

Organizational Politics, Human Resource Management, and Work Engagement on Resource Generation Capability of School Leaders

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Abstract: This study investigates the resource-generating capabilities of school leaders within the Department of Education (DepEd) in Region X, the Philippines, amid a landscape in which political dynamics, human resource management (HRM), and work engagement play crucial roles in leadership effectiveness. Despite the increasing demands on school leaders to mobilize resources, the existing literature offers a limited understanding of how these factors interact to influence resource-generation outcomes. This research aims to develop a structural model to examine the relationships among organizational politics, HRM practices, work engagement, and resource-generating capability among school leaders. Using descriptive-correlational and causal-comparative designs, data were collected from 562 school leaders via validated questionnaires. Statistical analyses, including regression and structural equation modeling, identified significant correlations and predictions among the variables. Results indicate that work engagement has the strongest positive effect on resource-generation capability, followed by HRM practices, while organizational politics exerts a modest influence.

The findings underscore the need for strategies that enhance leadership effectiveness by improving HR management and engagement practices. These insights provide actionable recommendations for school administrators to navigate political environments effectively and optimize resource mobilization. Furthermore, the study emphasizes the importance of fostering collaborative relationships with community stakeholders to ensure sustainable support for educational initiatives. By addressing these interconnected elements, the study contributes to the development of resilient school systems that can adapt to evolving challenges in the educational landscape, thereby informing future policies and leadership practices.

Keywords: *Organizational Politics, Human Resource Management, Work Engagement, and Resource Generation.*

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I. INTRODUCTION

School leaders in the Department of Education (DepEd) are expected to manage financial, material, human, and social resources to enhance learning outcomes and sustain programs. Despite policies such as the Philippine Professional Standards for School Heads (PPSSH) and the revised School-Based Management (SBM) framework, which emphasize resource management, many school leaders struggle to generate resources due to limited financial support, limited basic skills, and sporadic contributions from local stakeholders.

Research indicates that while some schools exhibit strong financial practices, regional inconsistencies highlight the need to investigate the factors influencing school leaders'

resource-generation capabilities. Organizational politics plays a crucial role; leaders skilled in navigating these dynamics can better mobilize support and resources. Studies have shown that principals who build alliances within their communities can secure improved facilities and funding.

Human Resource Management (HRM) is pivotal in this context, as effective HRM practices increase teacher motivation and performance, thereby contributing to a stable resource base. Research confirms that well-designed HRM systems enhance teacher engagement, which is essential for sustainable resource generation.

Moreover, work engagement is critical because it enables educators to participate in resource-mobilizing initiatives actively. Engaged teachers are more likely to

innovate and collaborate on projects that attract external support.

This study will explore how organizational politics, HRM, and work engagement interrelate to enhance the resource-generation capabilities of school leaders in DepEd Region X for the 2025–2026 academic year. It aims to propose a structural model that examines these interconnected factors within the domains of financial and human resource management, as well as community involvement.

II. IOBJECTIVES OF THE STUDY

- *Describe the Level of Organizational Politics of School Leaders as Shown in the Following Aspects:*
 - general political behavior,
 - school leaders' perspective, and
 - political decision-making.
- *Ascertain the Level of Human Resource Management of the School Leaders in the Following Aspects:*
 - recruitment and selection,
 - training and development,
 - performance appraisal and feedback,
 - compensation, recognition, and rewards,
 - employee involvement and participation, and
 - employee support and well-being.
- *Determine the Level of Work Engagement of the School Leaders in Demonstrating the Following Aspects:*
 - vigor,
 - dedication,
 - absorption, and
 - professional growth engagement.
- *Assess the Level of Resource Generation Capability that School Leaders Demonstrated in the Following Aspects:*
 - Financial resource management,
 - human resource utilization, and
 - community engagement.
- *Correlate the School Leaders' Resource Generation Capability with:*
 - organizational politics,
 - human resource management, and
 - work engagement.
- *Identify Which of the Variables, Singly or in Combination, Best Predicted School Leaders' Resource Generation Capability.*

III. METHODOLOGY

➤ *Research Design*

This study employed a descriptive-correlational design to assess the relationships among organizational politics, human resource management (HRM), work engagement, and resource-generating capability among school leaders. It

examined organizational politics through three components: general behavior, the perspective of school leaders, and political decision-making. HRM was analyzed across six aspects: recruitment and selection, training and development, performance appraisal, compensation, recognition and rewards, and employee support. Work engagement was defined by four dimensions: vigor, dedication, absorption, and professional growth. Lastly, resource generation capability encompassed financial management, human resource utilization, and community engagement. A correlational research design explored the relationships between dependent and independent variables, while multiple regression analysis identified which variables best predicted school leaders' resource generation capability.

➤ *Research Setting*

This study was conducted in Region X of Northern Mindanao, focusing on various educational divisions, including Lanao Del Norte, Bukidnon, and Misamis Oriental, with specific cities such as Malaybalay City, Cagayan de Oro City, El Salvador City, Iligan City, and Valencia City. This geographic diversity facilitates a comprehensive examination of school leaders' resource generation capabilities across different contexts. The region's unique cultural diversity and socioeconomic conditions significantly impact educational practices and leadership dynamics. By exploring how local political, social, and economic factors influence resource generation, the study aims to provide insights and recommendations tailored to the specific challenges faced by educational leaders. Understanding this context enhances the relevance and applicability of the findings in promoting effective resource mobilization and school improvement strategies.

➤ *Participants of the Study*

In this study, a total of 14 divisions were considered for sampling, from which 8 divisions were randomly selected to optimize time and resource use. The chosen divisions included Bukidnon, Cagayan de Oro City, El Salvador City, Misamis Oriental, Iligan City, Lanao Del Norte, Malaybalay City, and Valencia City. The specific respondents from these divisions were selected using the fishbowl method. This thorough sampling strategy aimed to improve the reliability and applicability of the study's findings, in line with the methodological requirements for structural equation modeling.

➤ *Sampling Procedure*

This study implemented a meticulous sampling procedure to accurately represent school leaders across Region 10. The sampling approach combined stratified and simple random sampling techniques. First, the population of school leaders was organized into separate strata according to their divisions, ensuring proportional representation of each group. This approach guaranteed that all divisions were sufficiently represented within the sample. Individual respondents were then randomly selected from each division using the fishbowl method, which ensured equal chances of inclusion and reduced selection bias.

➤ *Data Gathering Procedure*

Prior to data collection, the researcher obtained permission from the Regional Director of the Department of Education in Region 10, as well as approvals from the Schools Division Superintendents of all 14 divisions in the region. Additionally, approval was secured from the Institutional Ethics Review Committee (IERC) at Central Mindanao University. Once all necessary permissions were granted, the questionnaires were distributed to the identified respondents, who later returned them for summarization, analysis, and interpretation.

During data collection, the researcher emphasized the voluntary nature of participation, allowing respondents the option to decline if they wished. In such instances, another group of respondents from the same schools was selected to ensure adequate participation. Respondents received the questionnaire with instructions to rate it based on their perceptions, ensuring anonymity as they were not required to provide their names. The researcher personally collected the completed questionnaires and conducted up to three follow-up sessions to encourage their return. If a questionnaire was not returned after three follow-ups, an alternative respondent was invited to participate, preserving the integrity and representativeness of the study.

➤ *Data Analysis*

Descriptive statistical measures, such as mean, were used to analyze respondents' responses to the first four research questions concerning school leaders engaged in organizational politics, human resource management, work engagement, and resource generation capability. The fifth question used Pearson Product-Moment Correlation, a statistical method that measures the strength and direction of the linear relationship between two variables. Stepwise multiple regression, which identifies the best combination of variables to predict an outcome, was conducted to identify the best predictor of resource generation capability in the sixth question.

➤ *Ethical Considerations*

This study is founded on the principles of respect for persons, beneficence, and justice, ensuring the dignity and rights of school leaders and teachers as participants. The researcher secures approval from the appropriate ethics review body and gains written permission from school authorities prior to data collection. Participation is voluntary, with respondents informed about the study's purpose, procedures, risks, and benefits, and they can withdraw at any time without penalty. Informed consent is obtained through signed forms.

For vulnerable groups, additional safeguards and permissions are enforced, including tailored consent processes. Confidentiality and anonymity are ensured by assigning unique codes to participants and securely storing all data, with results reported only in aggregate form. The researcher avoids undue influence, uses non-intrusive questions, and allows participants to skip any uncomfortable ones to prevent psychological or social harm. All sources and ideas are properly acknowledged to respect intellectual property, with data used solely for academic purposes. Findings are reported transparently, including limitations, and shared with stakeholders to inform practice and policy without misrepresenting or stigmatizing any individuals.

IV. RESULTS AND DISCUSSION

➤ *Organizational Politics*

The findings presented in Table 6 reveal that school leaders generally perceive organizational politics as highly operational within their contexts. The mean scores for the various indicators range from 3.54 to 4.09, with all indicators falling into the "Agree" category, indicating consensus among school leaders about the relevance and prevalence of political behavior in their institutions.

Table 1. Organizational Politics of School Leaders

INDICATORS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATIONS
School Leader Perspective	4.09	Agree	Highly operational politics
Political decision-making	3.62	Agree	Highly operational politics
General Political Behavior	3.54	Agree	Highly operational politics
Overall Mean	3.76	Agree	Highly operational politics

Legend:

Scale	Range	Descriptive Rating	Qualitative interpretation
5	4.51-5.00	Strongly Agree	Very high operational politics
4	3.51-4.50	Agree	Highly operational politics
3	2.51-3.50	Uncertain	Moderately operational politics
2	1.51-2.50	Disagree	Low operational politics
1	1.00-1.50	Strongly Disagree	Very low operational politics

The indicator for School Leader Perspective received the highest mean score of 4.09, suggesting that school leaders strongly feel their perspectives are shaped by organizational politics, influencing their decision-making and overall effectiveness. This indicates a recognition of the importance of navigating political landscapes to achieve their goals. Political Decision-Making had a mean score of 3.62, showing that while school leaders acknowledge its significance, they encounter challenges balancing political

agendas with effective leadership. General Political Behavior scored 3.54, indicating that while perceived as important, it may be less directly influential than political decision-making and perspective, suggesting a more systemic view of politics.

The overall mean score of 3.76 highlights the significant impact of organizational politics on school leaders' work environments, which can either facilitate or hinder resource generation and organizational effectiveness. These findings imply that understanding organizational politics is vital for effective human resource management and fostering staff engagement. School leaders may need to develop skills in political navigation to enhance leadership effectiveness and improve resource generation. Supporting this, [6] Eran (2023) notes that leaders must grasp organizational politics to drive change in educational settings, while [3] Buchanan and Badham (2022) stress that navigating political landscapes leads to better decision-making. Additionally, [10] Kellerman (2024) emphasizes that leaders skilled in managing politics engage more effectively with their teams, improving work engagement and employee satisfaction.

➤ *Human Resource Management*

Table 2 highlights school leaders' human resource management practices, showing a strong focus on fostering a supportive work environment. The highest mean scores of 4.37 are for "Employee support and well-being" and "Compensation, recognition, and rewards," indicating a prioritization of staff well-being and effective recognition. In contrast, the lowest mean score of 4.21 is for "Recruitment and selection," though it still reflects a solid commitment to managing hiring processes within the "Agree" category.

Table 2: Human Resource Management of school leaders

INDICATORS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATIONS
Employee support and well-being	4.37	Agree	Highly managed
Compensation, recognition, and rewards	4.37	Agree	Highly managed
Employee involvement and participation	4.33	Agree	Highly managed
Training and development	4.29	Agree	Highly managed
Performance appraisal and feedback	4.28	Agree	Highly managed
Recruitment and selection	4.21	Agree	Highly managed
Overall Mean	4.31	Agree	Highly managed

Legend:

Scale	Range	Descriptive Rating	Qualitative interpretation
5	4.51-5.00	Strongly Agree	Very highly managed
4	3.51-4.50	Agree	Highly managed
3	2.51-3.50	Uncertain	Moderately managed
2	1.51-2.50	Disagree	Poorly managed
1	1.00-1.50	Strongly Disagree	Not managed

The findings indicate a robust approach to human resource management with an overall mean score of 4.31, categorizing these practices as "Highly managed." This reflects school leaders' commitment to employee support, involvement, and training, suggesting a shared understanding of the importance of creating a satisfying work environment that enhances teacher motivation and retention. However, the slightly lower score in recruitment and selection indicates a need for further development in aligning hiring practices with the diverse needs of the teaching staff.

While school leaders effectively promote employee support and recognition, strengthening recruitment and selection processes is essential to attract and retain high-quality educators, ultimately benefitting school performance and student outcomes. [11] Leithwood et al. (2023) emphasize the significance of effective HRM practices for school success, while [7] Gordon & Boss (2024) highlight the role of employee involvement and training in job satisfaction and professional growth. Additionally, [12] Meyer & Allen (2024) stress the importance of effective recruitment processes in maintaining high teaching standards and student engagement. Together, these studies reinforce the necessity of comprehensive human resource management strategies to foster a supportive educational environment for both staff and students.

➤ *Work Engagement*

Table 3 summarizes work engagement levels among school leaders, highlighting their high commitment. The "Professional growth" indicator has the highest mean score at 4.30, showing active involvement in skill enhancement. The "Dedication" indicator follows closely with a mean score of 4.29, reflecting leaders' inspiration and commitment. Additionally, the "Absorption" and "Vigor" indicators score 4.17 and 4.13, respectively, indicating strong focus and energy in their roles.

Table 3: Summary of Work Engagement of School Leaders

INDICATORS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATIONS
Professional growth	4.30	Agree	High engagement
Dedication	4.29	Agree	High engagement
Absorption	4.17	Agree	High engagement
Vigor	4.13	Agree	High engagement
OVERALL MEAN	4.22	Agree	High engagement

Legend:

Scale	Range	Descriptive Rating	Qualitative interpretation
5	4.51-5.00	Strongly Agree	Very high engagement
4	3.51-4.50	Agree	High engagement
3	2.51-3.50	Uncertain	Moderate engagement
2	1.51-2.50	Disagree	low engagement
1	1.00-1.50	Strongly Disagree	Very low engagement

The overall mean score of 4.22 categorizes school leaders' work engagement as "High engagement," indicating a strong and positive attitude towards their responsibilities. This data shows that school leaders prioritize professional development and are dedicated and absorbed in their roles, which is crucial for effective leadership in educational settings. Such high engagement can lead to improved outcomes for both staff and students.

The findings underline the critical importance of work engagement in school leadership effectiveness. Engaged leaders are better equipped to inspire their teams, enhancing overall school performance. Maintaining high levels of vigor and absorption can result in greater job satisfaction, reduced burnout, and more effective leadership. Studies by [13] Schaufeli & Bakker (2023) find that high engagement correlates with job satisfaction and performance, while [11] Leithwood et al. (2024) note that engaged leaders foster collaborative cultures and drive improvements. [8] Hakonen & Rood (2024) emphasize the need for professional growth engagement to adapt to evolving educational demands. Collectively, these findings advocate for fostering high work engagement among school leaders to enhance educational outcomes and create thriving school environments.

➤ *Resource Generation Capability*

Table 4 summarizes the resource generation capabilities of school leaders, showing strong proficiency in key areas. The highest mean score of 4.27 is for "Human Resource Utilization," indicating effective staff management to optimize resource generation. "Community Engagement" follows closely with a mean score of 4.24, reflecting active partnership-building and relationship maintenance with stakeholders. The "Financial Resource Management" category scores slightly lower at 4.20 but still demonstrates high capability in managing and allocating resources for school operations.

Table 4: Summary of Resource Generation Capability of School Leader

INDICATORS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATIONS
Human Resource Utilization	4.27	Agree	Highly capable
Community Engagement	4.24	Agree	Highly capable
Financial Resource Management	4.20	Agree	Highly capable
Overall mean	4.24	Agree	Highly capable

Legend:

Scale	Range	Descriptive Rating	Qualitative interpretation
5	4.51-5.00	Strongly Agree	Very Highly Capable
4	3.51-4.50	Agree	Highly capable
3	2.51-3.50	Uncertain	Moderately capable
2	1.51-2.50	Disagree	Poorly capable
1	1.00-1.50	Strongly Disagree	Not capable

The overall mean score of 4.24 categorizes school leaders' resource-generation capabilities as "Highly capable," indicating they possess the skills necessary to effectively leverage human resources, engage with the community, and manage financial resources to support the educational environment. The consistently high ratings across these areas reflect a strong understanding of the importance of resource generation for enhancing educational outcomes and school improvement.

These results highlight the essential role of skilled resource-generation capabilities in the success of educational institutions. By effectively utilizing human resources and engaging the community, school leaders can create a supportive environment for both

staff and students. However, the slightly lower score in financial resource management suggests opportunities for further professional development in this area.

Research supports these findings, with [11] Leithwood et al. (2024) emphasizing that effective leaders maximize resources through strategic staff management and community collaboration, leading to improved student outcomes. [4] Cohen & Field (2023) stress the importance of strong financial management practices for sustaining educational initiatives, while [9] Harris & Jones (2024) argue that community engagement in resource generation builds stronger support networks, enhancing overall resource accessibility.

➤ *Correlation of the Resource Generation Capability of School Leaders and the Independent Variables*

Table 5 presents the correlation coefficients between school leaders' resource generation capabilities and various factors, including organizational politics, human resource management, and work engagement. The table shows significant positive correlations, with the highest correlation observed between resource generation capability and work engagement ($r = .809, p < .001$). Other notable correlations include human resource management ($r = .786, p < .001$) and organizational politics ($r = .489, p < .001$). Additionally, specific aspects of human resource management, such as recruitment and selection, training and development, and employee involvement and participation, also exhibit strong correlations with resource generation capabilities, highlighting various dimensions of leadership effectiveness.

Table 5: Correlation Between the Dependent and Independent Variables

VARIABLES	CORRELATION COEFFICIENT (r)	P-value
Organizational Politics	.489**	.000
General Political Behavior	.384**	.000
School Leader Perspective	.564**	.000
Political decision-making	.356**	.000
Human Resource Management	.786**	.000
recruitment and selection	.719**	.000
training and development,	.761**	.000
performance appraisal and feedback	.755**	.000
compensation, recognition, and rewards,	.742**	.000
employee involvement and participation	.756**	.000
employee support and well-being	.752**	.000
Work Engagement	.809**	.000
vigor	.753**	.000
dedication	.785**	.000
absorption	.761**	.000
professional growth engagement	.797**	.000

** . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=562

The correlation results reveal a positive relationship between organizational politics and resource generation capability, with a correlation coefficient of ($r = 0.489$) ($p < 0.001$). "School Leader Perspective" shows the strongest correlation at ($r = 0.564$), indicating that school leaders' perceptions of politics significantly influence their resource mobilization. In contrast, "Political Decision-Making" has a lower correlation ($r = 0.356$), suggesting it may require more flexibility to impact resource generation positively. This underscores the importance of navigating organizational dynamics for effective resource mobilization.

Human resource management demonstrates a very strong correlation with resource generation capability, at ($r = 0.786$) ($p < 0.001$), highlighting the crucial role of effective HR management in resource mobilization. Key components like "Training and Development" ($r = 0.761$) and "Employee Involvement and Participation" ($r = 0.756$) emphasize that investing in staff skills and encouraging active participation are vital for fostering a conducive environment for resource generation.

Work engagement exhibits the strongest correlation with resource generation capability at ($r = 0.809$) ($p < 0.001$), illustrating that engaged school leaders significantly enhance resource mobilization efforts. Components of work engagement—such as "Dedication" ($r = 0.785$), "Vigor" ($r = 0.753$), and "Absorption" ($r = 0.761$)—confirm that enthusiastic and committed leaders are more successful in generating resources.

Overall, the data suggest that improving leadership capabilities in organizational politics, human resource management, and work engagement can significantly enhance school leaders' resource generation abilities. These findings align with [11] Leithwood et al. (2024), who stress that engaged leaders foster collaboration and innovation, while [4] Cohen & Field (2023) and [9] Harris & Jones (2024) highlight the importance of navigating organizational politics and strong HR practices for effective resource mobilization. Together, these studies reinforce that effective engagement, strategic HR management, and adept organizational navigation are key to enhancing resource generation capabilities in schools.

➤ *Variables that Best Predict the Resource Generation Capability of School Leaders in Region 10*

Table 6 presents the regression analysis results identifying key predictors of resource generation capabilities among school leaders, focusing on work engagement, human resource management, and organizational politics. The analysis indicates that highly engaged leaders, characterized by professional growth engagement, dedication, and absorption, are more effective in mobilizing resources due to their strong stakeholder relationships. Effective human resource management practices, especially in performance appraisal and feedback, foster a supportive environment that encourages staff participation in resource identification. Additionally, navigating organizational politics enhances leaders' ability to advocate for necessary resources and align efforts with school goals. Overall, these findings underscore the need for strategies that enhance these predictors to improve resource mobilization and support school improvement.

Table 6: Regression Analysis between the independent and dependent variables

Model	UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS		Sig.
	B	STS ERROR	BETA	t	
(Constant)	.316	.118		2.685	.007
Work Engagement					
Professional Growth Engagement	.411	.057	.393	7.267	.000
Dedication	.237	.058	.229	4.063	.000
Human Resource Management					
Performance Appraisal Feedback	.228	.045	.231	5.109	.000
Organizational Politics					
General Behavior	.109	.028	.133	3.851	.000
Political Decision Making	-.073	.030	-.085	-2.405	.017
R= .829 ^e		R ² = .688	F = 244.761	P= 0.000	

The regression equation formula is:

$$Y^1 = 0.316 + 0.411X_1 + 0.237X_2 + 0.228X_3 + 0.109X_4 + (-0.073) X_5$$

Where;

Y¹= Resource Generation Capability

X₁= Professional Growth Engagement

X₂=Dedication

X₃=Performance Appraisal Feedback

X₄=General Behavior

X₅=Political Decision Making

Among the identified predictors, "Professional Growth Engagement" (B = 0.411, p < 0.001) is the strongest contributor to resource generation capabilities, highlighting the importance of continuous learning for school leaders. Leaders who actively pursue professional growth enhance their resource mobilization ability. Following this, "Dedication" (B = 0.237, p < 0.001) underscores the significance of commitment in fostering a collaborative environment that inspires stakeholder confidence. Lastly, "Performance Appraisal Feedback" (B = 0.228, p < 0.001) emphasizes the critical role of effective evaluation processes in supporting teachers' professional development and contributing to overall resource generation efforts.

Together, these predictors illustrate that active engagement, commitment, and effective evaluation are essential for enhancing school leaders' resource mobilization capabilities. However, the hypothesis that specific variables would serve as the best predictors is rejected, as the analysis reveals that while various factors contribute to resource generation, none emerge as definitive lead predictors. This indicates that resource generation is influenced by a complex interplay of factors rather than a singular or combined variable.

These results reinforce the relationships among these variables. [13] Schaufeli & Bakker (2023) argue that professional growth engagement is vital for effective leadership and for enhancing resource mobilization. [9] Harris & Jones (2024) suggest that positive appraisal feedback increases staff motivation and engagement, benefiting resource management. Additionally, [2] Bryk & Schneider (2024) discuss the importance of collaborative political behaviours for successful resource generation. Collectively, these sources highlight the significance of engagement, effective management practices, and flexible decision-making in enhancing school leaders' resource generation capabilities.

V. CONCLUSION

The analysis of school leaders' resource generation capabilities highlights the significant role of organizational politics in effective educational leadership. School leaders view politics as central to their environment and decision-making, with strong influences on collaboration and school operations. They must navigate informal staff alliances carefully, as these relationships shape how issues are presented. This comprehensive examination offers valuable

insights into the interconnected elements of effective educational leadership.

The study finds that school leaders recognize organizational politics as a pivotal aspect of their work environment, affecting decision-making and collaboration. Building alliances with stakeholders is essential for resource mobilization and achieving school goals, while the challenges posed by hidden agendas necessitate transparency to foster trust among staff. Additionally, school leaders demonstrate a strong commitment to human resource management, focusing on employee support and recognition, which enhances staff well-being. Investing in professional development is crucial; however, improving recruitment and selection processes can better align hiring with teachers' needs. By addressing these areas, school leaders can enhance collaboration, reduce turnover, and create a nurturing atmosphere that supports both staff and student achievement.

With a high overall mean score of 4.22, school leaders exhibit strong work engagement, reflecting their dedication and involvement in their roles. Their energy, motivation, and focus contribute to effective leadership, particularly in professional development, fostering collaboration and innovation that improve educational outcomes. The study indicates that school leaders possess the necessary skills for effective human resource utilization, community engagement, and financial management, categorizing them as "Highly capable." However, the slightly lower score in financial management indicates a need for professional development in this area to sustain educational initiatives.

Correlation analysis reveals significant positive relationships between resource-generating capabilities and factors like work engagement, human resource management, and organizational politics. The high correlation with work engagement suggests that engaged leaders are more effective at mobilizing resources. Effective personnel management, particularly in training and employee involvement, also plays a crucial role. Although the relationship with political decision-making is less pronounced, leaders' perceptions of their political environment remain vital for resource mobilization.

Regression analysis shows that work engagement, human resource management, and organizational politics significantly predict school leaders' resource-generating capabilities in Region 10, explaining about 68.8% of the variance. Among the predictors, professional growth engagement has the most substantial positive impact, emphasizing the importance of continuous learning and development. Dedication and performance appraisal feedback further enhance resource generation, underscoring the value of effective human resource management.

RECOMMENDATION

Based on the findings of this study, several actionable recommendations are proposed for stakeholders in the education system, including the Department of Education (DepEd), school leaders, policymakers, teachers, learners,

and community stakeholders. For DepEd, it is essential to enhance training programs that equip school leaders with skills to navigate organizational politics, improve human resource practices, and promote work engagement through workshops focused on relationship-building, conflict resolution, and effective communication. Establishing clear guidelines for fair hiring and resource management practices, and encouraging community engagement initiatives with local government units (LGUs) and private partners, can raise awareness of school needs and build trust. School leaders should foster a collaborative leadership culture by involving teachers, parents, and community members in decision-making, which promotes shared ownership and accountability. Strengthening community relations through partnerships and outreach that align with school goals is vital, alongside implementing effective human resource management practices—such as fair recruitment, ongoing training, and performance appraisal systems focused on professional growth—to enhance the working environment. For policymakers, using data from this study is essential for strategic planning and resource allocation, enabling data-driven processes to identify areas for improvement and develop targeted policies for school leadership development and HR management reforms. This will ensure stakeholder voices are included in decisions related to school improvement.

Additionally, teachers should actively engage in leadership and decision-making, fostering a collaborative culture that enhances morale and teamwork while benefiting from ongoing professional development opportunities aligned with their needs. Promoting a positive school climate focused on mental health and well-being is critical for supporting both teachers and students academically and emotionally. Finally, community stakeholders must strengthen partnerships with schools through initiatives that support education, collaborating with parents, local businesses, and community members to enhance educational resources. Building trust through transparent communication and collaborative planning will address the unique needs of students and schools, ultimately facilitating meaningful partnerships that enhance the capacity to generate resources.

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