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Human Resource Management Practices of School Heads and Teacher's Engagement in Talomo District, Davao City

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Abstract: This study examined the relationship between school heads' human resource management practices and teachers' engagement. It involved 150 elementary school teachers from Talomo District, Davao City, who were selected through stratified random sampling. A non-experimental quantitative research design employing the descriptive-correlational method was utilized. Data were analyzed using mean, Pearson Product-Moment Correlation, and multiple linear regression. The findings revealed that school heads' human resource management practices were extensive, while teachers' engagement was moderately extensive. Moreover, the results established a significant relationship between human resource management practices and teachers' engagement. Regression analysis further indicated that recruitment and selection, working conditions, and compensation and rewards were significant predictors of teachers' engagement. These findings suggest that effective human resource management practices play an important role in strengthening teachers' engagement in Talomo District, Davao City. Therefore, the results of this study may serve as a valuable reference for improving school management practices and may be disseminated through publication in a reputable research journal.

Keywords: *Human Resource Management Practices of School Head, Teacher's Engagement, Educational Management, Davao City, Philippines.*

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I. INTRODUCTION

➢ *The Problem and its Scope*

Engaged teachers demonstrate a strong commitment to delivering quality education by continuously exploring innovative ideas and effective teaching practices, monitoring learners' progress, providing constructive feedback, and adjusting instructional strategies to address diverse learning needs. Knobloch (2017) emphasized that highly engaged teachers serve as advocates of their profession, their work, and the overall success of their schools. Despite the importance of teacher engagement, Gallup's 2014 survey revealed that 57 percent of full-time K–12 teachers in the United States were not engaged in their work, while another 13 percent were actively disengaged (Hastings & Agrawal, 2015). Similarly, Yerdelen et al. (2018), citing the Organization for Economic Cooperation and Development (OECD, 2005), reported that an increasing number of teachers worldwide leave the profession annually for various reasons, with low levels of professional engagement identified as one of the most common contributing factors.

Moreover, teacher engagement has a significant influence on classroom effectiveness and learners' educational experiences. According to Hanover Research (2018), teachers who demonstrate greater engagement in their classrooms positively influence their students; however, teacher engagement had declined to 44 percent, representing its lowest level since 1989. Teachers' active participation and involvement in their professional responsibilities are also associated with higher levels of job satisfaction. Nevertheless, only a limited number of teachers demonstrate strong professional engagement, commitment to their responsibilities, and a sense of purpose in their work (Carter, 2019). These findings highlight the growing concern regarding teachers' declining engagement and the need for educational institutions to establish supportive working environments that encourage professional commitment and productivity.

Furthermore, existing studies indicate that teacher engagement is closely associated with motivation, as both contribute to teachers' willingness to perform their responsibilities effectively. Burton (2013) emphasized that teacher engagement is essential, particularly because of its strong relationship with professional motivation. Although student motivation has been widely recognized as an important factor in the learning process, teacher motivation

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has received comparatively less attention, despite its influence on classroom instruction and the overall teaching environment. For instance, Kamstra (2020), in a study involving secondary school teachers in Spain, found that teachers experienced low levels of work motivation due to several extrinsic factors, including heavy workloads, inadequate salaries, insufficient resources, limited social recognition, and curriculum restrictions. These challenges negatively affected their work-life balance and personal well-being, suggesting that teachers' professional engagement is influenced not only by individual motivation but also by the organizational conditions in which they perform their duties.

The importance of ensuring that all learners have access to teachers who are highly engaged in their profession has remained a significant concern in contemporary educational discussions (Pianta et al., 2012). Although teachers play a fundamental role in facilitating meaningful classroom experiences, research on teacher motivation remains less extensive than studies focusing on student motivation (Dörnyei, 2018). Similarly, while considerable research has examined work engagement within business organizations (Bakker et al., 2011), relatively limited attention has been given to this concept within the educational sector, particularly in basic education institutions, as many existing studies concentrate on higher education. Understanding teachers' work engagement is essential because learners tend to observe and respond to their teachers' behaviors, attitudes, and levels of motivation, which may influence their own learning experiences and classroom participation (Roth et al., 2007).

Despite the growing recognition of teacher engagement, the researcher identified a limited number of studies examining the relationship between human resource management practices of school heads and teacher engagement in public elementary schools in Davao City. Most existing studies on teacher engagement have primarily focused on its relationship with student learning outcomes rather than its association with human resource management practices. Furthermore, several related investigations have concentrated on employees within business organizations or teachers in higher education institutions, leaving a considerable gap in the literature concerning basic education teachers in public schools. This limitation is particularly evident in the Philippine context, especially in Mindanao and Davao City, where research exploring how school heads' human resource management practices influence teachers' professional engagement remains insufficient.

In view of these research gaps, the researcher recognized the need to conduct a study investigating the relationship between the human resource management practices of school heads and teacher engagement in public elementary schools in Davao City. Specifically, the study seeks to generate findings that may benefit educational institutions, particularly teachers and school administrators, by providing a clearer understanding of how effective human resource management practices can strengthen teachers' professional involvement, commitment, and work performance. Examining the relationship between these variables may help schools develop appropriate strategies to sustain teacher engagement and encourage educators to perform their responsibilities with greater dedication. Moreover, considering the continuing changes in educational delivery, including the transition from traditional face-to-face instruction to distance learning modalities, schools need to provide relevant professional development opportunities, comprehensive training programs, and supportive policies that enhance teachers' participation and involvement in the teaching and learning process.

- *Theoretical/Conceptual Framework*

The present study is anchored on Kahn's (1990) Theory of Employee Engagement, which explains that engaged employees invest and express their physical, emotional, and mental capacities in performing their work roles. In the context of education, teachers who find their work meaningful, experience psychological safety, and feel physically and mentally capable are more likely to demonstrate commitment, enthusiasm, and dedication to their teaching responsibilities. Such engagement encourages teachers to maintain the quality of instruction and contribute to learners' academic achievement and the overall success of their schools. Supporting this perspective, Almutairi (2020) emphasized that academic leaders who demonstrate positive work attitudes, perseverance, creativity, and openness to innovation can positively influence their faculty members. Similarly, Saremi and Rezeghi (2015) highlighted that educators who are encouraged by their leaders become more willing to address challenging tasks and perform their responsibilities effectively and efficiently.

As illustrated in Figure 1, the study involves two major variables, namely, human resource management practices as the independent variable and teacher engagement as the dependent variable. Human resource management practices refer to the strategies and organizational processes implemented to manage, develop, and support employees in the workplace. According to Demo et al. (2012), these practices encompass six dimensions: recruitment and selection, which involves attracting and selecting qualified personnel; involvement, which promotes employee participation, communication, recognition, and workplace relationships; training, development, and education, which strengthen employees' competencies and encourage continuous learning; work conditions, which ensure appropriate benefits, health, safety, and technological support; competency-based performance appraisal, which evaluates employees' performance and competencies to guide career development and professional advancement; and compensation and rewards, which recognize and provide appropriate incentives for employees' performance and contributions.

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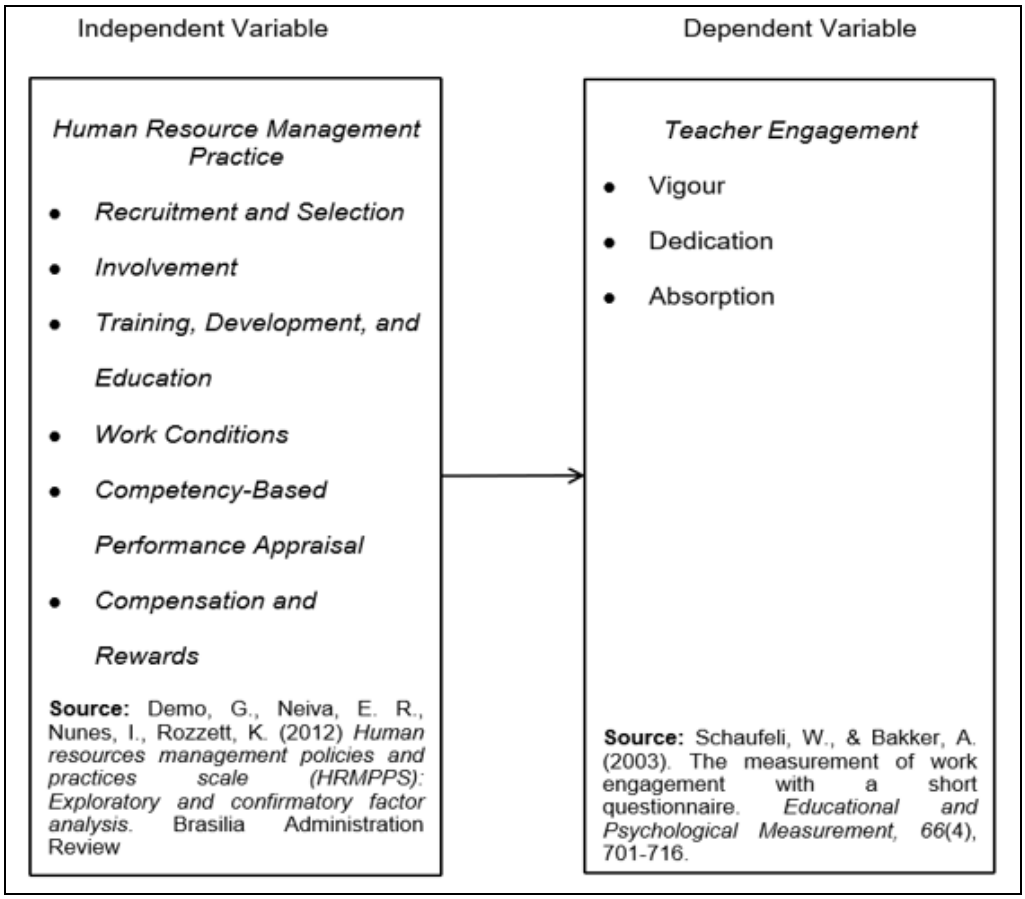


Fig 1 The Conceptual Framework of the Study

Meanwhile, the dependent variable is teacher engagement, or the motivation concept that refers to the voluntary allocation of personal resources directed at the range of tasks demanded in the profession of teachers. In this study, teacher engagement is measured in terms of vigor, or the willingness to invest effort in one's work, and persistence even in the face of difficulties; dedication, or the involvement in work experiencing a sense of significance, enthusiasm, pride, inspiration, and challenge; and absorption, or the intensity of one's focus on a role (Schaufeli & Bakker, 2003).

➢ *Research Questions*

The primary aim of this study was to determine which domain of human resource management practices of school heads significantly influences teacher engagement in Talomo District. Specifically, this study seeks to answer the following questions:

- What is the extent of human resource management practices of school heads in Talomo District, Davao City, in terms of:

✓ Recruitment and selection
✓ Involvement;
✓ Training, development, and education
✓ Work conditions;
✓ Competency-based performance appraisal
✓ Compensation and rewards?

- What is the extent of teacher engagement in Talomo District, Davao City, in terms of:

✓ Vigour;
✓ Dedication; and
✓ Absorption?

- Is there a significant relationship between the human resource management practices of school heads and teacher engagement in Talomo District, Davao City?
- Which among the domains of human resource management practices of school heads significantly influence teacher engagement in Talomo District, Davao City?

➢ *Hypothesis*

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

- H_{01}: There is no significant relationship between the human resource management practices of school heads and teacher engagement in Talomo District, Davao City.
- H_{02} : None of the domains of human resource management practices of school heads significantly influence teacher engagement in Talomo District, Davao City.

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II. METHOD

➢ *Research Design*

This study employed a quantitative descriptive-correlational research design to gather and analyze numerical data concerning human resource management practices and teachers' engagement in Talomo District, Davao City. Bhandari (2020) explained that quantitative research involves the systematic collection and analysis of numerical data, while non-experimental research examines variables as they naturally occur without manipulating an independent variable. Similarly, Creswell (2013) described descriptive-correlational research as an approach that examines relationships among variables without establishing causal connections. This design was appropriate for the study because it aimed to determine the extent of human resource management practices, assess teachers' engagement, and establish the significance of the relationship between these variables without conducting an experiment or manipulating the respondents' working conditions.

➢ *Research Respondents*

The respondents of the study were 200 permanent-regular elementary school teachers from Talomo District, Division of Davao City, selected through stratified random sampling, a technique that divides the population into smaller subgroups or strata to ensure appropriate representation. To qualify, respondents were required to voluntarily sign the Informed Consent Form (ICF) and complete the online survey questionnaire through Google Forms. The selection was based on their relevance to the objectives of the study and their ability to provide the necessary information. Furthermore, the study was delimited to the variables covered by the research questions and did not consider the respondents' gender and socioeconomic status.

➢ *Research Instrument*

The study utilized an adapted and modified questionnaire drawn from previous research instruments to ensure its appropriateness to the context and characteristics of the respondents. The instrument was divided into two parts, with the first section designed to assess the human resource management practices of school heads. The items were adapted from the instrument developed by Demo et al. (2012), covering six dimensions: recruitment and selection; involvement; training, development, and education; work conditions; competency-based performance appraisal; and compensation and rewards.

To improve the organization and clarity of the instrument, the researcher arranged the questionnaire items according to their respective dimensions and domains. Respondents were asked to rate each statement using a five-point Likert scale: 5 – Always, 4 – Oftentimes, 3 – Sometimes, 2 – Seldom, and 1 – Never. Furthermore, the researcher established corresponding ranges of means, verbal descriptions, and interpretations to determine and assess the level of human resource management practices based on the respondents' answers.

The fourth part of the instrument was the teacher engagement Questionnaire adapted from Schaufeli and Bakker (2003), which is divided into three domains, namely: vigour, dedication and absorption. The researcher modified the questionnaire by grouping all the items in each dimension under each domain. In the manner of answering the questionnaire, the items the respondents made used the 5-Likert scale, which are as follows: 5–Always 4–Oftentimes 3–Sometimes Agree 2–Seldom 1–Never/Disagree.

The questionnaire was pilot tested in a nearby school and obtained a Cronbach's alpha value greater than 0.700, which ensured that the questionnaires had a high level of internal consistency. The scaling was done by having one-half of the value of 5 as an average cut-off point or the fair level, with a uniform interval of 0.80. Before the administration of the instrument, it was subject to the validation of three experts and was revised according to their expert comments.

➢ *Data Analysis*

The study utilized three statistical tools to analyze and interpret the gathered data. The Mean was employed to determine the levels of human resource management practices and teacher engagement. The Pearson Product-Moment Correlation was used to establish the strength and significance of the relationship between the two variables. Meanwhile, Multiple Linear Regression was applied to determine the significant predictive influence of human resource management practices on teacher engagement.

III. RESULTS AND DISCUSSIONS

➢ *Human Resource Management Practices of School Head*

- *Compensation and Rewards.* Specifically, the findings on compensation and rewards revealed a category mean of 3.63, described as extensive, indicating that this domain of human resource management practices of school heads is oftentimes observed by teachers. The mean ratings of the individual indicators ranged from 3.03 to 4.02. Among the indicators, receiving incentives such as promotions, commissioned functions, awards, and bonuses obtained the lowest mean of 3.03, described as moderately extensive and interpreted as sometimes observed. Meanwhile, being offered a salary compatible with one's skills, training, and educational qualifications received the highest mean of 4.02, described as extensive and interpreted as oftentimes observed. Other indicators also received extensive ratings, including knowing that salary is influenced by work results, which obtained a mean of 3.89; receiving remuneration comparable to prevailing public or private sector compensation, with a mean of 3.75; and considering employees' expectations and suggestions when designing a reward system, with a mean of 3.48. These findings imply that school heads' efforts to recognize employees' performance and competencies through appropriate compensation and incentives are generally evident in the workplace.

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These findings are consistent with the perspective of Chege (2016), who emphasized that economic satisfaction plays a significant role in the professional and personal lives of classroom teachers. Financial compensation should not be underestimated because it enables employees to provide for their families and meet their personal responsibilities. Similarly, Hough (2014) explained that compensation is an essential consideration among working individuals, as adequate financial rewards can influence their willingness to remain in their profession, whereas insufficient remuneration may encourage employees to leave their current careers.

- *Competency-Based Performance Appraisal.* The findings further revealed that competency-based performance appraisal obtained a category mean of 3.62, described as extensive and interpreted as oftentimes observed by teachers. The mean ratings of the individual indicators ranged from 3.42 to 3.77. Specifically, the dissemination of competency-based performance appraisal criteria and results to employees received the lowest mean of 3.42, while the use of performance appraisal as a basis for developing employee development plans obtained the highest mean of 3.77. Similarly, using competency-based performance appraisal as the basis for decisions concerning promotions and salary increases received a mean of 3.76, while discussing appraisal criteria and results with employees obtained a mean of 3.55. All indicators were described as extensive, indicating that these practices are oftentimes observed among school heads. These results suggest that school heads regularly implement performance appraisal mechanisms to evaluate employees' competencies and performance and to guide decisions related to professional development, career advancement, promotions, and compensation.

This finding supports the observation of Valentine et al. (2014), who emphasized that effective management contributes to improved organizational performance, particularly when administrators adopt various approaches to establishing an ethical organizational culture among employees, including teachers. Furthermore, the result is consistent with Ladd and Sorenson (2017), who highlighted the importance of systematic processes that strengthen educators' professional knowledge, skills, and attitudes, enabling them to improve the quality of student learning.

- *Work Conditions.* In terms of work conditions, the findings revealed a category mean of 3.57, described as extensive, indicating that this domain of human resource management practices of school heads is oftentimes observed. The mean ratings of the individual indicators ranged from 2.87 to 3.84. The provision of programs or processes that help employees cope with workplace incidents and prevent occupational accidents obtained the lowest mean of 2.87, described as moderately extensive and interpreted as sometimes observed. In contrast, the appropriateness, comfort, and ergonomic quality of the organization's facilities and physical working environment received the highest mean of 3.84, described as extensive and interpreted as oftentimes observed. Other indicators also obtained extensive ratings, including the provision of basic benefits, which received a mean of 3.59; ensuring employee safety through access control in organizational buildings and facilities, with a mean of 3.59; providing additional benefits, with a mean of 3.78; and demonstrating concern for employees' health and quality of life, with a mean of 3.77. Overall, these findings suggest that school heads generally provide favorable working conditions through employee benefits, workplace safety, health considerations, and appropriate physical facilities.

This result indicates that school heads' capacity to establish a supportive working environment through adequate benefits, health and safety measures, and appropriate facilities is generally evident. This finding supports the perspective of Selamat et al. (2013), who described working conditions as employees' perceptions of their workplace environment. The authors further emphasized that administrators directly influence these conditions, which subsequently affect the motivation, attitudes, and behaviors of the entire workforce.

- *Training, Development, and Education.* Regarding training, development, and education, the findings revealed a category mean of 3.46, described as extensive, indicating that this domain of human resource management practices of school heads is oftentimes observed. The mean ratings of the individual indicators ranged from 3.33 to 3.67. Specifically, applying the knowledge and behaviors acquired through training in actual workplace situations received a mean of 3.33, described as moderately extensive and interpreted as sometimes observed. Similarly, helping employees develop the necessary skills to accomplish their responsibilities successfully obtained a mean of 3.36, also described as moderately extensive. Meanwhile, investing in employees' development and education to promote their personal and professional growth received the highest mean of 3.67, described as extensive. Evaluating training programs through participant feedback obtained a mean of 3.51, while stimulating learning and the practical application of knowledge received a mean of 3.43, both described as extensive. These findings imply that school heads generally provide opportunities for systematic competency development and encourage continuous learning and professional growth among teachers.

These findings are consistent with Baker (2015), who emphasized that training, development, and educational programs strengthen teachers' professionalism by enhancing their knowledge, skills, and instructional practices. Similarly, Schleicher (2021) explained that training and development activities contribute to improved behaviors and attitudes through effective communication and the sharing of experiences. Furthermore, Kumar (2013) described training as a learning process involving a sequence of planned and structured behaviors intended to develop the competencies of individuals.

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- *Involvement.* The findings on involvement revealed a category mean of 3.31, described as moderately extensive and interpreted as sometimes observed by teachers. The mean ratings of the individual indicators ranged from 2.78 to 3.72. Specifically, the school head's practice of treating employees with respect and giving them appropriate attention received the lowest mean of 2.78, described as moderately extensive. Demonstrating concern for employees' well-being obtained a mean of 3.02, while recognizing employees' contributions and accomplishments received a mean of 3.33, both described as moderately extensive. On the other hand, responding to employees' needs and professional expectations obtained a mean of 3.68, while maintaining a consistent exchange of information among teachers and other staff members to facilitate the proper performance of their duties received the highest mean of 3.72. Both indicators were described as extensive and interpreted as oftentimes observed. These results indicate that although certain aspects of employee involvement, particularly respect, attention, and well-being, require further improvement, school heads demonstrate efforts to encourage communication, participation, and responsiveness to employees' professional needs.

This result supports the findings of Liphadzi et al. (2015), who explained that establishing positive emotional connections among organizational members can strengthen working relationships and cooperation. Leaders develop their influence and credibility through active participation and their demonstrated ability to facilitate collaborative activities. In the educational setting, Angelle and Teague (2014) emphasized that establishing and maintaining interpersonal relationships through collective teacher participation strengthens connections and professional relationships among individuals within the school, regardless of their respective positions and responsibilities.

- *Recruitment and Selection.* In terms of recruitment and selection, the findings revealed a category mean of 2.96, described as moderately extensive and interpreted as sometimes observed. The mean ratings of the individual indicators ranged from 1.84 to 3.42. Specifically, establishing competitive selection processes that attract qualified and competent applicants obtained the lowest mean of 1.84, described as less extensive and interpreted as seldom observed. Meanwhile, the use of various selection instruments received the highest mean of 3.42, described as extensive and interpreted as oftentimes observed. Other indicators, including the dissemination of information regarding internal and external recruitment opportunities, obtained a mean of 3.12; providing applicants with information about the procedures and criteria involved in the selection process received a mean of 3.18; and conducting selection tests through trained and impartial personnel obtained a mean of 3.24. These three indicators were described as moderately extensive. The findings suggest that recruitment and selection practices are implemented to some extent, although the development of competitive selection procedures that attract highly qualified applicants remains an area requiring improvement.

This result implies that the ability of school heads to identify potential employees, encourage qualified individuals to apply, and select suitable candidates based on their competencies and organizational requirements is sometimes observed. This finding supports the view of Hubschmid (2013), who emphasized that identifying appropriate recruitment sources and understanding which channels can attract talented individuals are essential to organizational success. The author further explained that organizations have access to various recruitment sources that can help them identify and attract highly qualified candidates.

The overall findings revealed that human resource management practices of school heads in Talomo District, Davao City, obtained a grand mean of 3.43, described as extensive. This indicates that the implementation of human resource management practices is oftentimes observed by teachers. Among the different domains, compensation and rewards obtained the highest mean of 3.63, followed by competency-based performance appraisal with a mean of 3.62, work conditions with a mean of 3.57, and training, development, and education with a mean of 3.46. Meanwhile, involvement obtained a mean of 3.31, while recruitment and selection received the lowest mean of 2.96. The results indicate that school heads demonstrate considerable efforts in managing, developing, supporting, and recognizing teachers through various human resource management practices. However, the relatively lower ratings in recruitment and selection and involvement suggest the need to further strengthen these areas to ensure more effective employee participation, equitable recruitment procedures, and improved organizational relationships.

These findings support the perspective of Ellinger (2016), who described human resource management as the strategic and managerial utilization of employees' efforts, knowledge, capabilities, and committed behaviors within an organized institution. Such practices enable organizations to accomplish their operational responsibilities while maintaining their capacity to function effectively and sustainably. Therefore, the results highlight the importance of implementing comprehensive human resource management practices that recognize employees' contributions, enhance their professional competencies, establish favorable working conditions, and promote their continuous development.

➢ *Teacher's Engagement in Talomo District, Davao City*

- *Vigor.* The findings on vigor revealed a category mean of 3.46, described as extensive, indicating that teachers' engagement in terms of vigor is oftentimes manifested. The mean ratings of the individual indicators ranged from 3.29 to 3.67. Specifically, feeling energetic while performing work responsibilities obtained the lowest mean of 3.29, described as moderately extensive and interpreted as sometimes manifested. Meanwhile, feeling motivated to go to work upon waking up in the morning received the highest mean of 3.67, described as extensive

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and interpreted as oftentimes manifested. Other indicators also obtained extensive ratings, including feeling strong and vigorous at work, with a mean of 3.41; being able to work continuously for extended periods, with a mean of 3.51; and demonstrating mental resilience in the workplace, with a mean of 3.43. These findings suggest that teachers generally demonstrate willingness to exert effort, maintain their energy, and persevere in accomplishing their professional responsibilities despite challenges and difficulties.

This finding is consistent with the perspective of Oginska-Bulik (2015), who emphasized that vigor involves emotional and social dimensions of work readiness, including individuals' awareness of their own emotions and those of others, as well as their ability to manage emotions effectively in personal and social interactions.

- *Dedication.* The findings on dedication revealed a category mean of 3.24, described as moderately extensive, indicating that this dimension of teacher engagement is sometimes manifested. The mean ratings of the individual indicators ranged from 2.67 to 3.56. Specifically, finding meaning and purpose in one's work obtained the lowest mean of 2.67, described as moderately extensive and interpreted as sometimes manifested. Similarly, being enthusiastic about one's job received a mean of 3.12, also described as moderately extensive. Meanwhile, feeling inspired by one's job obtained a mean of 3.42, while considering one's job challenging received a mean of 3.44. Being proud of the work performed obtained the highest mean of 3.56. These last three indicators were described as extensive and interpreted as oftentimes manifested. Overall, the findings indicate that teachers demonstrate dedication through their sense of pride, inspiration, enthusiasm, and appreciation of their professional responsibilities, although finding deeper meaning and purpose in their work remains an area that may require further attention.

This finding supports the study of Klassen et al. (2013), who emphasized that teaching requires substantial social engagement, particularly the energy and commitment devoted to establishing and maintaining relationships. Such demands distinguish the teaching profession from other occupations and represent an important dimension of employee engagement.

- *Absorption.* The findings on absorption revealed a category mean of 2.99, described as moderately extensive, indicating that this dimension of teacher engagement is sometimes manifested. The mean ratings of the individual indicators ranged from 1.92 to 3.42. Specifically, being immersed in one's work obtained the lowest mean of 1.92, described as less extensive and interpreted as seldom manifested. Meanwhile, getting carried away while working received the highest mean of 3.42, described as extensive and interpreted as oftentimes manifested. Other indicators, such as experiencing time passing quickly while working, forgetting other things while performing work responsibilities, and feeling happy when working intensely, each obtained a mean of 3.12, 3.24, and 3.24, respectively. These indicators were described as moderately extensive. The results suggest that teachers demonstrate a moderate level of concentration and involvement in their professional responsibilities, although achieving a deeper sense of immersion in their work remains an area for improvement.

This result supports the findings of Chapman (2012), who emphasized that teachers' engagement in their profession requires the alignment of personal attributes with employability skills, including field-specific knowledge and general competencies. Similarly, Okay-Somerville and Scholarios (2017) explained that career self-management promotes work readiness through self-exploration, seeking guidance, and engaging in proactive career-related behaviors.

The overall findings revealed that teacher engagement in Talomo District, Davao City, obtained a grand mean of 3.23, described as moderately extensive. This indicates that teachers' engagement is generally manifested in their professional responsibilities. Among the three dimensions, vigor obtained the highest mean of 3.46, described as extensive, followed by dedication with a mean of 3.24 and absorption with a mean of 2.99, both described as moderately extensive. These findings suggest that teachers generally demonstrate energy, persistence, and willingness to perform their duties. However, their level of dedication and absorption indicates opportunities to further strengthen their sense of professional purpose, enthusiasm, and concentration in carrying out their responsibilities. Overall, the results imply that teachers demonstrate varying levels of engagement through their physical, emotional, and cognitive involvement in their work.

This finding is consistent with Gülbahar (2017), who explained that employee engagement is associated with positive organizational behaviors, including personal initiative, motivation to learn, willingness to assume additional responsibilities, and effective planning. Likewise, van Beek et al. (2012) emphasized that engaged teachers experience positive emotions and demonstrate high levels of work activity. The authors further explained that teaching engagement involves positive energy, a balance between professional skills and work challenges, and opportunities for teachers to improve their competencies and perform more effectively.

➢ *Relationship Between Human Resource Management Practices of School Heads and Teacher Engagement*

The relationship between the human resource management practices of school heads and teacher engagement in Talomo District, Davao City, was examined using bivariate correlation analysis through the Pearson Product-Moment Correlation Coefficient. The results revealed a strong and significant positive relationship between the two variables, with a correlation coefficient of $r = 0.964$ and a p-value of 0.000, which is lower than the 0.05 level of significance. This finding indicates that improvements in the implementation of human resource management practices are significantly associated with

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increased teacher engagement. Consequently, the null hypothesis stating that there is no significant relationship between human resource management practices of school heads and teacher engagement was rejected. The result suggests that effective human resource management practices play an important role in fostering teachers' motivation, commitment, and active participation in their professional responsibilities.

This finding supports the study of Almutairi (2020), which established a significant relationship between human resource management practices and faculty engagement in higher education institutions. The author explained that academic leaders who demonstrate positive work attitudes, remain committed when facing difficult responsibilities, and encourage creativity and innovation can positively influence the behavior and performance of their faculty members. Similarly, Saremi and Rezeghi (2015) emphasized that engaged educators are more willing to address complex tasks and fulfill their professional responsibilities effectively and efficiently.

- *Influence of Human Resource Management Practices of School Heads on Teacher Engagement*

The influence of human resource management practices of school heads on teacher engagement in Talomo District, Davao City, was examined using multiple linear regression analysis. The results revealed that the regression model was statistically significant, as evidenced by an F-value of 343.711 and a p-value of 0.000, which is below the 0.05 level of significance. Furthermore, the adjusted coefficient of determination (Adjusted R^2) of 0.972 indicated that the combined human resource management practices of school heads accounted for 97.20% of the variability in teacher engagement, while the remaining 2.80% could be attributed to other factors not included in the study. These findings demonstrate that human resource management practices significantly predict teacher engagement.

A closer examination of the individual domains revealed that only recruitment and selection, work conditions, and compensation and rewards significantly influenced teacher engagement. Recruitment and selection obtained an unstandardized regression coefficient (B) of 0.648, a standardized beta coefficient of 0.659, and a p-value of 0.000, indicating a significant positive influence. Similarly, work conditions recorded an unstandardized coefficient of 0.240, a standardized beta coefficient of 0.234, and a p-value of 0.000, demonstrating a significant positive contribution. Compensation and rewards also significantly influenced teacher engagement, with an unstandardized coefficient of 0.214, a standardized beta coefficient of 0.211, and a p-value of 0.007. Since these p-values were below the 0.05 significance level, the null hypotheses corresponding to these three domains were rejected.

On the other hand, involvement obtained an unstandardized coefficient of -0.013, a standardized beta coefficient of -0.012, and a p-value of 0.868. Training, development, and education recorded an unstandardized coefficient of -0.059, a standardized beta coefficient of -0.057, and a p-value of 0.583. Competency-based performance appraisal also obtained an unstandardized coefficient of -0.021, a standardized beta coefficient of -0.019, and a p-value of 0.798. Since these p-values exceeded the 0.05 level of significance, the three domains did not demonstrate statistically significant individual contributions to teacher engagement when considered alongside the other predictors in the regression model. Thus, the findings indicate that recruitment and selection, work conditions, and compensation and rewards are the significant predictors of teacher engagement among the six domains of human resource management practices examined in the study.

These findings are consistent with the study of Ambali et al. (2011), who emphasized the importance of human resource management practices, particularly employee participation and involvement in organizational activities, in promoting employee engagement. The authors highlighted that participatory and consensus-based decision-making encourages shared responsibility and strengthens employees' commitment to organizational goals. Similarly, Boey (2010) pointed out that involving teachers in organizational planning contributes to increased job satisfaction, motivation, professional commitment, improved communication, and more effective decision-making.

Furthermore, these findings support Kahn's (1990) Theory of Employee Engagement, which served as the theoretical foundation of the study. According to this theory, engaged employees are capable of bringing their full selves into their work roles by expressing their physical, emotional, and cognitive capacities during work performance. In the context of education, teachers who are engaged in their profession demonstrate greater effort, commitment, and dedication because they value their responsibilities and recognize the importance of their contributions to the learning and development of their students.

IV. CONCLUSIONS AND RECOMMENDATIONS

- *Conclusions*

The human resource management practices of school heads in terms of training, development, and education; work conditions; competency-based performance appraisal; and compensation and rewards were rated as extensive. Meanwhile, recruitment and selection and involvement were rated as moderately extensive. These findings indicate that the implementation of activities related to the recruitment, development, and management of teachers is generally evident. However, recruitment and selection and employee involvement require further improvement to ensure more comprehensive and effective human resource management.

Teacher engagement in terms of vigor was rated as extensive, while dedication and absorption were rated as moderately extensive. This indicates that teachers generally demonstrate energy, persistence, and willingness to perform their professional responsibilities. However, their sense of purpose, enthusiasm, and level of concentration in their work

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may still be strengthened to promote a higher level of overall engagement.

Human resource management practices of school heads have a significant positive relationship with teacher engagement in Talomo District, Davao City. This establishes that effective human resource management practices are associated with higher levels of teacher engagement. Thus, strengthening the recruitment, development, management, and support of teachers contributes to fostering their professional commitment and active participation in school activities.

Among the six domains of human resource management practices, recruitment and selection, work conditions, and compensation and rewards significantly influenced teacher engagement in Talomo District, Davao City. This indicates that providing appropriate recruitment and selection procedures, establishing favorable working conditions, and offering fair and adequate compensation and rewards are important factors in enhancing teachers' engagement. Meanwhile, involvement, training, development, and education, and competency-based performance appraisal did not demonstrate significant individual influences when considered alongside the other predictors in the regression model.

- *Recommendations*

The Department of Education should conduct a comprehensive assessment of teachers' training needs in public elementary schools to identify the areas that require improvement. Appropriate training and development programs should then be carefully planned and effectively implemented to address these needs. Providing relevant professional development opportunities is essential in strengthening teachers' competencies and enhancing their ability to participate in and adapt to organizational changes and innovations.

School administrators should utilize various assessment tools to evaluate the competencies, performance, and professional needs of both teaching and non-teaching personnel. They are also encouraged to consider implementing a performance-based reward system that recognizes and compensates employees according to their accomplishments and contributions. Such an approach may motivate personnel to improve their productivity, strengthen their professional capabilities, and become more responsive to organizational changes and innovations.

Teachers should continuously participate in professional development activities to enhance their knowledge, skills, and competencies. Engaging in relevant training, seminars, workshops, and other learning opportunities can help teachers acquire new knowledge while further developing their existing strengths. Continuous professional growth is essential not only for improving teachers' professional performance but also for enhancing the quality of teaching and learning outcomes among students.

Future researchers are encouraged to conduct further studies to identify other factors that may influence teacher engagement. Although human resource management practices accounted for 97.20% of the variability in teacher engagement, the remaining 2.80% may be attributed to other factors not covered in the present study. Exploring these factors may provide a more comprehensive understanding of teacher engagement and contribute to the development of more effective human resource management strategies in educational institutions.

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