

# Human Resource Management Practices of School Head as Predictor of Teachers' Interest in Laak South District, Davao De Oro

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**Abstract:-** This aimed to looked into the human resource management practices of the school head and teachers' interests. In this study, the researcher selected the 200 elementary school teachers in Laak South District, Davao de Oro as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational methods were employed. The data collected were subjected to the following statistical tools: Mean, Pearson Moment Product Correlation, and Logistic Regression Analysis. Findings revealed that human resource management practices of the school head and teachers' interest in Laak South District, Davao de Oro were rated as extensive. Meanwhile, result denoted that human resource management practices of the school head had positive signiifcant relationship with teachers' interest in Laak South District, Davao de Oro. Additionally, human resource management practices of the school head domains namely recruitment and selection; work conditions; and competency-based performance appraisal have contributed significantly to the variability of teachers' interest (interested or not interested) by 38.90% of the total variability. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

**Keywords:-** Educational Management, Human Resource Management Practices Of School Heads, Teachers' Interest, Davao De Oro, Philippines.

## I. INTRODUCTION

### A. The Problem and Its Scope

Human resource management practices by school heads can significantly influence teachers' interest in school activities by providing professional development opportunities, offering constructive feedback, and fostering supportive leadership. These practices align school activities with broader goals, promote collaboration, and encourage a student-centered approach, ultimately benefiting the entire school community by motivating teachers to engage more deeply in various aspects of school life. According to Dessler (2013), these practices help maintain the quality of teaching, while Gould-Sandy (2013) emphasizes their role in providing ongoing professional development that enhances teachers' skills.

Human resource management practices not only impact teachers' growth but also contribute to improved student outcomes, as noted by Ellinger (2016). When educators receive adequate guidance and support, they can better address diverse student needs and create conducive learning environments. Moreover, as Barrera-Orsorio et al. (2010) explain, teachers' interest extends beyond their teaching responsibilities to include extracurricular and co-curricular engagement, which fosters a positive school culture and encourages student participation.

Conversely, a lack of teacher involvement in school activities can negatively affect the school environment. Pepito and Acibar (2019) report that teachers who do not actively participate may fail to serve as role models, potentially leading to decreased student engagement and interest in extracurricular activities. Viscera and Bendor (2013) similarly found that disinterested teachers contribute to a less vibrant school culture, resulting in reduced event participation and lower overall morale.

While prior studies have explored the relationship between human resource management practices and teachers' interest in School-Based Management, most have been conducted in foreign contexts and focused on direct effects. Almutairi (2020) found that professional development opportunities enhance teachers' investment in their work, while Ambali et al. (2011) concluded that supportive leadership can motivate educators to engage more actively in school activities. However, these studies often overlook other variables that may influence teachers' interest.

This research aims to address the gap by studying the Philippine context, specifically in Laak South District, Davao de Oro, using a quantitative predictive correlational design. Logistic regression analysis is employed to better understand how human resource management practices of school heads predict teachers' participation in School-Based Management, allowing for the simultaneous analysis of multiple variables while accounting for confounding factors.

### B. Theoretical/Conceptual Framework

The study is based on Von Bertalanffy's (1968) Systems Theory, which rejects reductionism and highlights how real systems, such as schools, interact with their surroundings and grow through emergence. Rather than focusing on individual pieces (e.g., administrators,

instructors, stakeholders), systems theory emphasizes the relationships and arrangements that make up a cohesive whole. This organization determines the system independent of the concrete parts (e.g., buildings, classrooms, and people). Ambali et al. (2011) revealed that employee involvement in organizational activities corresponds favorably with ethical behavior, while Olesia et al. (2013) discovered that employee satisfaction with rewards contributes to ethical behavior.

The study's framework includes two variables: HRM practices (independent) and teacher interest (dependent). Demo et al. (2012) define HRM practices as selection, collaboration, development, work conditions, performance appraisal, and rewards, all with the goal of improving employee leadership. According to DepEd (2012), teachers are interested in participating in school-based administration, including leadership, governance, curriculum implementation, accountability, and resource management. Engaged teachers are critical to developing schools into successful and efficient organizations.

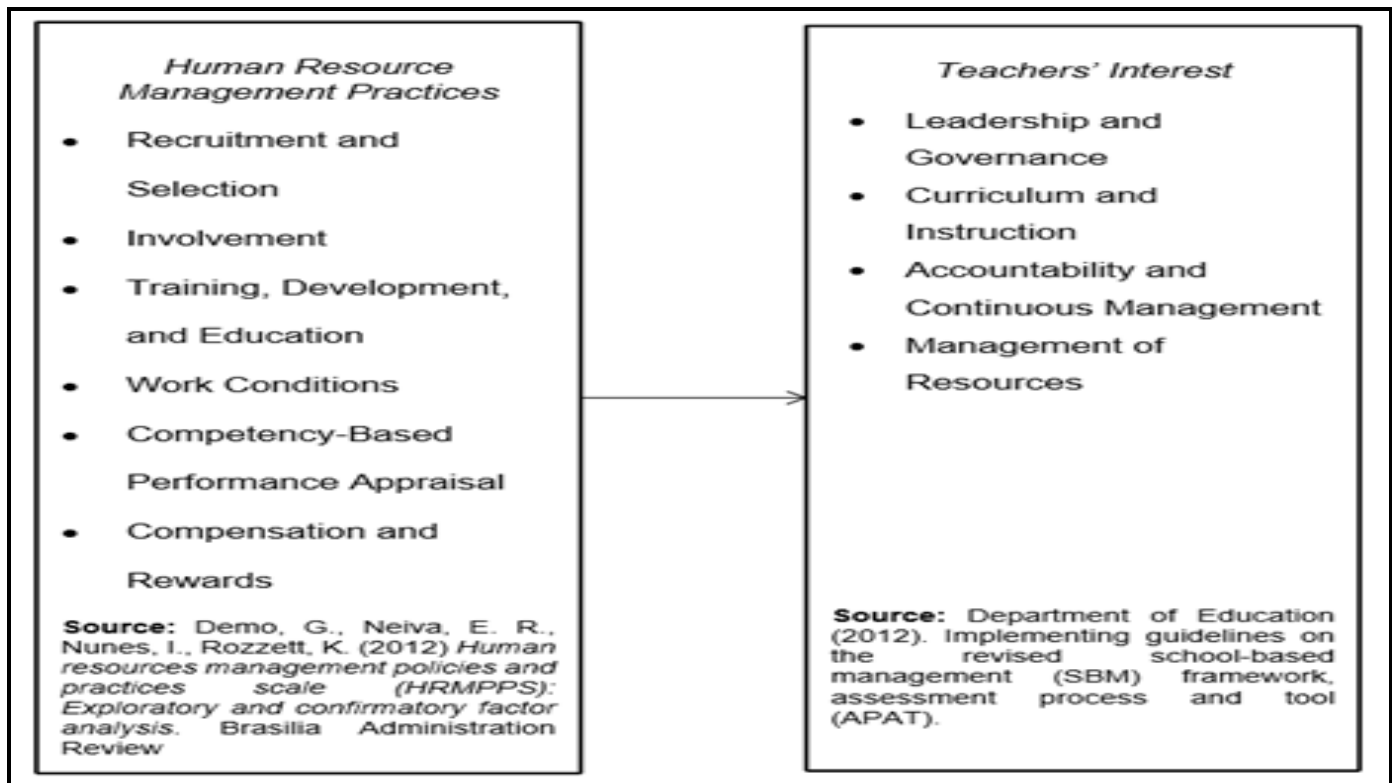


Fig 1: Conceptual Framework of the Study

### C. Statement of the Problem

The primary aim of this study was to evaluate human resource management practices of school heads as determinant of teachers' interest in Laak South District, Davao de Oro using logistic regression analysis. Specifically, this study seeks to answer the following questions:

➤ *What is the Extent of Human Resource Management Practices of School Heads in Laak South District, Davao de Oro in terms of:*

- Selection;
- Collaboration;
- Development;
- Work Condition;
- Competency-Based Performance Appraisal;
- Compensation and rewards?

➤ *What is the Extent of Teachers' Interest in Laak South District, Davao de Oro in Terms of:*

- Leadership and governance;
- Curriculum and instruction;
- Accountability and continuous improvement; and
- Resources management??

➤ *What is the Categorized Group of Teachers' Interest in Laak South District, Davao de Oro when Analyze According to:*

- Interested; and
- Not interested?

Is there a significant relationship between human resource management practices of school heads and teachers' interest to participate in school-based management in Laak South District, Davao de Oro?

Which among the domains of human resource management practices of school heads significantly influence teachers' interest to participate in school-based management in Laak South District, Davao de Oro?

#### D. Hypotheses

The following null hypotheses were tested at a 0.05 level of significance:

- H<sub>01</sub>: There is no significant relationship between human resource management practices of school heads and teachers' interest in school-based management.
- H<sub>02</sub>: None of the domains of human resource management practices of school heads significantly influence teachers' interest in participating in school-based management.

## II. METHOD

### A. Research Design

This study used a predictive correlational design using regression analysis to investigate the association between school leaders' HRM practices and teachers' interests. Bhandari (2020) defines quantitative research as the quantification of data collection and analysis using a logical approach influenced by empiricist and positivist philosophies. According to Creswell (2013), predictive correlational design predicts associations between variables rather than causal relationships. The study used logistic regression, which is a good technique for examining several explanatory variables while minimizing confounding effects, making it appropriate for binary outcomes and widely used in educational research.

### B. Research Respondents

Stratified random sample was used to pick 200 primary school teachers from Laak South District, Davao de Oro, for the study. Shi (2015) describes a sampling strategy that divides the population into sub-groups (strata) based on shared traits, such as educational level, and is appropriate for heterogeneous populations. The inclusion criteria ensured that only permanent-regular teachers who signed the informed permission form participated, and the study was limited to answering the research questions without taking into account teachers' performance ratings.

### C. Research Instrument

The study used a researcher-created questionnaire that was adjusted to fit the needs of instructors in Laak South District, Davao de Oro, and was separated into two pieces. The first component, which focuses on Human Resource Management methods, was modified from Demo et al. (2012) and includes six indicators: selection, involvement, development, work conditions, competency-based performance appraisal, and remuneration and rewards. A

panel of specialists approved the questionnaire for content validity after it displayed strong reliability (Cronbach's alpha = 0.945). To assess the amount of HRM practices, the questionnaire used a five-point scale ranging from "Very Extensive" (4.20-5.00) to "Not Extensive" (1.00-1.79), with descriptive values representing practice frequency.

The second component of the questionnaire, which assessed teachers' interest, was based on the DepEd Revised School-Based Management Assessment Tool and included topics such as leadership and governance, curriculum and instruction, accountability and continuous improvement, and resource management. This section also showed great dependability (Cronbach's alpha = 0.918) and underwent expert content review. Teachers' interest was assessed on a similar five-point scale ranging from "Very Extensive" (4.20-5.00) to "Not Extensive" (1.00-1.79), indicating the frequency of their participation. The scaling method employed consistent intervals of 0.80, with an average cut-off point determined as the appropriate level for evaluating results.

### D. Data Analysis

The mean was employed as a statistical tool in this study to describe human resource management methods and teachers' interest in achieving objectives 1 and 2. The Pearson Product Moment Correlation analyzed the significant association between the independent variable (HRM practices) and the dependent variable (teachers' interest), determining the strength of the linear link. Logistic regression was used to assess the importance of HRM practices' influence on instructors' interest by examining the impact of the independent variable on the dependent variable.

## III. RESULTS AND DISCUSSION

### A. Human Resource Management Practices in Laak South District, Davao de Oro

The results for the domain of compensation and rewards in Table 1 show a category mean of 3.63, described as extensive, indicating that this human resource management practice is often observed in Laak South District, Davao de Oro. The mean ratings for individual items range from 3.02 to 4.03, with "Getting incentives such as promotions, awards, and bonuses" rated at 3.02 (moderately extensive) and "Being offered a salary compatible with skills and education" rated at 4.03 (extensive). These findings suggest that the organization's ability to reward employees' performance through remuneration and incentives is frequently recognized by teachers, aligning with Chege's (2016) view on the importance of economic satisfaction and Hough's (2014) assertion that adequate compensation influences career commitment.

Table 1: Human Resource Management Practices in Laak South District, Davao de Oro in Terms of Compensation and Rewards

Statement	Mean	Descriptive Rating
1. Getting incentives such as promotions, commissioned functions, awards, bonuses, etc.	3.02	Moderately Extensive
2. Knowing that my salary is influenced by my results.	3.89	Extensive
3. Being offered with a salary that is compatible with my skills, training, and education.	4.03	Extensive
4. Being remunerated according to the remuneration offered at either the public or private marketplace levels.	3.77	Extensive
5. Considering the expectations and suggestions of its employees when designing a system of employee rewards.	3.46	Extensive
<b>Mean</b>	<b>3.63</b>	<b>Extensive</b>

Table 2 reveals that teachers in Laak South District, Davao de Oro rated the competency-based performance appraisal domain as comprehensive, with a category mean of 3.62, indicating that it is frequently used. The mean rating for items ranged from 3.42 to 3.77, with "The school

head disseminates competency-based performance appraisal criteria and results to employees" scoring 3.42 and "Competency-based performance appraisal provides the basis for an employee development plan" scoring 3.77, both described as comprehensive.

Table 2: Human Resource Management Practices in Laak South District, Davao de Oro in Terms of Competency based Performance Appraisal

Statement	Mean	Descriptive Rating
1. The school head discusses competency-based performance appraisal criteria and results with its employees.	3.55	Extensive
2. Competency-based performance appraisal provides the basis for an employee development plan.	3.77	Extensive
3. Competency-based performance appraisal is the basis for decisions about promotions and salary increases.	3.76	Extensive
4. The school head disseminates competency-based performance appraisal criteria and results to its employees.	3.42	Extensive
<b>Mean</b>	<b>3.62</b>	<b>Extensive</b>

The findings show that teachers in Laak South District, Davao de Oro, routinely evaluate school leaders based on abilities, resulting in better selection and retention of successful school leaders as well as improved overall administration. This is consistent with the findings of Valentine et al. (2014), who discovered that competency-based assessments improve school decision-making processes, and Ladd and Sorenson (2017), who showed that such appraisals promote accountability and encourage

continual development. Table 3 indicates a wide-ranging mean rating of 3.57, indicating that good work conditions in terms of benefits, health, safety, and technology are frequently observed. The ratings varied from 2.87 (programs to prevent accidents, moderately extensive) to 3.84 (ergonomic facilities, extensive), corroborating Selamat et al. (2013)'s finding that administrators affect working environments, which have a major impact on staff motivation and behavior.



Table 3: Human Resource Management Practices in Laak South District, Davao de Oro in Terms of Work Conditions

Statement	Mean	Descriptive Rating
1. The school head provides basic benefits.	3.59	Extensive
2. The school head of has programs or processes that help employees cope with incidents and prevent workplace accidents.	2.87	Moderately Extensive
3. The school head is concerned with the safety of their employees by having access control of people who enter the company building/facilities.	3.59	Extensive
4. The school head provides additional benefits.	3.78	Extensive
5. The facilities and physical condition of the organization I work for are ergonomic, comfortable, and appropriate.	3.84	Extensive
6. The school head is concerned with my health and quality of life.	3.77	Extensive
<b>Mean</b>	<b>3.57</b>	<b>Extensive</b>

The results for training, development, and education indicate a category mean of 3.46, showing that these human resource activities are common in Laak South District, Davao de Oro. Individual items' mean scores ranged from 3.31 ("Using knowledge and behaviors learned in training at work," occasionally noticed) to 3.67 ("The school head invests in my development and education," frequently observed). This shows that teachers frequently

acknowledge the organization's efforts to foster systematic competence, acquisition and continual learning. The findings are consistent with Baker's (2015) observation that such programs improve instructors' professionalism, and Schleicher's (2021) discovery that training creates better behavior and attitudes through communication. Kumar (2013) also noted that training entails acquiring a set of predetermined behaviors.

Table 4: Human Resource Management Practices in Laak South District, Davao de Oro in Terms of Training, Development and Education

Statement	Mean	Descriptive Rating
1. Using knowledge and behaviors learned in training at work.	3.31	Moderately Extensive
2. The school head helps me develop the skills I need for the successful accomplishment of my duties.	3.38	Moderately Extensive
3. The school head invests in my development and education promoting my personal and professional growth in a broad manner.	3.69	Extensive
4. In the school, training is evaluated by participants.	3.49	Extensive
5. The school head stimulates learning and application of knowledge.	3.43	Extensive
<b>Mean</b>	<b>3.46</b>	<b>Extensive</b>

Teachers in Laak South District, Davao de Oro, graded the participation domain as moderately extensive (mean = 3.31), indicating that it is sometimes encountered. Ratings varied from 2.76 ("The school principal treats me with respect," sometimes noticed) to 3.74 ("Teachers value constant information exchange," frequently reported). This implies that establishing an affective link with employees

and encouraging well-being through acknowledgement, engagement, and communication is frequently recognized. The findings are consistent with Liphadzi et al. (2015), who found that affective linkages improve group relationships, and Angelle and Teague (2014), who stated that interpersonal relationships create connections in schools.

Table 5: Human Resource Management Practices in Laak South District, Davao de Oro in Terms of Involvement

Statement	Mean	Descriptive Rating
1. The school head treats me with respect and attention.	2.76	Moderately Extensive
2. The school head is concerned with my well-being.	3.02	Moderately Extensive
3. The school head recognizes the work I do and the results I achieve.	3.33	Moderately Extensive
4. The school head seeks to meet my needs and professional expectations.	3.68	Extensive
5. In the school, teachers and other staff enjoy constant exchange of information to perform their duties properly.	3.74	Extensive
<b>Mean</b>	<b>3.31</b>	<b>Moderately Extensive</b>

Teachers in Laak South District scored the recruitment and selection domain with a mean of 2.96, suggesting that this practice is occasionally observed. The item scores ranged from 1.84 to 3.42, with "The school head has competitive selection processes that attract competent

people" receiving a 1.84, indicating that it is less extensive and rarely noticed. In contrast, respondents rated "The school head uses various selection instruments" at 3.42, describing it as extensive and frequently noticed.

Table 6: Human Resource Management Practices in Laak South District, Davao de Oro in Terms of Recruitment and Selection

Statement	Mean	Descriptive Rating
1. The school head widely disseminates information about both external and internal recruitment processes.	3.12	Moderately Extensive
2. The school head discloses information to applicants regarding the steps and criteria of the selection process.	3.18	Moderately Extensive
3. Selection tests are conducted by trained and impartial people.	3.24	Moderately Extensive
4. The school head has competitive selection processes that attract competent people.	1.84	Less Extensive
5. The school head uses various selection instruments.	3.42	Extensive
<b>Mean</b>	<b>2.96</b>	<b>Moderately Extensive</b>

The fact that this is the case suggests that the organization's attempts to recruit, encourage applications, and choose people in order to connect their beliefs, interests, expectations, and abilities with the needs of the job and the organization are occasionally observed. This conclusion lends credence to Hubschmid's (2013) argument that it is essential for the success of an organization to have a thorough awareness of the many sources of recruiting and the potential of those sources to attract exceptional individuals. Table 7 provides a comprehensive summary of

the amount of human resource management techniques among school heads in the Laak South District of Davao de Oro. The overall mean score of 3.43 indicates that these activities are considered to be considerable. The fact that this is the case shows that these actions are frequently seen by educators. Notably, the mean score for Compensation and Rewards was the highest, coming up at 3.63, which indicates extensive practice. On the other hand, the mean score for Recruitment and Selection was 2.96, which is also considered to be extensive.

Table 7: Summary on the Extent of Human Resource Management Practices in Laak South District, Davao de Oro

Table 7. Summary on the Extent of Human Resource Management Practices in Laak South District, Davao de Oro		
Indicators	Mean	Descriptive Equivalent
Recruitment and Selection	2.96	Moderately Extensive
Involvement	3.31	Moderately Extensive
Training, Development and Education	3.46	Extensive
Work Conditions	3.57	Extensive
Competency-Based Performance	3.62	Extensive
Appraisal	3.63	Extensive
Compensation and Rewards	3.63	Extensive
<b>Overall</b>	<b>3.43</b>	<b>Extensive</b>

#### B. Teachers' Interest in Laak South District, Davao de Oro

With a category mean of 3.69, which is regarded as frequently manifested, the results in Table 8 show that instructors in Laak South District, Davao de Oro, evaluated the curriculum and instruction domain. The different things' mean scores varied from 3.61 to 3.79. With a mean rating of 3.61, the item that specifically encourages the administration and other external stakeholders to help learners develop their creative thinking and problem-solving skills was found to be occasionally materialized.

On the other hand, the item concerning the duty to consistently observe learning methods for holistic development received a score of 3.79, suggesting that it is frequently demonstrated. These results corroborate with Ismail's (2012) claim that curriculum and instruction are essential components of educational institutions by indicating that the capacity to administer an instructional program is frequently seen. Furthermore, the findings support McShane and Von Glinow's (2012) theory that people with strong continuation commitment stay in an organization more out of duty than attachment.

Table 8: Teachers' Interest in Laak South District, Davao de Oro in Terms of Curriculum and Instruction

Statement	Mean	Descriptive Rating
1. Being involved in ensuring that the curriculum provides for the development needs of all types of learners in the school community.	3.73	Extensive
2. Helping the school ensure that programs are fully implemented and closely monitored to address performance discrepancies, benchmark best practices, coach low performers, mentor potential leaders, reward high achievement, and maintain environment that makes learning meaningful and enjoyable.	3.76	Extensive
3. Making sure that the implemented curriculum is localized to make it meaningful to the learners and applicable to life in the community.	3.71	Extensive
4. Encouraging the administration and other external stakeholders to ensure that the creative thinking and problem-solving skills of the learners are developed.	3.61	Extensive
5. Taking responsibility in ensuring that the learning systems are regularly and collaboratively monitored to ensure the holistic growth and development of the learners and the community.	3.79	Extensive
6. Taking part in ensuring that appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learners and local situation in the attainment of relevant life skills.	3.64	Extensive
7. Ensuring that the teachers, administrators, and community members nurture values and environments that are protective of all children and demonstrate behavior consistent to organization's vision, mission, and goals.	3.66	Extensive
8. I make sure that methods and resources are learner and community friendly.	3.71	Extensive
<b>Mean</b>	<b>3.69</b>	<b>Extensive</b>



Table 9 shows an extensive category mean rating of 3.68 for governance and leadership, indicating that this domain of teachers' interest is frequently reflected in Laak South District, Davao de Oro. The various items have mean ratings ranging from 3.65 to 3.71. For example, the item about using DepEd's Vision, Mission, and Goal (VMG) in creating school plans received a mean rating of 3.65, meaning that it occasionally appeared. On the other hand, the item that advocates for the team to evaluate the school plan on a regular basis in order to address developing needs was rated 3.71, showing that instructors frequently exhibit it.

These results suggest that school heads' fair and just leadership style is regularly observed. This bolsters the argument made by Döş and Savaş (2015) that inclusive decision-making processes—in which school administrators incorporate community members, staff, parents, and teachers in the development of policies and programs—are frequently necessary for good governance. Effective leadership also encourages data-driven educational methods that result in evidence-based decision-making and ongoing teaching and learning improvement. In the end, school leaders who exercise strong leadership and governance can have a good impact on a range of educational practices, such as community involvement, decision-making, school culture, and resource allocation.

Table 9: Teachers' Interest in Laak South District, Davao de Oro in Terms of Leadership and Governance

Statement	Mean	Descriptive Rating
1. Contributing in the effort to develop the school plans.	3.70	Extensive
2. Using Vision, Mission and Goal (VMG) of DepEd as my guide in my participation in the development of school plans.	3.65	Extensive
3. Encouraging the team to regularly review the school plan to keep it responsive and relevant to emerging needs, challenges and opportunities.	3.71	Extensive
4. Perceiving that the school and community collaboratively defines the organizational structure and responsibilities of stakeholders.	3.69	Extensive
5. Thinking that a network has been collaboratively established and is continuously improved by the school community.	3.69	Extensive
6. Contributing to the effort in addressing the training and development needs of the school and the community.	3.66	Extensive
<b>Mean</b>	<b>3.68</b>	<b>Extensive</b>

When the domain of resource management is examined, Table 10 shows an extensive category mean of 3.68, suggesting that instructors are frequently interested in Laak South District, Davao de Oro. The goods have mean ratings ranging from 3.61 to 3.71. For instance, the item about having regular conversations for resource programming and planning has a mean rating of 3.61, which is understood as frequently exhibited. On the other hand, the item concerning taking part in resource inventory for mobilization and allocation obtained a mean rating of 3.71, which was likewise characterized as frequently manifested.

These findings suggest that there are instances when teachers are seen to be accessible and attentive to the needs of their students. This result validates the viewpoint of Zadjia and Gamage (2010), who emphasize the significance of meaningful engagement with educational stakeholders and claim that the establishment of school-community partnerships is grounded in considerable research. Through these collaborations, non-educators can share the burden of delivering education, which increases the relevance and responsiveness of education to the needs of both students and the larger community.



Table 10: Teachers' Interest in Laak South District, Davao de Oro in Terms of Management of Resources

Statement	Mean	Descriptive Rating
1. Participating in resource inventory which serves as the basis for resource allocation and mobilization.	3.71	Extensive
2. Engaging in regular dialogues for planning and resource programming and supporting the implementation of community education plans.	3.61	Extensive
3. Helping ensures that there is a community developed resource management system towards judicious, appropriate, and effective use of resources.	3.70	Extensive
4. Participating in the monitoring, evaluation, and reporting processes of resource management.	3.68	Extensive
5. Helping to manage and sustain an established system of partnership with external stakeholders.	3.68	Extensive
<b>Mean</b>	<b>3.68</b>	<b>Extensive</b>

Teachers in Laak South District, Davao de Oro, gave the domain of accountability and continuous development, as shown in Table 11, an extensive category mean rating of 3.67, suggesting that it is frequently followed. The various things have mean ratings ranging from 3.58 to 3.75. In particular, the item about involvement in creating accountability evaluation criteria, feedback systems, and

validation methods was rated as somewhat substantial, meaning it occasionally manifests, with a mean score of 3.58. The item concerning the definition and assignment of duties and responsibilities for responsible persons and organizations, on the other hand, obtained a mean value of 3.75, indicating that it is frequently manifested.

Table 11: Teachers' Interest in Laak South District, Davao de Oro in Terms of Accountability and Continuous Improvement

Statement	Mean	Descriptive Rating
1. Helping in defining and setting roles as well as responsibilities of accountable person/s and collective body/ies.	3.75	Extensive
2. Recognizing achievement of goals based on a collaboratively developed performance accountability system and can help address gaps through appropriate action.	3.70	Extensive
3. Helping in the enhancement of the accountability system to ensure that the management structures and mechanisms are responsive to the merging learning needs and demands of the community.	3.71	Extensive
4. Taking part in developing and deciding on the accountability assessment criteria tools, feedback mechanisms, and information collection and validation techniques and processes.	3.58	Extensive
5. Participating in the school initiated periodic assessment and shared feedback.	3.59	Extensive
<b>Mean</b>	<b>3.67</b>	<b>Extensive</b>

According to the findings, school administrators who place a high priority on accountability and continuous improvement will probably be able to increase the quality of instruction by helping instructors embrace best practices, put those practices into practice, and use data to inform instruction. This result is consistent with the findings of Balakrishnan et al. (2013), who claim that improved student results can result from a strong emphasis on accountability and continual development. School administrators can pinpoint areas for improvement and carry out focused interventions to raise student success by tracking and evaluating the development of their students.

The level of interest among teachers is finally summarized in Table 12, which indicates that school-based management participation has an overall mean score of 3.68, indicating that it is widespread. This shows that teachers' passion and involvement create a lively and positive school culture that makes staff, parents, and kids feel like they belong. This result is in line with the findings of Barrera-Orsorio et al. (2010), who point out that greater student participation in extracurricular and co-curricular activities is frequently the result of teachers participating in school activities. Through involvement in sports, the arts, and community service, this kind of engagement enhances the educational process and helps to shape individuals into well-rounded, socially responsible adults.

Table 12: Summary Table on the Teachers' Interest in Laak South District, Davao de Oro

Indicators	Mean	Descriptive Equivalent
Leadership and Governance	3.68	Extensive
Curriculum and Instruction	3.69	Extensive
Accountability and Continuous Improvement	3.67	Extensive
Management of Resources	3.68	Extensive
<b>Overall</b>	<b>3.68</b>	<b>Extensive</b>

*C. Relationship Between Human Resource Management Practices and Teachers' Interest in Laak South District, Davao de Oro*

Using bivariate correlation analysis via Pearson Product Moment Correlation, the relationship between HRM practices and teachers' interest in Davao de Oro's Laak South District is examined. Table 13 demonstrates a statistically significant positive correlation between teachers' interest and the human resource management methods of school leaders, with a p-value of .000, less than the two-tailed .05 level of significance ( $r = .964$ ,  $p < 0.05$ ). This research implies that notable shifts in teachers' interests are correlated with variations in the degree of HRM practices implemented by school administrators.

Significant correlations have also been found between the data and the practices of human resource management with regard to the interest of teachers. These practices include recruitment and selection ( $r = 0.756$ ), involvement ( $r = 0.823$ ), training, development, and education ( $r = 0.992$ ), work conditions ( $r = 0.547$ ), competency-based performance appraisal ( $r = 0.467$ ), and compensation and rewards ( $r = 0.902$ ). As a result, the null hypothesis—which states that there is no meaningful connection between these practices and teachers' interests—is rejected. This bolsters the findings of Almutairi (2020), who found that positive attitudes and an openness to creativity on the part of academic leaders promote faculty performance in higher education and that there is a substantial association between HRM practices and faculty engagement. This supports the claim made by Saremi and Rezeghi (2015) that a setting like this motivates teachers to carry out their duties and take on challenging assignments in an effective and efficient manner.

Table 13: Relationship Between Human Resource Management Practises and Teachers' Interest in Laak South District, Davao de Oro

Variables	Teachers' Interest			
	r-value	p-value	Interpretation	Decision
Recruitment and Selection	0.756*	0.000	Significant	Reject $H_0$
Involvement	0.823*	0.000	Significant	Reject $H_0$
Training, Development and Education	0.992*	0.000	Significant	Reject $H_0$
Work Conditions	0.547*	0.000	Significant	Reject $H_0$
Competency-Based Performance Appraisal	0.467*	0.000	Significant	Reject $H_0$
Compensation and Rewards	0.902*	0.000	Significant	Reject $H_0$
<b>Overall Human Resource Management Practices of School Heads</b>	<b>0.964*</b>	<b>0.000</b>	<b>Significant</b>	<b>Reject <math>H_0</math></b>
<b>*Significant @ <math>p &lt; 0.05</math></b>				

*D. Logistic Regression Analysis on Domains of Human Resource Management Practices Influencing Teachers' Interest in Laak South District, Davao de Oro*

Binary Logistic Regression Analysis was used to examine how human resource management practices—such as recruitment and selection, involvement, training and development, work conditions, competency-based performance appraisal, compensation and rewards—affect teachers' interest (or lack thereof) in Laak South District, Davao de Oro. Table 14 demonstrates the model's significance. According to the categorization results, 89.80% of respondents expressed interest and 67.90% of those who did not were properly predicted.

Furthermore, the calculated Cox & Snell  $R^2$  value of 0.389 indicates that 38.90% of the variation in teachers' interest in the district may be attributed to these HRM practices, with the remaining 61.10% going to other variables that were not investigated in this study. The findings also show that the only important predictors are competency-based performance appraisal, work environment, and recruiting and selection. In particular, for every unit increase in these activities, instructors' interest drops by 3.667, 2.535, and 4.457, respectively.

Table 14: Logistic Regression Analysis on Domains of Human Resource Management Practises Influencing Teachers' Interest in Laak South District, Davao de Oro

	B	S.E.	Wald	df	Sig.	Exp(B)
Recruitment and Selection	-3.667*	.935	15.370	1	.000	.026
Involvement	.060	.622	.009	1	.924	1.061
Training, Development and Education	.462	.497	.866	1	.352	1.587
Work Conditions	-2.535*	.901	7.909	1	.005	.079
Competency-Based Performance Appraisal	-4.457*	.912	23.870	1	.000	.012
Compensation and Rewards	-1.705*	.901	7.909	1	.0321	.056
Constant	33.986	6.714	25.623	1	.000	5.756E14
<b>Classification</b>						
	Interested	Not Interested	%			
Satisfied	132	15	89.8			
Not Satisfied	17	36	67.9			
Overall			84.0			
<b>Holistic Analysis</b>						
Cox & Snell R <sup>2</sup>	0.389					
$\chi^2$	98.467					
df	5					
p-value	0.000					

This is consistent with the findings of Ambali et al. (2011), who discovered that good human resource management techniques, such as crew involvement, are favorably associated with employee engagement and participation in organizational activities. Consensus decision-making enables leaders to see their rank or position as a responsibility rather than a privilege. Similarly, this data supports Boey's (2010) assertion that teacher inclusion in planning improves job satisfaction, motivation, commitment, communication, and decision-making efficiency among teachers.

Furthermore, this study lends support to Kahn's (1990) Theory of Employee Engagement, which holds that engaged people can unleash their full potential at work. This means that engaged instructors express themselves physically, emotionally, and psychologically in their responsibilities. In essence, engaged instructors put forth substantial effort in their classrooms because they sincerely care about their professions.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

##### A. Conclusions

Based on the outcomes of this study, many significant conclusions may be drawn:

First, Laak South District, Davao de Oro, has significant human resource management methods, particularly in training, development, education, work conditions, competency-based performance rating, and remuneration and awards. However, procedures relating to recruitment, selection, and involvement were rated moderately, indicating that teacher recruitment and management activities are frequently observed.

Second, both human resource management methods and teacher interest in leadership and governance, curriculum and instruction, accountability, and resource management were regarded as comprehensive. This suggests that school management is focused on the school's specific needs, giving teachers more authority and responsibility.

Third, there is a strong positive association between human resource management methods and teacher interest in Laak South District. As the scope of these practices expands, instructors' interests shift substantially.

Finally, human resource management strategies have a considerable impact on teachers' interest, showing that they predict teacher engagement levels.

##### B. Recommendations

According to the study's findings and conclusions, the researcher suggests the following:

The Department of Education should provide funding for continued professional development opportunities for teachers, such as training in teaching strategies, technology integration, and classroom management. Mentorship

programs that match experienced teachers with newer educators will promote knowledge transfer and support.

School administrators should foster a good and inclusive school culture that encourages teacher participation and cooperation. Recognizing and rewarding outstanding teaching with prizes can enhance morale and motivation. Furthermore, encouraging a healthy work-life balance and flexible scheduling might assist minimize teacher burnout.

Teachers are encouraged to participate in ongoing professional development programs, which improve their skill sets and capabilities. Improving professional development benefits both instructors and students.

Finally, more research should be conducted to identify additional factors impacting teachers' interest, as human resource management techniques accounted for just 38.90% of the overall variability.

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