

Human Resource Management Practices and Teachers' Working Conditions in Public Secondary Schools of Tagum City Division

Bernie C. Magno

Publication Date: 2025/09/01

Abstract: A school is more than a collection of classrooms; it is a complex organization whose heartbeat is its teaching staff. This study investigates the vital systems that support these educators, exploring the profound connection between human resource management (HRM) practices and the working conditions of teachers in public secondary schools within the Tagum City Division. We sought to understand not just if a relationship exists, but how specific, strategic HRM domains—from how teachers are hired and trained to how they are recognized and rewarded—directly shape the daily professional environment.

Through a descriptive-correlational survey of 160 public secondary teachers, selected to ensure a representative voice, the data revealed a highly positive landscape. The implementation of HRM practices was rated very high, and correspondingly, teachers reported high levels of positive working conditions.

Statistical analysis confirmed a significant positive relationship between these two critical variables. Furthermore, a regression analysis demonstrated that all five domains of HRM practices—recruitment and selection, involvement, performance appraisal, compensation and reward, and training and development—are significant influencers on working conditions. This finding underscores that effective HRM is not a single policy but a holistic, interconnected system. The results lead to a compelling recommendation: for DepEd officials and school administrators to consciously and continuously refine these HRM practices. By investing in these foundational systems, we can deliberately cultivate and sustain the positive working conditions that are essential for attracting, retaining, and empowering high-quality teachers, which is the ultimate driver of student success.

Keywords: *Human Resource Management Practices, Working Conditions, Teacher Support, Descriptive Correlational, Educational Administration, Tagum City Division, Philippines.*

How to Cite: Bernie C. Magno (2025) Human Resource Management Practices and Teachers' Working Conditions in Public Secondary Schools of Tagum City Division. *International Journal of Innovative Science and Research Technology*, 10(8), 1719-1720. <https://doi.org/10.38124/ijisrt/25aug1175>

I. INTRODUCTION

The quality of a student's education is deeply rooted in the quality of their teacher's professional life. While curriculum and infrastructure are crucial, it is the working conditions—the daily environment, support systems, and professional culture—that truly determine a teacher's ability to thrive. In the public secondary schools of Tagum City Division, the architecture of this environment is largely designed through Human Resource Management (HRM) practices.

These practices are the strategic backbone of any educational institution, governing everything from how a teacher is recruited and onboarded to how they are developed, evaluated, and compensated. This study is premised on the belief that these are not merely administrative functions but are

powerful levers that can either build up or break down the teaching environment. By investigating the specific relationship between HRM practices and working conditions, this research aims to move beyond anecdotal evidence and provide a data-driven blueprint for school and district leaders. The goal is to identify which HRM domains have the most substantial impact, thereby informing policies and strategies that consciously create schools where teachers feel valued, supported, and empowered to do their best work.

II. METHODS

To capture the systemic nature of HRM and its impact on the ground, this study employed a descriptive-correlational design. This approach allowed for the measurement of both

broad organizational practices and individual teacher experiences to uncover the links between them.

A group of 160 public secondary school teachers from across the Tagum City Division was selected through probability sampling, ensuring that the findings reflect a wide and representative range of perspectives. These educators provided their insights through a structured survey instrument designed to measure their perception of HRM practices across five core domains: Recruitment & Selection, Involvement, Performance Appraisal, Compensation & Reward, and Training & Development, as well as their assessment of their overall working conditions. The collected data was then subjected to a rigorous statistical analysis. Mean scores were calculated to establish baseline levels, Product-Moment Correlation was used to uncover the relationship between HRM and working conditions, and Regression Analysis was employed to determine the specific influence of each HRM domain.

III. RESULTS AND DISCUSSION

The findings present an encouraging and instructive picture of the organizational health within Tagum City's secondary schools. The analysis revealed that HRM practices are implemented at a very high level, indicating a strong institutional commitment to structured people management. Correspondingly, teachers rated their working conditions as high, suggesting a generally positive and supportive professional environment.

Most significantly, a strong positive correlation was confirmed between effective HRM practices and positive working conditions. This means that in schools where HRM systems are robust, teachers report a better work environment. The regression analysis provided the most powerful insight: every single HRM domain was identified as a significant contributor to this outcome. This reveals that a holistic approach is essential:

- Strategic Recruitment & Selection ensures the right people are in the right roles, fostering a competent and collaborative culture.
- Genuine Involvement gives teachers a voice, creating a sense of ownership and respect.
- Fair Performance Appraisal provides constructive feedback for growth rather than punitive judgment.
- Adequate Compensation & Reward acknowledges the value of teachers' work, impacting morale and motivation.
- Relevant Training & Development invests in teachers' capabilities, signaling a commitment to their long-term growth.

This discussion underscores a fundamental shift in perspective: HRM is not a back-office function but a frontline strategy for building school capacity. By meticulously attending to each of these domains, educational leaders can

directly engineer a more positive, productive, and sustainable work environment. This, in turn, reduces burnout, attracts talent, and fosters the kind of professional engagement that directly translates into improved teaching and learning. The study argues for viewing strategic HRM not as a cost, but as the most critical investment an educational system can make in its future.

REFERENCES

- [1]. Armstrong, M. (2020). *Armstrong's Handbook of Human Resource Management Practice*. Kogan Page.
- [2]. Dessler, G. (2019). *Human Resource Management*. Pearson.
- [3]. Department of Education (DepEd). (2022). *Policies and Guidelines on Human Resource Management in the Philippines*. DepEd Order No. 35, s. 2022.
- [4]. OECD. (2019). *Working and Learning Together: Rethinking Human Resource Policies for Schools*. OECD Publishing.
- [5]. Smith, J. & Brown, L. (2018). The Impact of HRM on Teachers' Job Satisfaction and School Performance. *Journal of Educational Administration*, 56(3), 245–260.