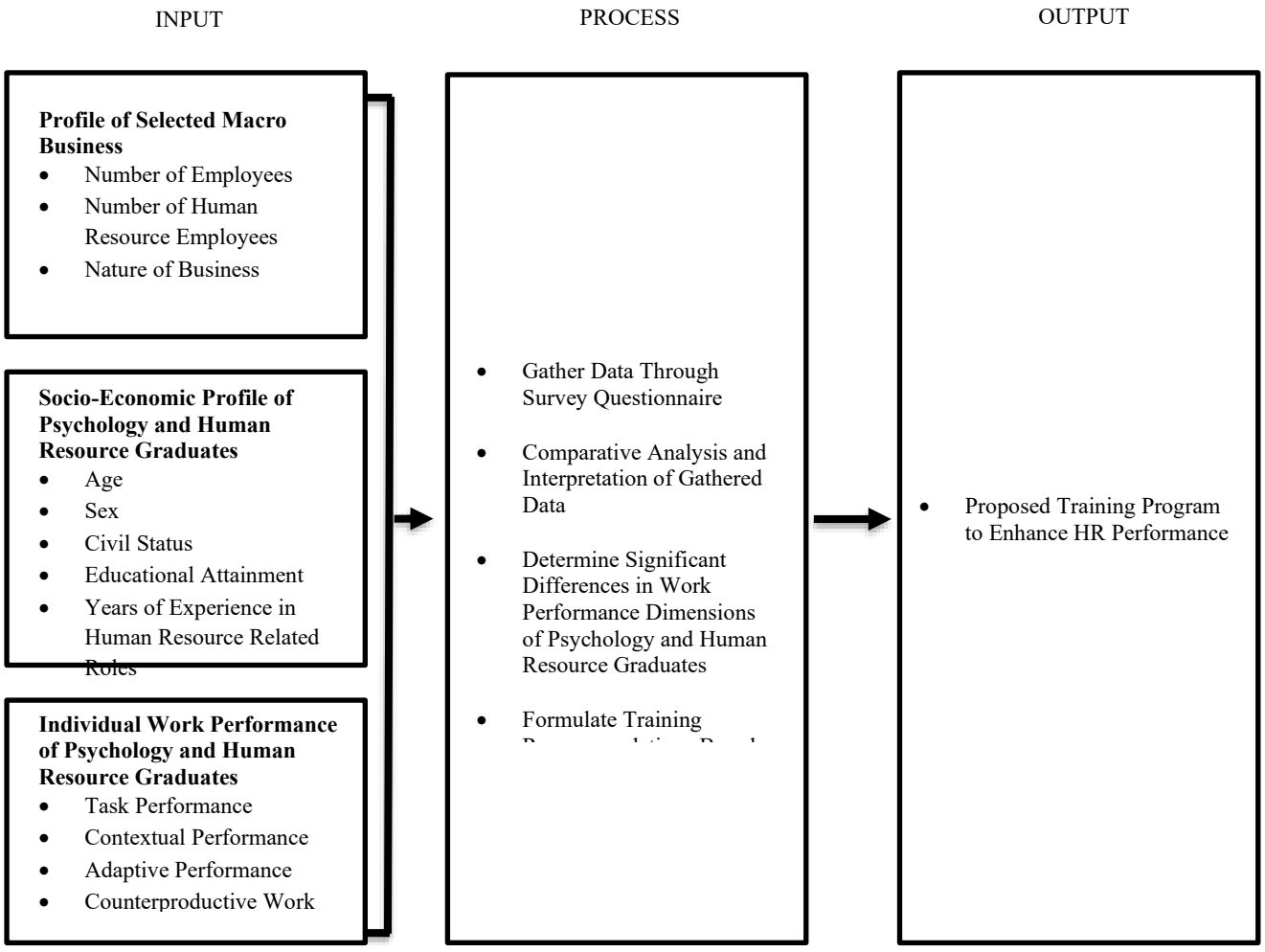


Figure 2. Conceptual Framework of the Study

.3 Statement of the Problem

This study aimed to analyze and compare the Individual Work Performance (IWP) dimensions of

Psychology Graduates and Human Resource Development Management (HRDM) Graduates employed in HR roles in selected macro businesses in Cavite. Hence, in order to arrive with the results essential to the findings of the study it aimed to answer the following questions:

1.3.1. What is the profile of the selected macro businesses in terms of:
1.3.1.1.number of employees,
1.3.1.2.number of Human Resources employees,
1.3.1.3.nature of business,
1.3.1.4.form of ownership, and
1.3.1.5.length of operation?
1.3.2. What is the socio-economic profile of the Psychology and Human Resource graduates in terms of:
1.3.2.1.age,
1.3.2.2.sex,
1.3.2.3.civil status,
1.3.2.4.educational attainment, and
1.3.2.5.years of experience in Human Resource-related roles?
1.3.3. What is the Individual Work Performance (IWP) of Psychology and HR graduates in HR roles in terms of:
1.3.3.1.Task performance
1.3.3.2.Contextual performance
1.3.3.3.Adaptive performance
1.3.3.4.Counterproductive work behavior?
1.3.4. Is there a significant difference between the Individual Work Performance (IWP) dimensions and the profile of the Psychology and HR graduates?
1.3.5. Based on the results of the study, what training program can be proposed to enhance overall performance in HR roles?

1.4.Hypothesis

On the basis of the objectives and variables of the study, the below hypothesis was conceptualized to be tested at 0.05 level of significance.

H01: There is no significant difference in the Individual Work Performance (IWP) dimensions when the respondents are grouped according to their profiles.

1.5.Scope and Limitation of the Study.

This section outlined the study's extent and identified factors outside its control, clarifying the areas that were and excluded from the study.

The scope of this study defined the boundaries and focus areas for examining a comparative analysis of individual work performance dimensions among Psychology and Human Resource Development Management (HRDM) graduates employed in HR roles within selected macro businesses across Cavite. The study specifically focused on employees who held a bachelor's degree in either Psychology or HRDM and occupied HR positions at any level, regardless of employment status. Data were gathered from these employees through survey questionnaires, aiming to assess and compare performance dimensions such as task performance, contextual performance, adaptive performance, and counterproductive work behavior.

The limitations of this study outlined the constraints and boundaries within which the research was conducted. This study was subject to certain limitations in geographic scope, focusing on Cavite, with the

study targeting HR professionals in macro businesses. This study was limited by factors beyond the researcher's control, including variations in organizational culture, differing HR policies across companies, and external influences on employee performance, which might have affected the results. It excluded HR employees who were not graduates of Psychology or HRDM, Psychology and HRDM graduates working outside Cavite, those who have pursued further studies beyond a bachelor's degree, and individuals not holding HR roles. Additionally, the study period was constrained to ten months, from August 2024 to June 2025, limiting the timeframe for data collection and analysis in comparing individual work performance dimensions of Psychology and HRDM graduates in HR roles.

2. Methodology

This study examined the Individual Work Performance (IWP) dimensions of Psychology and Human Resource graduates, employed a quantitative, descriptive research design. The research aims to gather and analyze data through surveys, using descriptive methods to offer a complete and accurate representation of the collected information. Descriptive research is a scientific approach focused on presenting clear, detailed data that can help form hypotheses, identify trends, and uncover patterns (Hassan, 2024). In this context, the study specifically examined the socio-economic profiles of Psychology and HR graduates, alongside their respective IWP dimensions in HR roles.

A comparative approach was utilized to analyze the differences and similarities between the two graduate groups, facilitated the identification of trends or patterns across distinct categories (Hassan, 2024). The comparative analysis was designed to determine significant differences between the IWP dimensions and the profiles of the two graduate groups, providing insights into how their qualifications and socio-economic factors influenced performance in HR roles.

The sampling technique used in this research combined purposive sampling and quota sampling, both of which were non-probability methods. Purposive sampling, also known as judgmental, selective, or subjective sampling, involved deliberately selecting respondents based on specific characteristics that aligned with the study's objectives. This approach enabled the researchers to target individuals who met the criteria deemed relevant to the research, ensuring the collection of meaningful and valuable insights. The primary goal of purposive sampling was to focus on a targeted population that is most likely to contribute meaningful responses to the research questions.

Additionally, quota sampling was employed to ensure that the selected respondents represented certain attributes in proportion to their prevalence in the population. According to Simkus (2023), quota sampling involved selecting respondents based on specific characteristics, ensuring that key demographic or professional attributes were appropriately represented. This method allowed the researchers to achieve a balanced representation of the study population, such as ensuring proportional representation of HR professionals with varying educational backgrounds or levels of experience.

By combining purposive and quota sampling, this study ensured both relevance and representativeness in its participant selection process, thereby enhancing the quality and applicability of the collected data.

The study was conducted in selected macro businesses located within Cavite, a province known for its dynamic and rapidly growing economy. These businesses spanned various industries, contributing significantly to both the local and national economies. Each participating organization employed at least 200 individuals, the researcher gathered a total of 50 employees with a bachelor's degree in Human Resource Development Management and another 50 employees with a bachelor's degree in Psychology, culminating in a total of 100 HR professionals across the study.

Cavite was chosen as the research locale due to its status as one of the most economically progressive provinces in the Philippines. According to data from the Philippine Statistics Authority, Cavite experienced the fastest economic growth in 2022, registering a 9.2% increase. In 2023, Cavite also recorded the highest growth rate at 6.7 percent and surpassed the regional GDP growth rate of 5.2 percent. The study considered 15 macro businesses in the Philippines that have a significant presence in Cavite, particularly in sectors like manufacturing and services. These companies contributed significantly to the region's economy by achieving remarkable revenue, emphasizing their role in the performance of the local economy. The questionnaire consisted of five main sections, each using a 4-point Likert scale. Results of the study are presented through tabulations with appropriate statistical treatments for each research question. Descriptive statistics are used to summarize the socio-economic and organizational profiles of the respondents. To test for significant differences in work performance, non-parametric tests are applied. The Kruskal-Wallis Test is used for comparing variables with more than two independent groups (e.g., age and years of experience), while the Mann-Whitney U Test is used for comparing two independent groups (e.g., sex, civil status, and educational attainment). These tests are performed to verify the research hypotheses.

3. Results and Discussion

Table 1: Profile of Subject Macro Businesses

Profile	Category	Frequency	Percentage (%)
Number of Employees	200-500 employees	6	66.67
	501-1000 employees	2	22.22
	More than 1000 employees	1	11.11
Number of HR Employees	1-5 employees	4	44.44
	6-10 employees	3	33.33
	11-20 employees	1	11.11
	21-50 employees	1	11.11
	More than 50 employees	0	0.00
Nature of Business	Automotive	6	66.67
	Retail	2	22.22
	Non-Life Insurance	1	11.11
Form of Ownership	Sole Proprietorship	0	0.00
	Partnership	1	11.11
	Corporation	8	88.89
	Cooperative	0	0.00
Years of Operation	Less than 1 year	1	11.11
	1-5 years	2	22.22
	6-10 years	2	22.22
	11-20 years	2	22.22
	More than 20 years	2	22.22

Number of Employees. As shown in Table 1, the lowest percentage of subject companies (11.11%) are those with more than 1,000 employees. This indicates that while a portion of the population does represent very large enterprises, such companies are less prevalent in Cavite. This may highlight an area for potential growth or expansion among businesses in the province, suggesting that only a limited number of companies have surpassed the 1,000-employee mark, possibly due to regional limitations in infrastructure or market reach. On the other hand, the highest percentage of subject companies (66.67) are those with 200 to 500 employees, identifying this range as the most dominant among macro businesses in the area. This supports the assertion that the majority of large enterprises in Cavite operate at a scale that qualifies them as macro businesses by international standards. These companies are likely to require more sophisticated HR systems and policies due to their size and complexity, emphasizing the importance of strategic HRM practices tailored for large-scale operations. Overall, the distribution implies a central tendency based on the overall distribution, places most subject companies in the macro business category Number of HR Employees. As shown in Table 1, the lowest recorded frequency is in the "More than 50 HR employees" category, with 0% of respondents indicating this range. This suggests that none of the surveyed subject macro businesses maintain large-scale HR departments. While these businesses are substantial in terms of total employees, their HR structures remain relatively compact. This raises a potential area for improvement in terms of scaling HR support functions to ensure adequate service and responsiveness as the organization grows in complexity. Conversely, the highest frequency was observed in the "1-5 HR employees" category, with 44.44% of companies falling within this range. This aligns with industry norms, which recommend 1 to 2 HR professionals per 100 employees, especially in companies employing 200–500 individuals (as reflected in Table 1). The consistency of this staffing pattern across multiple organizations highlights a shared approach toward maintaining efficiency while ensuring core HR services are delivered effectively. Overall, the distribution implies a central tendency around small to mid-sized HR departments within macro business settings, which includes the majority of the responses in the 1–5 and 6–10 categories.

Nature of Business. As shown in Table 1, the non-life insurance industry received the lowest frequency and percentage among the subject companies, with only 1 subject company under this category, 11.11% of the total. Although non-life insurance businesses are typically categorized as macro enterprises due to the scale and nature of their operations, their minimal representation in this study suggests a limited presence within the province of Cavite. This points to a potential gap in the local business landscape and highlights the opportunity to attract or develop more non-life insurance providers in the area.

Conversely, the automotive industry emerged as the most prominent, with 6 subject companies or 66.67% indicating this as their company's nature of business. This significant representation highlights the automotive sector's strong foothold in the macro business landscape. Its established infrastructure, capital-intensive operations, and consistent demand position it as a key player in Cavite's macro businesses.

Overall, the distribution implies a central tendency to concentrate on capital-heavy and large-scale industries such as automotive.

Form of Ownership. As shown in Table 1, the form of ownership with the lowest value was sole proprietorship, and cooperative, each with 0 responses. These ownership types did not appear in the distribution, indicating they are not typical among macro businesses in Cavite. The absence of these forms reflects their limited relevance in large-scale enterprises, as they are more commonly associated with MSMEs, which operate on a smaller scale in terms of capital, structure, and manpower. This suggests a potential area for development, particularly in supporting smaller businesses that may aspire to grow into

macro-level operations. In contrast, the mode of the distribution—representing the most frequently occurring form of ownership—was corporation, with 8 out of 9 subject companies 88.89% identifying their companies under this category. This overwhelming frequency underscores the dominance of corporate ownership among macro businesses in Cavite. Corporations are structurally equipped to manage large-scale operations, offering advantages such as broader capital access, limited liability, and institutional longevity. The data suggests that corporations are the preferred legal structure for enterprises operating at a macro level in the province. Analyzing the overall distribution, it is evident that the central tendency leans heavily toward corporate ownership

Years of Operation. As shown in Table 1, the lowest value in terms of years of operation was from companies that have been operating for less than one year, with only 1 respondent, or 11.11% of the total. This minimal representation suggests that newly established macro businesses in Cavite are still in their early stages and may have limited structures and workforces. These companies are likely in the process of building their operations, which may explain the smaller number of respondents from this group, particularly in human resources roles.

In contrast, the highest percentages of subject companies have been in operation for over 20 years, 11–20 years, 6–10 years, and 1–5 years, each with a

frequency of 2 companies, or 22.22%. This indicates that many of the subject macro businesses in Cavite have been operating for at least a year, reflecting both stability and longevity. Both emerging and established companies typically have well-established systems, larger organizational structures, and a more developed workforce—factors that likely contribute to their higher representation in the survey. Their continued presence further suggests resilience and a solid foothold within their respective industries. Looking at the overall distribution, the balanced distribution suggests a healthy mix of both emerging and well-established enterprises in the province, indicating sustained business activity and growth potential over time.

Table 2: Socio-economic Profile of the Participants

Profile	Category	Psychology Graduates	Human Resource Graduates	Total
Age Interval	20-29 years old	30 (48.39%)	32 (51.61%)	62 (62.00%)
	30-39 years old]	11 (40.74%)	16 (59.26%)	27 (27.00%)
	40-49 years old	7 (77.78)	2 (22.22%)	9 (9.00%)
	50 years old and above	2 (100%)	0 (0.00%)	2 (2.00%)
Sex	Male	19	22	41 (41.00%)
	Female	31	28	59 (59.00%)
Civil Status	Single	40 (47.06%)	45 (52.94%)	85 (85.00%)
	Married	10 (66.67%)	5 (33.33%)	15 (15.00%)
	Widowed	0	0	0 (0.00%)
	Separated	0	0	0 (0.00%)
Years of Experience in Human Resource Roles	6 months-1 year	12 (40.00%)	18 (60.00%)	30 (30.00%)
	2-3 years	21 (53.85%)	18 (46.15%)	39 (39.00%)
	4-6 years	11 (57.89%)	8 (42.11%)	19 (19.00%)

	7-10 years More than 10 years	4 (40.00%) 2 (100.00%)	6 (60.00%) 0 (0.00%)	10 (10.00%) 2 (2.00%)

Socio-economic Characteristics. As shown in Table 2, the lowest-scoring socio-economic indicators across both Psychology and Human Resource graduates exhibit a similar pattern of underrepresentation in specific areas. Among Psychology graduates, the lowest values were recorded in the 50 years old and above age group, with only 2% of all respondents represented. The lowest representation for sex was male, with only 19 responses. In the "more than 10 years of experience" category, 2% of respondents were represented, and in the "widowed or separated" civil status category, there was no representation, 0%. In comparison, Human Resource graduates had no respondents, 0% in the 50 years old and above age group. The lowest representation for sex was also male, with 22 responses. There was also no representation of 0% in the "more than 10 years of experience" category, as well as in the "widowed or separated" civil status category. This comparison highlights that both groups lack senior professionals in terms of age and tenure, but the Psychology group shows a slightly broader age and experience range. These gaps suggest areas for improvement, such as creating more pathways for older and more experienced professionals to contribute meaningfully to HR roles and fostering more age-diverse HR teams.

On the other hand, the highest-scoring indicators reveal a strong alignment between both groups, underscoring shared characteristics in the current HR workforce. For Psychology graduates, the highest percentages were in the 20–29 years old age group, with 30 responses at 48.39% compared to the other graduate group presented. There were 31 females out of 100 total respondents. In terms of civil status, single individuals made up 40 responses, 47.06% compared to the other graduate group presented. For years of experience, the 2–3 years category had the most representation, with 21 responses of 53.85%, compared to the other graduate group presented. Similarly, Human Resource graduates showed their highest values in the 20–29 years old age group, with 32 responses, 51.61% higher compared to the other graduate group presented, and 28 females out of 100 total respondents. The single civil status category had 45 responses, 52.94% higher compared to the other graduate group presented, and in terms of years of experience, both the 6 months to 1 year and 2 to 3 years categories had 18 responses each. These results indicate that both Psychology and HR graduates in macro businesses showed a higher concentration of single individuals and a slightly larger share in the youngest age bracket, while Psychology graduates had a higher female proportion and more respondents with mid-level experience. These subtle differences suggest that while both groups bring similar energetic and adaptive qualities to the HR field, Psychology graduates may offer slightly more maturity or diverse experience.

Looking at the overall distribution, there is a clear concentration in the younger age brackets, with 62.00% of respondents falling between the ages of 20 and 29, indicating a strong skew toward a younger workforce. The rise of Generation Z and younger Millennials has become increasingly prominent in the workforce. Racolța-Paina and Irini (2021) noted that HR professionals often view individuals in the 20–29 age range as dynamic and innovation-driven, aligning well with the collaborative and tech-forward nature of modern HR roles. This generational shift reflects the evolving demographic composition of macro business environments in Cavite, highlighting the growing influence of younger professionals in shaping organizational culture and HR practices. In addition to this age trend, the central tendency across all civil status categories shows a significant representation of single individuals, further aligning with the broader trend of younger professionals entering the workforce. Studies on work-life balance such as

Rsispostadmin (2022), suggest that civil status does not significantly impact employee performance when work environments offer strong support systems. The findings from this study suggest that while single professionals may face unique work-life balance concerns, these are unlikely to negatively affect their performance when team support, role clarity, and job engagement are well-managed. Finally, the central tendency in this distribution predominantly captures the experiences of those in the early to mid-stages of their HR careers, supporting the idea that younger professionals, despite their relative inexperience, play a significant role in shaping contemporary HR practices. Jackson (2022) emphasized that adaptability and the ability to learn are more important to HR performance than years of experience. This aligns with the study's findings, which suggest that the younger workforce's adaptability and openness to learning are invaluable in driving the ongoing transformations within the HR field.

Table 3: Comparative Analysis of Individual Work Performance Based on Task Performance Indicators

Criteria	Psychology Graduates' Mean Score And Standard Deviation	Interpretation	Human Resource Graduates' Mean Score And Standard Deviation	Interpretation
1. I effectively implement HR policies and procedures based on the knowledge and skills I acquired during my bachelor's degree.	3.080 ± 0.900	High level of Agreement	3.720 ± 0.536	Very High level of Agreement
2. I prioritize the operational efficiency of HR policies and procedures in my role.	3.300 ± 0.707	Very High level of Agreement	3.560 ± 0.541	Very High level of Agreement
3. I possess a strong understanding of labor laws and organizational compliance requirements, supported by the knowledge gained during my bachelor's degree.	2.920 ± 0.853	High level of Agreement	3.480 ± 0.544	Very High level of Agreement
4. I am skilled at using recruitment tools and technologies to improve the hiring process.	3.180 ± 0.800	High level of Agreement	3.500 ± 0.647	Very High level of Agreement
5. I efficiently coordinate onboarding processes for new hires.	3.460 ± 0.706	Very High level of Agreement	3.600 ± 0.535	Very High level of Agreement

6. I evaluate the effectiveness of training sessions and implement necessary improvements.	3.340 ± 0.772	Very High level of Agreement	3.620 ± 0.602	Very High level of Agreement
7. I am experienced in tracking and analyzing HR metrics such as employee turnover and performance data to drive strategic decisions.	3.200 ± 0.756	High level of Agreement	3.540 ± 0.579	Very High level of Agreement
8. I am proficient in using psychometric tools to assess employee potential and performance during interview.	3.100 ± 0.886	High level of Agreement	3.020 ± 0.685	High level of Agreement
9. I conduct effective workforce planning to align staffing needs with organizational objectives	2.960 ± 0.755	High level of Agreement	3.540 ± 0.646	Very High level of Agreement
10. I implement disciplinary actions fairly and in organizational policies and procedures.	3.020 ± 0.845	High level of Agreement	3.680 ± 0.551	Very High level of Agreement
Grand Mean	3.156 ± 0.431	High level of Agreement	3.526 ± 0.298	Very High level of Agreement

Note: For each statement, the following remarks for interpretation will apply for the mean interval: 4.00 - 3.25 for Very high level of agreement, 3.24 - 2.50 for High level of agreement, 2.49 – 1.75 for Low level of agreement, and 1.74 – 1.00 for Very low level of agreement.

Task Performance. As shown in Table 3, the lowest mean score of Psychology graduates is 2.920 was recorded under the statement "I possess a strong understanding of labor laws and organizational compliance requirements, supported by the knowledge gained during my bachelor's degree." with a standard deviation of 0.853. In comparison the lowest mean score of Human resource graduates is 3.020 under the statement "I am proficient in using psychometric tools to assess employee potential and performance during interview." with a standard deviation of 0.685. This comparison highlights distinct gaps for each group. Psychology graduates showed the least confidence in their understanding of legal and compliance matters—an area that typically falls outside the core focus of Psychology curricula. On the other hand, HR graduates indicated lower proficiency in using psychometric tools, which are more closely associated with Psychology-based training. Although both groups identified specific weaknesses, the slightly
higher lowest score of HR graduates suggests that their perceived gaps may be less severe. These results indicate potential areas where targeted training or curriculum enhancements could improve the preparedness of both graduate groups for specific HR functions.
In contrast, the highest mean score of Psychology graduates is 3.460 was recorded under the statement "I efficiently coordinate onboarding processes for new hires," with a standard deviation of 0.706. In comparison, the highest mean score of Human resource graduates is 3.720 under the statement "I effectively implement HR policies and procedures based on the knowledge and skills I acquired during

my bachelor's degree," with a standard deviation of 0.536. This contrast emphasizes each group's core strengths. Psychology graduates appear to thrive in people-oriented, procedural tasks such as onboarding, where interpersonal skills and communication play a significant role. In contrast, HR graduates show stronger performance in more structured and administrative aspects of HR, such as policy implementation—reflecting the specialized training they receive in compliance, systems, and procedural frameworks. The higher peak score of HR graduates may also reflect a more direct alignment between their academic preparation and current job responsibilities in macro businesses.

Finally, the grand mean of Psychology graduates is 3.156 and a standard deviation of 0.431 indicate that overall respondents have high level of agreement regarding the following HR competencies. In comparison the grand mean of Human resource graduates is 3.526 and a standard deviation of 0.298 indicate that overall respondents have very high level of agreement regarding the following HR competencies. This overall difference suggests that HR graduates perceive themselves as more competent across a range of HR-related tasks, likely due to their direct academic exposure to human resource principles. The gap may also reflect differences in curriculum emphasis—HR programs are designed to equip students with practical knowledge in HR systems, labor law, and policy enforcement, while Psychology programs provide broader theoretical foundations that may not directly translate into operational HR tasks. Interestingly, despite HR graduates reporting higher overall competence, their lowest score related to psychometric tools suggests a gap in a technical area where Psychology graduates are typically stronger. This observation aligns with findings by Llanes et al. (2022) and Li et al. (2023), who emphasized the need for more focused development in specialized HR tools and assessments—even among formally trained HR graduates. The insights imply that while HR graduates are more confident in general HR operations, there is room for interdisciplinary enrichment—such as incorporating more psychometric assessment training—to round out their competencies.

Table 4: Comparative Analysis of Individual Work Performance Based on Contextual Performance Indicators

Criteria	Psychology Graduates' Mean Score And Standard Deviation	Interpretation	Human Resource Graduates' Mean Score And Standard Deviation	Interpretation
1. I am confident in my ability to mediate conflicts and resolve interpersonal issues in the workplace	3.360 ± 0.693	Very High Level of Agreement	3.380 ± 0.725	Very High Level of Agreement
2. I support diversity initiatives and promote an inclusive environment where all employees feel valued	3.700 ± 0.463	Very High Level of Agreement	3.360 ± 0.749	Very High Level of Agreement
3. I motivate and inspire employees in the	3.500 ± 0.647	Very High Level of	3.280 ± 0.809	Very High Level of Agreement

organization using different motivational approaches		Agreement		
4. I support employees' mental well-being by promoting mental health and wellness programs	3.480 ± 0.646	Very High Level of Agreement	3.240 ± 0.687	High Level of Agreement
5. I participate in organizing or supporting activities that improve employee morale, such as team-building events or recognition programs.	3.560 ± 0.611	Very High Level of Agreement	3.320 ± 0.683	Very High Level of Agreement
6. I consider the cognitive and emotional needs of employees when making HR decisions.	3.500 ± 0.544	Very High Level of Agreement	3.200 ± 0.782	High Level of Agreement
7. I encourage open communication and actively listen to employees' concerns to foster trust.	3.800 ± 0.404	Very High Level of Agreement	3.620 ± 0.567	Very High Level of Agreement
8. I effectively provide consultation to address employee concerns and issues within the workplace.	3.580 ± 0.609	Very High Level of Agreement	3.500 ± 0.735	Very High Level of Agreement
9. I use effective feedback methods like "praise-criticism-praise method" to employees.	3.200 ± 0.700	High Level of Agreement	3.300 ± 0.735	Very High Level of Agreement
10. I contribute to enhancing employee engagement by creating opportunities for recognition and development.	3.600 ± 0.571	Very High Level of Agreement	3.480 ± 0.677	Very High Level of Agreement
Grand Mean	3.528 ± 0.307	Very High Level of Agreement	3.368 ± 0.392	Very High Level of Agreement

Note: For each statement, the following remarks for interpretation will apply for the mean interval: 4.00 - 3.25 for Very high level of agreement, 3.24 - 2.50 for High level of agreement, 2.49 – 1.75 for Low level of agreement, and 1.74 – 1.00 for Very low level of agreement.

Contextual Performance. As shown in Table 4, the lowest mean score of Psychology graduates is 3.200 was recorded under the statement "I use effective feedback methods like 'praise-criticism-praise method' to employees," with a standard deviation of 0.700. In comparison, the lowest mean score of Human resource graduates is 3.200 under the statement "I consider the cognitive and emotional needs of

employees when making HR decisions," with a standard deviation of 0.782. These results highlight important areas for potential improvement. For Psychology graduates, a lower score suggests a need for better application or training in structured feedback techniques—despite their academic grounding in behavioral science. Meanwhile, HR graduates appear to need stronger integration of empathy and emotional awareness in decision-making. While both groups scored equally at the lower end, the nature of the statements reveals discipline-specific gaps: Psychology graduates may benefit from practical reinforcement of feedback models, whereas HR graduates could enhance performance by adopting a more emotionally intelligent approach to HR decisions.

In contrast, the highest mean score of Psychology graduates is 3.800 was recorded under the statement "I encourage open communication and actively listen to employees' concerns to foster trust." with standard deviation 0.404. In comparison, the highest mean score of Human resource graduates is 3.620 under the same statement, which is "I encourage open communication and actively listen to employees' concerns to foster trust," with a standard deviation of 0.567. This shared strength underscores the importance both groups place on fostering open dialogue and trust in the workplace. However, the higher score among Psychology graduates indicates a stronger emphasis or confidence in interpersonal communication skills. This likely stems from their academic foundation in psychology, which emphasizes empathy, active listening, and rapport-building—skills crucial for maintaining a supportive and communicative work environment.

Finally, the grand mean of Psychology graduates is 3.528 and a standard deviation of 0.307 indicate that overall respondents have very high level of agreement regarding the following HR competencies. In comparison the grand mean of Human resource graduates is 3.368 and a standard deviation of 0.392 indicate that indicate that overall respondents have very high level of agreement regarding the following HR competencies. While both groups fall within the Strongly Agree range, the higher average score of Psychology graduates suggests a greater proficiency in contextual performance. This implies that Psychology graduates may be more attuned to the non-task-related behaviors crucial in HR, such as encouragement, emotional support, and maintaining a positive team climate. These findings suggest that both groups recognize the importance of contextual performance in HR roles, but Psychology graduates may have a slight edge due to their training in human behavior and emotional intelligence. This is consistent with the work of Smith and Johnson (2022), who highlighted the impact of psychological competencies—like trust-building, empathy, and inclusive communication—on enhancing employee engagement and workplace culture. Their study affirms that HR professionals who exhibit strong contextual performance traits are better equipped to cultivate cohesive, resilient, and collaborative teams—qualities strongly reflected in the responses of Psychology graduates in this study.

Contrary to the findings, Machado et al. (2024) found that while psychology graduates perceive themselves as highly competent in interpersonal roles, their actual workplace performance often falls short of expectations. his suggests a gap between perceived emotional intelligence and the actual application of contextual competence, indicating that while individuals may recognize or believe in their emotional capabilities, they may struggle to effectively apply these skills in real-world, situational contexts.

Table 5: Comparative Analysis of Individual Work Performance Based on Adaptive Performance Indicators

Criteria	Psychology Graduates' Mean Score And Standard Deviation	Interpretation	Human Resource Graduates' Mean Score And Standard Deviation	Interpretation
1. I adjust HR policies and practices effectively in response to organizational changes.	3.200 ± 0.639	High Level of Agreement	3.580 ± 0.609	Very High Level of Agreement
2. I am eager to learn new skills and procedures to enhance my job performance.	3.760 ± 0.476	Very High Level of Agreement	3.780 ± 0.418	Very High Level of Agreement
3. I actively seek out opportunities to improve my knowledge and capabilities.	3.680 ± 0.471	Very High Level of Agreement	3.700 ± 0.505	Very High Level of Agreement
4. I can collaborate successfully with coworkers who have different work styles or cultural perspectives.	3.740 ± 0.487	Very High Level of Agreement	3.480 ± 0.580	Very High Level of Agreement
5. I am able to work effectively in dynamic, fast-paced environments that require frequent changes	3.600 ± 0.571	Very High Level of Agreement	3.640 ± 0.525	Very High Level of Agreement
6. I quickly adapt to changing work conditions and adjust my approach to meet new demands.	3.500 ± 0.580	Very High Level of Agreement	3.440 ± 0.577	Very High Level of Agreement
7. I can adapt effectively to the organizational changes brought about by new management.	3.420 ± 0.642	Very High Level of Agreement	3.660 ± 0.557	Very High Level of Agreement
8. I effectively adapt to organizational changes, such as company mergers, while maintaining productivity and collaboration.	3.500 ± 0.614	Very High Level of Agreement	3.340 ± 0.626	Very High Level of Agreement
9. I am resourceful in handling unexpected changes that affect team projects or deadlines.	3.580 ± 0.499	Very High Level of Agreement	3.440 ± 0.611	Very High Level of Agreement
10. I proactively prepare for potential changes by staying informed and flexible.	3.600 ± 0.535	Very High Level of Agreement	3.660 ± 0.557	Very High Level of Agreement
Grand Mean	3.558 ± 0.289	Very High Level of Agreement	3.572 ± 0.274	Very High Level of Agreement

Note: For each statement, the following remarks for interpretation will apply for the mean interval: 4.00 - 3.25 for Very high level of agreement, 3.24 - 2.50 for High level of agreement, 2.49 – 1.75 for Low level of agreement, and 1.74 – 1.00 for Very low level of agreement.

Adaptive Performance. As shown in Table 5, the lowest mean score of Psychology graduates is 3.200 was recorded under the statement "I adjust HR policies and practices effectively in response to organizational changes," with a standard deviation of 0.639. In comparison, the lowest mean score of Human resource graduates is 3.340 under the statement "I effectively adapt to organizational changes, such as company mergers, while maintaining productivity and collaboration" with a standard deviation of 0.626.

These findings indicate that while both groups generally perceive themselves as adaptable, there are nuanced areas for improvement. Psychology graduates scored lower when it came to modifying HR policies in response to change, possibly reflecting a need for more exposure to policy implementation or structural decision-making. On the other hand, HR graduates showed a slightly higher score but still revealed a challenge in maintaining productivity during significant organizational transitions like mergers. This suggests a shared developmental area for both groups: enhancing their ability to manage change not only at an individual level but also in the broader organizational context.

In contrast, the highest mean score of Psychology graduates is 3.760 was recorded under the statement “I am eager to learn new skills and procedures to enhance my job performance," with a standard deviation of 0.476. In comparison, the highest mean score of Human resource graduates is 3.780 under the same statement, which is "I am eager to learn new skills and procedures to enhance my job performance," with a standard deviation of 0.418. This indicates a strong shared strength in growth mindset and learning agility, key components of adaptive performance. The marginally higher score and lower variability among HR graduates suggest slightly more consistency in this proactive attitude across their group. However, the overall high scores from both groups highlight a positive outlook toward professional development and a readiness to embrace new challenges—an encouraging sign for long-term adaptability in HR roles.

Finally, the grand mean of Psychology graduates is 3.558 and a standard deviation of 0.289 indicate that overall respondents have very high level of agreement regarding the following HR competencies. In comparison the grand mean of Human Resource graduates is 3.572 and a standard deviation of 0.274 indicate that overall respondents have very high level of agreement regarding the following HR competencies. While both groups fall within the Strongly Agree range, the higher average score of Human Resource graduates suggests a greater proficiency in Adaptive performance. Although the difference is modest, it suggests that HR graduates perceive themselves as marginally more proficient in adapting to dynamic work environments. Nevertheless, both groups fall within the Strongly Agree range, reinforcing the idea that young HR professionals—regardless of academic background—demonstrate a high level of resilience, openness to change, and flexibility in their roles. These findings are consistent with Alqudah et al. (2021), who emphasized that adaptability and affective commitment are critical traits in high-performance HR practices. Their research highlights that individuals with strong adaptive capabilities are better equipped to handle shifts in strategies, technologies, and organizational structures. The data from this study suggests that despite being early in their careers, both Psychology and HR graduates exhibit these traits, reflecting a proactive and growth-oriented approach. This not only enhances individual job performance but also contributes positively to organizational transformation and long-term sustainability. However, the study of Othman et al. (2022) suggests that adaptability in the workplace is not mainly

determined by a graduate's educational background. Instead, their research shows that specific employability skills, like problem-solving and teamwork, have a much stronger influence on how well graduates adapt to changes at work. This means that even though HRDM graduates scored slightly higher in adaptive performance, the advantage may not necessarily be attributed to the curriculum of the HRDM program itself. Rather, it may be due to the development of stronger soft skills acquired during their academic training or through early work and internship experiences. These skills are often critical in navigating change, handling uncertainty, and adjusting to new environments, all of which are essential components of adaptive performance. The findings challenge the assumption that one academic program inherently produces more adaptable graduates than another. Instead, the results suggest that adaptability is less about the specific discipline and more about the opportunities students have to develop and apply practical, transferable skills during their academic journey.

Table 6: Comparative Analysis of Individual Work Performance Based on Counterproductive Work Behavior

Criteria	Psychology Graduates' Mean Score And Standard Deviation	Interpretation	Human Resource Graduates' Mean Score And Standard Deviation	Interpretation
1. I uphold ethical practices in all HR-related decisions such as avoiding manipulating data or accepting inappropriate incentives.	3.620 ± 0.635	Very High Level of Agreement	3.660 ± 0.519	Very High Level of Agreement
2. I ensure that no bias or favoritism influences my hiring, promotions, or disciplinary actions.	3.600 ± 0.606	Very High Level of Agreement	3.520 ± 0.614	Very High Level of Agreement
3. I respect workplace policies and avoid violating them to serve as a role model.	3.620 ± 0.567	Very High Level of Agreement	3.680 ± 0.551	Very High Level of Agreement
4. I focus on finding solutions to work conditions rather than just complaining about them.	3.520 ± 0.614	Very High Level of Agreement	3.320 ± 0.713	Very High Level of Agreement
5. I handle workplace tools, systems, and data according to organizational policies.	3.440 ± 0.675	Very High Level of Agreement	3.500 ± 0.647	Very High Level of Agreement
6. I refrain from procrastinating on important tasks and prioritize them effectively.	3.400 ± 0.639	Very High Level of Agreement	3.440 ± 0.611	Very High Level of Agreement
7. I ensure my personal issues do not interfere with my professional responsibilities	3.620 ± 0.667	Very High Level of Agreement	3.420 ± 0.673	Very High Level of Agreement

8. I avoid making decisions based on emotions or personal biases and rely on objective data instead.	3.560 ± 0.644	Very High Level of Agreement	3.500 ± 0.614	Very High Level of Agreement
9. I know how to balance being both a professional and a friend to my colleagues.	3.680 ± 0.551	Very High Level of Agreement	3.580 ± 0.609	Very High Level of Agreement
10. I ensure that I support both my colleagues' needs as an employee and the needs of the company.	3.600 ± 0.571	Very High Level of Agreement	3.740 ± 0.487	Very High Level of Agreement
Grand Mean	3.566 ± 0.315	Very High Level of Agreement	3.536 ± 0.358	Very High Level of Agreement

Note: For each statement, the following remarks for interpretation will apply for the mean interval: 4.00 - 3.25 for Very high level of agreement, 3.24 - 2.50 for High level of agreement, 2.49 – 1.75 for Low level of agreement, and 1.74 – 1.00 for Very low level of agreement.

Counterproductive Work Behavior. As shown in Table 6, the lowest mean score of Psychology graduates is 3.400 was recorded under the statement "I refrain from procrastinating on important tasks and prioritize them effectively," with a standard deviation of 0.639. In comparison, the lowest mean score of Human resource graduates is 3.320 under the statement "I focus on finding solutions to work conditions rather than just complaining about them," with a standard deviation of 0.713. These results provide an initial insight into potential improvement areas for both groups. Psychology graduates scored lower on time management and task prioritization, which may reflect challenges in balancing multiple responsibilities or managing stress. HR graduates, on the other hand, showed a need for improvement in proactive problem-solving and constructive workplace engagement. Both areas are essential for minimizing counterproductive behaviors and addressing these gaps can contribute to a more responsible and solution-focused HR workforce.

In contrast, the highest mean score of Psychology graduates is 3.680 was recorded under the statement. "I know how to balance being both a professional and a friend to my colleagues," with a standard deviation of 0.551. In comparison, the highest mean score of Human resource graduates is 3.740 under the statement which is "I ensure that I support both my colleagues' needs as an employee and the needs of the company," with a standard deviation of 0.487. While both groups demonstrate strengths in maintaining professionalism and fostering healthy workplace relationships, Psychology graduates excel in managing relational boundaries, whereas HR graduates show greater competency in aligning interpersonal support with company goals.

Finally, the grand mean of Psychology graduates is 3.566, and a standard deviation of 0.315 indicates that overall, respondents have very high level of agreement regarding the following HR competencies. In comparison, the grand mean of Human resource graduates is 3.536, and a standard deviation of 0.358 indicates that overall respondents have very high level of agreement regarding the following HR competencies. While both groups fall within the Strongly Agree range, the higher average score of Psychology graduates suggests a greater proficiency in Counter productive behavior. This finding supports the conclusion that Psychology graduates may exhibit a stronger inclination toward self-regulation and

ethical conduct. These results align with the findings of Rogozińska-Pawełczyk (2021), who emphasized the significance of psychological contract fulfillment and ethical HR practices in fostering responsible workplace behavior. The consistent agreement across both groups confirms that early-career HR professionals understand the importance of integrity, accountability, and professionalism. Their strong ethical orientation reinforces the role of HR practitioners in cultivating a trustworthy and collaborative organizational culture, ultimately contributing to improved employee morale and organizational harmony. The findings of this table support the idea that their academic foundation in behavior and ethics within their studies contributes to more responsible workplace conduct. However, Henderson and Matthews (2023) challenge this assumption by showing that counterproductive work behaviors are not solely rooted in ethics or training. Their study found that employees who experience frequent negative environmental conditions are more likely to engage in counterproductive work behaviors, regardless of their academic background.

Table 7: Comparative Analysis of Individual Work Performance in the Human Resource Role

IWP Dimensions	Psychology Graduates' Mean Score And Standard Deviation (N=50)	Interpretation	Human Resource Graduates' Mean Score And Standard Deviation (N=50)	Interpretation
Task Performance	3.156 ± 0.431	High Level of Agreement	3.526 ± 0.298	Very High Level of Agreement
Contextual Performance	3.528 ± 0.307	Very High Level of Agreement	3.368 ± 0.392	Very High Level of Agreement
Adaptive Performance	3.558 ± 0.289	Very High Level of Agreement	3.572 ± 0.274	Very High Level of Agreement
Counterproductive Work Behavior	3.566 ± 0.315	Very High Level of Agreement	3.536 ± 0.358	Very High Level of Agreement
Overall Mean	3.452 ± 0.223	Very High Level of Agreement	3.501 ± 0.237	Very High Level of Agreement

Note: For each statement, the following remarks for interpretation will apply for the mean interval: 4.00 - 3.25 for Very high level of agreement, 3.24 - 2.50 for High level of agreement, 2.49 – 1.75 for Low level of agreement, and 1.74 – 1.00 for Very low level of agreement

Overall Work Performance. As shown in Table 7, the lowest mean score of Psychology graduates is 3.156 was recorded under Task Performance with a standard deviation of 0.431. In comparison, the lowest mean score of Human resource graduates is 3.368 was recorded under Contextual Performance with a standard deviation of 0.392. These findings allow for an initial discussion of potential areas for improvement: Psychology graduates may benefit from more technical training, while HR graduates could enhance their contextual and relational skills to better support organizational culture.

In contrast, the highest mean score of Psychology graduates is 3.566 was recorded under

Counterproductive Work Behavior with a standard deviation of 0.315. In comparison, the highest mean score of Human Resource graduates is 3.572 under Adaptive performance with a standard deviation of 0.274. These strengths illustrate the distinct competencies each group brings: Psychology graduates demonstrate a strong ethical foundation, while HR graduates exhibit adaptability and responsiveness to change.

Finally, the overall mean of Psychology graduates is 3.452 and a standard deviation of 0.223. Psychology scored higher in the following individual work performance dimensions: Contextual Performance and Counterproductive Work Behavior. In comparison, the grand mean of Human Resource graduates is 3.501 and a standard deviation of 0.237. Human Resource graduates scored higher in the following individual work performance dimensions: Task Performance and Adaptive Performance. These findings align with Tharp (2020) emphasized that developmentally focused education equips graduates with a broad and adaptable set of competencies, enabling them to succeed in various workplace contexts. This perspective aligns with the observed strengths of both psychology and HR graduates, who bring distinct but complementary skill sets to organizational settings. Psychology graduates, for instance, benefit from a deep understanding of human behavior, motivation, and learning strategies. These competencies allow them to design inclusive, employee-centered HR programs that address diverse workforce needs and promote organizational well-being. HR graduates are grounded in the structural, procedural, and operational aspects of human resource management. Their training prepares them for technical and strategic roles such as workforce planning, policy implementation, compliance, and performance management. This foundational knowledge equips them to contribute effectively to the organizational infrastructure and long-term strategic goals of macro businesses. On the other hand, Machado et al. (2024) reported that self-assessment often leads to an overestimation of actual workplace performance, particularly among psychology graduates. Their study revealed a notable discrepancy between graduates' self-perceptions and the evaluations made by their employers. While these individuals consistently rated themselves as highly competent—especially in areas such as communication, empathy, and problem-solving—their supervisors and colleagues often observed performance gaps that contradicted these self-assessments.

This finding underscores a broader concern regarding the reliability of self-assessment as a standalone measure of workplace readiness. It highlights the potential for cognitive biases, such as overconfidence or lack of self-awareness, to distort an individual's evaluation of their own abilities.

Table 8: Significant Difference in the Individual Work Performance Dimensions in the Human Resource Role When Group According to Age Using Kruskal-Wallis Test

IWP Dimensions	Age	N	Chi-Square	df	p-value	Decision	Verbal Interpretation
Task Performance	20 – 29 years old 30 – 39 years old 40 – 49 years old 50 years old and above	62 27 9 2	3.797*	3	0.284	Accept H_0	No Significant Difference

Contextual Performance	20 – 29 years old 30 – 39 years old 40 – 49 years old 50 years old and above	62 27 9 2	1.360*	3	0.715	Accept H_0	No Significant Difference
Adaptive Performance	20 – 29 years old 30 – 39 years old 40 – 49 years old 50 years old and above	62 27 9 2	0.117*	3	0.990	Accept H_0	No Significant Difference
Counterproductive Work Behavior	20 – 29 years old 30 – 39 years old 40 – 49 years old 50 years old and above	62 27 9 2	2.094*	3	0.553	Accept H_0	No Significant Difference
Overall	20 – 29 years old 30 – 39 years old 40 – 49 years old 50 years old and above	62 27 9 2	0.328*	3	0.955	Accept H_0	No Significant Difference

Note: ** - The test statistic is significant at 0.05 level. * - The test statistic is not significant at 0.05 level. For remarks, No Significant indicates No Significant Difference, and Significant indicates With Significant Difference.

As shown in Table 8, the significance values for task performance p = 0.284, contextual performance p = 0.715, adaptive performance p = 0.990, counterproductive work behavior p = 0.553, and overall individual work performance p = 0.955 are all greater than the threshold of 0.05. This indicates that the null hypothesis is accepted, suggesting there is no significant difference in individual work performance when grouped by age.

This finding suggests that age does not significantly affect task performance, contextual performance, adaptive performance, or counterproductive behavior in the Human Resource role. Employees of varying

age groups exhibit similar performance across all these dimensions, suggesting that factors other than age are more critical in determining work performance.

In modern HR roles, employees, regardless of age, generally receive similar training, resources, and support. This equal treatment likely minimizes any performance discrepancies that could be attributed to age, ensuring that all employees, whether younger or older, are equally equipped to excel. As a result, age-related differences in performance are less likely to arise in work environments that promote inclusivity and offer equal professional development opportunities for all.

Fan et al. (2023) explore how age-inclusive HR practices influence employee engagement, emphasizing that providing equal opportunities for learning and skill development across different age groups leads to higher work engagement. Their study suggests that when organizations create an age-diverse and inclusive environment, employees—regardless of age—tend to exhibit similar levels of engagement and performance. This aligns with the notion that inclusivity in the workplace fosters consistent performance as employees feel equally supported and empowered to contribute, irrespective of their age.

Contradicting to the findings, Aging has been shown to have a detrimental impact on cognitive functions, particularly on working memory capacity and task performance. According to Li et al. (2022), working memory capacity serves as a partial mediator between age and task performance, suggesting that declines in cognitive resources contribute to reduced task effectiveness among older individuals. Moreover, external pressures such as time constraints can further intensify the negative effects of aging on task performance. However, the study also highlights the positive role of self-efficacy, which can buffer and mitigate the adverse effects of aging, allowing individuals to maintain better performance despite age-related cognitive decline.

Table 9: Significant Difference in the Individual Work Performance Dimensions in the Human Resource Role When Group According to Sex Using Mann-Whitney U Test

IWP Dimensions	Sex	N	Mean Rank	Sum of Ranks	U-value	p-value	Decision	Verbal Interpretation
Task Performance	Male Female	415 9	54.159 47.958	2220.500 2829.500	1059.500*	0.293	Accept H_0	No Significant Difference
Contextual Performance	Male Female	415 9	52.634 49.017	2158.000 2892.000	1122.00*	0.540	Accept H_0	No Significant Difference
Adaptive Performance	Male Female	415 9	49.793 50.992	2041.500 3008.500	1238.500*	0.841	Accept H_0	No Significant Difference
Counterproductive Work Behavior	Male Female	415 9	48.939 51.585	2006.500 3043.500	1273.500*	0.654	Accept H_0	No Significant Difference

Overall	Male Female	415 59	53.573 48.364	2196.500 2853.500	1083.500*	0.378	Accept H_0	No Significant Difference

Note: ** - The test statistic is significant at 0.05 level. * - The test statistic is not significant at 0.05 level. For remarks, No Significant indicates No Significant Difference, and Significant indicates With Significant Difference

As shown in Table 9, the computed significance values for task performance p = 0.293, contextual performance p = 0.540, adaptive performance p = 0.841, counterproductive behavior p = 0.654, and overall individual work performance p = 0.378 exceed the significance threshold of 0.05. Therefore, the null hypothesis is accepted across all dimensions, indicating no significant gender-based differences in work performance.

This implies that there are no substantial differences in task performance, contextual performance, adaptive performance, or counterproductive behavior between male and female employees in the Human Resource role. Both genders exhibit similar performance in all areas, suggesting that gender does not significantly influence work performance within this role.

The lack of significant gender-based differences in performance may reflect an organizational culture that promotes equality, where both male and female employees have equal access to development opportunities, training, and support. This suggests that gender does not create a performance gap, especially when organizational practices prioritize inclusivity and fairness.

Yasmeen et al. (2022) emphasize that gender diversity can positively impact employees' work performance. Their study suggests that when gender diversity is managed effectively, with attention to interpersonal dynamics, male and female employees can perform similarly, even in gender-diverse teams. This finding supports the idea that inclusive organizational practices, which address interpersonal conflict and promote equal opportunities, allow male and female employees to reach their full potential and perform on an equal footing.

Contradicting to the findings, gender has been identified as a significant factor influencing work performance. In a study by Gan et al. (2025), distinct gender-based differences in performance were observed among professionals. Male professionals demonstrated higher levels of task performance. In contrast, female professionals excelled in contextual performance, which mediated the overall performance disparity between genders. Furthermore, the study highlighted that marital status further moderated these gender differences, with single professionals exhibiting a more pronounced gender gap in work performance. These findings underscore the complex role of gender in shaping different dimensions of individual performance within the workplace.

Table 10: Significant Difference in the Individual Work Performance Dimensions in the Human Resource Role When Group According to Civil Status Using Mann-Whitney U Test

IWP Dimensions	Civil Status	N	Mean Rank	Sum of Ranks	U-value	p-value	Decision	Verbal Interpretation
Task Performance	Single	85	52.359	4450.500	795.500*	0.127	Accept H_0	No Significant Difference

	Married	15	39.967	599.500				
Contextual Performance	Single Married	85 15	51.453 45.100	4373.500 676.500	718.500*	0.435	Accept H_0	No Significant Difference
Adaptive Performance	Single Married	85 15	49.882 54.000	4240.000 810.000	585.000*	0.613	Accept H_0	No Significant Difference
Counterproductive Work Behavior	Single Married	85 15	51.894 42.600	4411.000 639.000	756.000*	0.251	Accept H_0	No Significant Difference
Overall	Single Married	85 15	51.894 42.600	4411.000 639.000	756.000*	0.254	Accept H_0	No Significant Difference

Note: ** - The test statistic is significant at 0.05 level. * - The test statistic is not significant at 0.05 level. For remarks, No Significant indicates No Significant Difference and Significant indicates With Significant Difference

As shown in Table 10, the computed significance values for task performance p = 0.127, contextual performance p = 0.435, adaptive performance p = 0.613, counterproductive work behavior p = 0.251, and overall individual work performance p = 0.254 are all above the 0.05 threshold. Therefore, the null hypothesis is accepted, indicating no significant difference in work performance based on civil status.

This suggests that civil status, whether an employee is single or married, does not have a significant effect on task performance, contextual performance, adaptive performance, or counterproductive behavior in the Human Resource role. Performance across all dimensions remains comparable between single and married employees, implying that civil status does not substantially influence work outcomes.

It is important to note that all respondents in this study identified as either single or married, with no respondents indicating other civil statuses (e.g., widowed, separated). This limited variation in civil status could explain why no significant differences were found across work performance dimensions. Despite this, the similarities in work performance suggest that both single and married employees may share comparable social conditions that do not affect their job performance.

Rajagopal et al. (2024) highlighted the importance of work-life balance (WLB) in influencing employee performance, particularly for female staff in higher education institutions. Their study found that when organizations provide supportive policies, such as flexible working hours and childcare support, employees can manage their work and personal life more effectively, leading to improved performance. This aligns with the current study's finding that civil status, specifically among single and married employees, does not significantly affect work performance. In environments where factors like team support, role clarity, and job engagement are well-managed, work-life balance policies help mitigate the potential impact of marital status on performance.

Contradicting the findings, marital status has been shown to significantly influence work performance outcomes. In their study, Gan et al. (2025) found that single teachers experienced a more pronounced disparity in performance compared to their married counterparts. The findings suggest that being unmarried may intensify certain challenges in professional roles, potentially affecting both task-related and contextual aspects of performance. Marital status, therefore, appears to function as an important moderating factor that shapes individual performance outcomes, highlighting the need for organizations to consider personal demographic variables when assessing employee effectiveness

Table 11: Significant Difference in the Individual Work Performance Dimensions in the Human Resource Role When Group According to Educational Attainment Using Mann-Whitney U Test

IWP Dimensions	Educational Attainment	N	Mean Rank	Sum of Ranks	U-value	p-value	Decision	Verbal Interpretation
Task Performance	Psychology Human Resource	50 50	36.790 64.210	1839.500 3210.500	1935.500**	0.001	Reject H_0	Significant Difference
Contextual Performance	Psychology Human Resource	50 50	56.410 44.590	2820.500 2229.500	954.500**	0.041	Reject H_0	Significant Difference
Adaptive Performance	Psychology Human Resource	50 50	50.210 50.790	2510.500 2539.500	1264.500*	0.923	Accept H_0	No Significant Difference
Counterproductive Work Behavior	Psychology Human Resource	50 50	51.600 49.400	2580.000 2470.000	1195.000*	0.705	Accept H_0	No Significant Difference
Overall	Psychology Human Resource	50 50	46.630 54.370	2331.500 2718.500	1443.500*	0.183	Accept H_0	No Significant Difference

Note: ** - The test statistic is significant at 0.05 level. * - The test statistic is not significant at 0.05 level. For remarks, No Significant indicates No Significant Difference and Significant indicates With Significant Difference.

As shown in Table 11, significant differences exist in task performance $p = 0.001$ and contextual performance $p = 0.041$ based on educational attainment. HRDM graduates perform better in task-related activities, while Psychology graduates excel in contextual performance. However, no significant differences were found in adaptive performance $p = 0.923$, counterproductive work behavior $p = 0.705$, or overall work performance $p = 0.183$.

This indicates that educational attainment influences task and contextual performance, with HRDM graduates performing better in task-related activities and Psychology graduates excelling in contextual performance. However, educational background does not appear to affect adaptive performance, counterproductive work behavior, or overall work performance significantly.

The differences observed in task and contextual performance can likely be attributed to the distinct academic training associated with each field. HRDM graduates, with their focus on operational tasks and organizational processes, may have an advantage in task performance. Meanwhile, Psychology graduates, who are trained in human behavior and communication, may perform better in contextual activities that require teamwork and interpersonal skills. However, both groups demonstrated similar performance in adaptive and counterproductive work behaviors, suggesting that these dimensions are more influenced by organizational culture than by educational background.

Indeed (2021) explains that academic training in Industrial/Organizational Psychology and Human Resource Development Management (HRDM) equips individuals with domain-specific skills. HRDM graduates are trained for task-specific skills, such as employee management and operational processes, while Psychology graduates are equipped with contextual skills that enhance interpersonal relations, team dynamics, and communication. However, adaptive behaviors and counterproductive work behaviors (CWBs) are shaped more by the work environment and the prevailing organizational culture than by educational background alone. While education provides individuals with theoretical knowledge and baseline competencies, it is often the organizational setting that determines how these abilities are applied—or undermined—in real-world scenarios. This highlights that organizational culture, including leadership styles, team dynamics, and workplace norms, plays a pivotal role in influencing how employees respond to challenges, changes, and ethical dilemmas. A workplace that fosters open communication, psychological safety, and continuous development can encourage employees to be more adaptable and solution oriented.

Table 12: Significant Difference in the Individual Work Performance Dimensions in the Human Resource Role When Group According to Years of Experience Using Kruskal-Wallis Test

IWP Dimensions	Years of Experience	N	Chi-Square	df	p-value	Decision	Verbal Interpretation
Task Performance	6 months – 1 year 2 – 3 years 4 – 6 years 7 – 10 years More than 10 years	30 39 19 10 2	5.442*	4	0.245	Accept H_0	No Significant Difference
Contextual Performance	6 months – 1 year 2 – 3 years 4 – 6 years 7 – 10 years More than 10 years	30 39 19 10 2	3.301*	4	0.509	Accept H_0	No Significant Difference

Adaptive Performance	6 months – 1 year 2 – 3 years 4 – 6 years 7 – 10 years More than 10 years	30 39 19 10 2	5.002*	4	0.287	Accept H_0	No Significant Difference
Counterproductive Work Behavior	6 months – 1 year 2 – 3 years 4 – 6 years 7 – 10 years More than 10 years	30 39 19 10 2	6.852*	4	0.144	Accept H_0	No Significant Difference
Overall	6 months – 1 year 2 – 3 years 4 – 6 years 7 – 10 years More than 10 years	30 39 19 10 2	3.837 *	4	0.429	Accept H_0	No Significant Difference

Note: ** - The test statistic is significant at 0.05 level. * - The test statistic is not significant at 0.05 level. For remarks, No Significant indicates No Significant Difference, and Significant indicates With Significant Difference.

As shown in table 12, the computed significance values for task performance p = 0.245, contextual performance p = 0.509, adaptive performance p = 0.287, counterproductive behavior p = 0.144, and overall individual work performance p = 0.429 are all greater than the 0.05 significance level. Therefore, the null hypothesis is accepted across all five dimensions, indicating that years of experience do not significantly impact individual work performance.

This suggests that years of experience do not influence task performance, contextual performance, adaptive performance, counterproductive behavior, or overall work performance in the Human Resource role. Employees with varying levels of experience, whether with 6 months to 1 year, 2 to 3 years, 4 to 6 years, 7 to 10 years, or over 10 years, exhibit similar performance across all these dimensions.

The lack of significant differences across experience groups suggests that employees with varying levels of experience rate their performance similarly in all dimensions. Since the data reflects self-assessed work performance, the uniform results may be influenced by how individuals perceive their own abilities, irrespective of their actual years of experience.

Research by Mamolo and Sugano (2020) emphasizes that self-perceived competence is often a key factor in how employees assess their performance. This self-assessment can lead to similar performance ratings across individuals with varying years of experience, as individuals tend to evaluate their own abilities based on personal beliefs rather than objective measures. This suggests that work performance across experience levels might appear more uniform when employees assess their own competencies.

Contradicting to the findings, Work experience has been found to have a significant positive influence on overall work performance. Subagyo et al. (2023) emphasized that employees with greater work experience tend to perform better across multiple aspects of their roles. Their findings indicated that as employees accumulate more experience, they not only exhibit higher levels of job satisfaction and productivity but also demonstrate improved efficiency, competence, and adaptability in the workplace. This suggests that work experience significantly contributes to an employee's ability to meet organizational goals and perform their responsibilities effectively.

Based on the results of the study, what training program can be proposed to enhance overall performance in HR roles

In response to the study's findings, the researchers propose a comprehensive training initiative entitled the "HR Competency Bridging Program for Psychology and HRDM Graduates." This program is designed to equip graduate groups with foundational competencies that complement their existing academic backgrounds while addressing specific performance gaps identified in the research. Rather than implementing entirely separate training paths, the program adopts a dual-track framework, wherein each group is provided with targeted modules that bridge the knowledge and skill areas where they scored relatively lower.

For Psychology graduates, the focus is on reinforcing task-related competencies through technical HR skills development, orientation on labor laws, and workforce planning strategies. Meanwhile, HRDM graduates will benefit from training that enhances their contextual performance, particularly in the areas of interpersonal behavior, emotional intelligence, and collaboration. A specialized component is also included to develop their proficiency in the use of psychometric tools—an area more familiar to Psychology graduates—ensuring they are capable of administering and interpreting behavioral assessments during recruitment and employee evaluations. By blending role-specific and cross-disciplinary training, this integrated approach fosters the development of well-rounded, adaptable, and performance-ready HR professionals.

Table 13: Proposed Training Program for Psychology Graduates to Improve Task Performance (with Cross-Skills Integration)

Action Plan	Objectives	Activities	Persons Responsible	Expected Outcome
1. Labor Law and Compliance Orientation	To improve understanding of labor laws and HR policies	- Workshop on DOLE regulations - Labor case simulations	HR Compliance Officer / Legal Advisor	Psychology graduates apply labor regulations confidently in HR scenarios
2. Recruitment Tools and HRIS Training	To build familiarity with HR technology and digital systems	- Hands-on session on HRIS and applicant tracking systems - Introduction to HR workflows	HRIS Specialist / Recruitment Manager	Increased efficiency in recruitment and employee data handling

3. Performance Management Workshop	To develop competence in evaluating and managing employee performance	- Role-playing appraisals - Coaching on documentation and feedback strategies	OD Consultant / HR Supervisor	More structured and confident performance reviews
4. Compensation and Benefits Overview	To introduce salary structuring and benefits administration	- Breakdown of compensation systems - Demo on payroll tools	Payroll Officer / HR Admin	Better support in payroll and employee compensation processes
5. Strategic Workforce Planning & Forecasting	To teach HR planning techniques and decision-making strategies	- Basic workforce planning tools - Scenario building aligned with company goals	HR Planning Lead	Improved ability to align staffing with organizational needs

Table 14: Proposed Training Program for HRDM Graduates to Improve Contextual Performance (with Cross-Skills Integration)

Action Plan	Objectives	Activities	Persons Responsible	Expected Outcome
1. Emotional Intelligence & Behavioral Awareness	To build awareness of emotional regulation and workplace behavior	- Interactive workshops on emotional intelligence - Self-assessment and behavior mapping	Organizational Psychologist	HRDM graduates display improved empathy and responsiveness in social interactions
2. Organizational Citizenship and Volunteerism	To strengthen initiative and participation beyond job roles	- OCB case analysis - Peer recognition programs and initiatives	Culture & Engagement Officer	Increased ownership and involvement in HR-related community building
3. Team Dynamics & Communication Strategies	To enhance team participation and workplace collaboration	- Team-based simulations - Feedback-giving and listening skills	HR Coach / Soft Skills Facilitator	Healthier and more collaborative working relationships

4. Conflict Resolution and Sensitivity Training	To improve conflict handling through behavior-based understanding	- Conflict management roleplays - De-escalation techniques based on psychological models	Industrial Psychologist / HR Consultant	Better handling of sensitive employee concerns and workplace conflict
5. Psychometric Tool Application in Recruitment	To introduce foundational skills in using psychological assessments for hiring	- Overview of psychometric principles - Administering and interpreting basic tests during recruitment	Psychologist / Recruitment Analyst	HRDM graduates can apply psychological tools in assessing candidates fairly

5. Conclusions and Recommendations

5.1.Conclusions. The following statements were concluded, based on the findings of the study:

5.1.1. Profile of Selected Macro Businesses. It is concluded that the profile of the selected macro businesses in Cavite highlights a stable and diverse business environment. Most of these businesses employ between 200-500 employees, with a notable concentration of 1 to 5 HR staff members. The dominance of the automotive industry reflects its significant presence in the region. Furthermore, the variation in years of operation—from as few as 1-5 years to over two decades—illustrates a healthy mix of both long-established and emerging businesses within Cavite's economic landscape.

5.1.2 Socio-Economic Profile of the Psychology and Human Resource Graduates. It is concluded that the socio-economic profile of the Psychology and HR graduates indicates that most participants are young, early-career professionals, primarily within the 20 to 29 age range, predominantly female (59%), and single (85%). This suggests that HR roles in the region are largely occupied by individuals at the beginning of their professional journey. The balanced representation of graduates with either a bachelor's degree in Psychology or Human Resource Development Management highlights the academic diversity within the HR field. Furthermore, the majority having 2 to 3 years of experience in HR roles underscores a workforce that is still in the early stages of professional development.

5.1.3 Individual Work Performance (IWP) of Psychology and HR Graduates.

5.1.3.1. Task Performance. HR graduates showed a higher mean score compared to Psychology graduates, which suggests that HR graduates generally excel in task-related activities. This includes competencies such as HR systems, compliance, and other technical HR functions, indicating their proficiency in the operational aspects of HR roles.

5.1.3.2. Contextual Performance. Psychology graduates scored slightly higher than HR graduates, which points to their stronger performance in areas that require interpersonal communication, behavioral skills, and adaptability within the organizational context. These skills are critical in fostering positive workplace relationships and a supportive organizational culture.

5.1.3.3. Adaptive Performance. HR graduates scored slightly higher than Psychology graduates,

reflecting their better ability to adjust to changing HR policies, handle transitions effectively, and maintain productivity during organizational changes. This suggests that HR graduates possess a more developed skill set in managing operational and structural changes within HR functions.

5.1.3.4. Counterproductive Work Behavior. Psychology graduates scored slightly higher than HR graduates, indicating that Psychology graduates experienced more challenges with time management and prioritization, whereas HR graduates struggled with proactive problem-solving. highlighting a difference in how each group addresses challenges in their work environment.

5.1.4. Significant Differences Between Individual Work Performance (IWP) Dimensions and Profile of Psychology and HR Graduates. It is concluded that, overall, there is no significant difference in individual work performance dimensions—task performance, contextual performance, adaptive performance, and counterproductive behavior—when grouped according to age, sex, civil status, educational attainment, and years of experience. This suggests that these socio-economic factors generally do not influence the work performance of Psychology and Human Resource graduates in HR-related roles. However, despite the overall findings, educational attainment was found to have a significant impact specifically on task performance and contextual performance. This highlights that while most factors do not show a notable effect, educational background may play a critical role in certain aspects of work performance. HR graduates were found to perform better in task-related activities, while Psychology graduates excelled in contextual tasks requiring interpersonal communication, which may be more effective in roles requiring collaboration and social interaction. This can be attributed to the different academic training each group receives. HR graduates are focused on operational and organizational processes, while Psychology graduates are trained in human behavior and communication. Despite these differences, no significant difference was found in adaptive performance and counterproductive work behavior. Overall, the work performance based on educational background suggests that academic training influences specific performance areas, while factors such as age, sex, civil status, and years of experience have no significant impact on respondents' overall work performance.

5.1.5. Proposed Training Program to Enhance HR Performance. It is concluded that to enhance HR performance, the study proposed tailored training programs for both Psychology and HR graduates. Psychology graduates should focus on improving task performance with training in areas like labor law, HR systems, and performance management. HR graduates should improve contextual performance through emotional intelligence, communication, and conflict resolution training. These programs will equip both groups with the necessary technical and interpersonal skills, ultimately improving overall HR performance

5.2.Recommendations.

Based on the findings of the study, the following recommendations are proposed to enhance the overall performance and effectiveness of HR professionals, particularly focusing on the differences between Psychology and HRDM graduates

5.2.1. Human Resource and Psychology Bachelor's Degree graduates working in HR Position. Graduates from HRDM and Psychology programs working in HR roles should proactively pursue development opportunities aligned with their academic strengths and current performance needs. HRDM graduates are encouraged to focus on improving contextual competencies such as communication, empathy, and interpersonal dynamics. Conversely, Psychology graduates should enhance their technical HR capabilities, including proficiency in HRIS, labor law, and compensation structures. Embracing cross-functional roles and continuous learning will help both groups build well-rounded competencies and

prepare for future leadership positions.

5.2.2. HR Practitioners. Based on the study's findings, HR practitioners are encouraged to adopt a more strategic and personalized approach to talent utilization within HR departments by leveraging the unique strengths of professionals from different academic backgrounds. The results indicate that Psychology graduates tend to excel in contextual and adaptive performance, while HRDM graduates show stronger competencies in task performance. Practitioners should take these strengths into account when assigning roles and responsibilities—for example, positioning Psychology graduates in employee relations, engagement, and organizational development functions, while assigning HRDM graduates to compliance, recruitment, and administrative tasks. Additionally, practitioners should regularly assess individual performance trends and foster environments where cross-functional collaboration is encouraged, allowing each professional to learn from their peers. By recognizing the diverse capabilities within their teams and aligning them with appropriate HR functions, practitioners can maximize both individual contributions and overall departmental effectiveness in complex business settings.

5.2.3. Organizations. Organizations are strongly encouraged to implement the proposed "HR Competency Bridging Program for Psychology and HRDM Graduates" to address performance gaps and elevate the effectiveness of HR teams. The program is strategically designed to integrate cross-skills training, enabling both graduate groups to strengthen competencies where they performed relatively lower based on the study's findings. For Psychology graduates, the program focuses on enhancing task-related competencies through targeted modules on labor law compliance, performance management, digital HR tools (e.g., HRIS), and workforce planning. This equips them with the technical foundation necessary to excel in HR operations and decision-making. Meanwhile, HRDM graduates will undergo contextual performance enhancement through modules emphasizing emotional intelligence, interpersonal behavior, team dynamics, and conflict resolution. They are also introduced to psychometric tools and behavioral assessments, bridging their knowledge gap in psychological evaluation practices—skills that are often more familiar to Psychology graduates. By adopting this dual-track, cross-integrated training framework, organizations can ensure that both Psychology and HRDM graduates evolve into well-rounded, adaptable HR professionals who can contribute more effectively to employee development, organizational strategy, and workplace culture. This program not only promotes individual growth but also builds stronger, more versatile HR teams that meet the complex demands of macro business environments.

5.2.4. Educational Institutions. Universities and colleges offering HRDM and Psychology programs should revise their curricula to integrate real-world HR simulations, interdisciplinary collaborations, and practicum-based experiences. Embedding a dual-track competency framework—one that emphasizes technical HR skills for Psychology students and behavioral/interpersonal skills for HRDM students—will help address the observed performance gaps. Partnering with industry stakeholders can further ensure that course content reflects current HR demands and expectations.

5.2.5. Future Researchers. Future researchers should explore additional variables such as personality traits, leadership style, and organizational culture in relation to individual work performance. Expanding the research across different industries, regions, or organizational sizes can strengthen the generalizability of findings. To enrich data validity, it is also recommended that future studies incorporate performance evaluations from direct supervisors or managers to complement self-assessment.

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