

Human resource management practices and quality of worklife of teachers in the Department of Education-Kayapa West District

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Abstract

This study assessed the Human Resource Management Practices (HRMP) of the Department of Education–Kayapa West District during the academic year 2025–2026 and determined their relationship with the Quality of Work Life (QWL) of public elementary school teachers. Specifically, it examined HRMP in terms of Strategic Human Resource Planning, Talent Retention and Career Pathing, Teacher Engagement and Organizational Culture, and Knowledge Management and Learning Organization Practices. It also assessed QWL along Work Environment and Working Conditions, Work–Life Balance and Personal Well-Being, Professional Growth, Development and Career Satisfaction, and Organizational Support and School Culture. The study employed a quantitative descriptive-correlational research design. Data were collected using valid and reliable research instruments and analyzed through weighted mean and Spearman Rank Correlation Coefficient at the 0.05 level of significance. Findings revealed that HRMP was assessed as Very Good (grand mean = 4.26), with Knowledge Management and Learning Organization Practices obtaining the highest rating (4.41). QWL was likewise assessed as Very Good (grand mean = 4.43), with Organizational Support and School Culture receiving the highest rating (4.53). However, HRMP and QWL demonstrated a very weak positive and statistically non-significant relationship ($\rho = 0.065$, $p = 0.577$). All HRMP dimensions likewise showed non-significant relationships with QWL. These results indicate that although HRM practices were perceived as effective and teachers experienced favorable work conditions, HRMP may not be a primary determinant of teachers' QWL. Based on identified areas for improvement, Project THRIVE: A Values-Based Capacity Building Program for Enhancing Human Resource Management Practices and Quality of Work Life among Public Elementary School Teachers was developed to strengthen professional growth, engagement, career development, workplace well-being, and organizational effectiveness.

Keywords: educational administration intervention, human resource management practices, quality of work life

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1. Introduction

The effectiveness of any educational system around the world depends largely on how well it manages and supports its human resources. Teachers are the core drivers of instructional quality, learner development, and institutional performance. However, beyond curriculum reforms and infrastructure development, the sustainability of educational success rests on how educational organizations strategically manage, develop, and sustain their teaching workforce. Human Resource Management (HRM) practices such as strategic staffing, professional development, performance management, and employee engagement play a crucial role in shaping teachers' experiences in the workplace. When these practices are well-aligned with organizational goals and teacher needs, they foster motivation, commitment, and productivity, ultimately enhancing the quality of work life among educators.

In the context of global public education, the interplay between HRM practices and teachers' quality of work life is particularly significant. Teachers today face increasing instructional demands, administrative responsibilities, and performance expectations. While policies aim to improve learner outcomes, equal attention must be given to how teachers experience their work environment. The researcher believes that examining HRM practices alongside quality of work life provides a holistic understanding of organizational effectiveness. It is not merely about staffing or policy compliance, but about how teachers perceive support, career opportunities, workplace culture, and well-being within the system.

Research has consistently shown that effective HRM practices significantly influence employees' quality of work life and organizational outcomes. Nguyen et al. (2020) emphasized that quality of work life positively affects employee commitment and organizational performance, particularly when supported by strong HR systems. Similarly, Bibi et al. (2018) found that training, supervisory support, and structured HR initiatives enhance employees' perceptions of work-life quality and performance. In educational institutions, strategic human resource practices such as professional development opportunities and participatory leadership structures have been linked to higher teacher satisfaction and reduced turnover intentions (Kim, 2020).

At the national level, the Philippine education system continues to undergo reforms aimed at improving teaching standards, curriculum delivery, and governance. The Department of Education (DepEd) has implemented various policies on teacher development, performance-based incentives, and leadership training. However, studies suggest that teachers' quality of work life remains influenced by workload pressures, administrative demands, and organizational climate. Easton and Van Laar (2018) highlight that work-related quality of life is shaped by working conditions, stress levels, and organizational support—factors highly relevant in public school contexts. Moreover, Brough et al. (2020) stressed that work-life balance significantly predicts well-being and job satisfaction, especially in high-demand professions such as teaching.

Locally, in districts such as Kayapa West, understanding how HRM practices translate into teachers' lived experiences becomes essential. While policies may be standardized at the national level, their implementation and impact vary across districts. Exploring how strategic HR planning, talent retention, engagement practices, and knowledge management influence teachers' quality of work life can provide evidence-based insights for strengthening district-level human resource initiatives. This study, therefore, seeks to examine the relationship between Human Resource Management Practices and Quality of Work Life of teachers in the Department of Education–Kayapa West District, contributing to both policy development and organizational improvement.

This research is strongly anchored on global and national development frameworks that prioritize quality

education, teacher well-being, and institutional effectiveness. At the global level, the study aligns with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (United Nations, 2019). SDG 4 emphasizes the importance of qualified, motivated, and well-supported teachers as central to achieving quality education outcomes. Since human resource management practices directly influence teachers' professional growth, engagement, and well-being, examining their relationship with quality of work life contributes to the broader global agenda of strengthening educational systems.

The study also supports SDG 8 (Decent Work and Economic Growth), which promotes productive employment and decent work conditions (United Nations, 2019). Quality of work life reflects decent working conditions, organizational support, and work-life balance. Research indicates that supportive HRM systems significantly improve employee well-being and organizational performance, reinforcing the relevance of decent work in public sector institutions (Nguyen et al., 2020). By investigating HRM practices within DepEd, this research contributes to understanding how educational institutions can promote sustainable and humane work environments.

At the national level, this study is anchored in the National Research Agenda for Teacher Education (NRATE), which prioritizes research on teacher quality, professional development, organizational support systems, and teacher well-being (Commission on Higher Education [CHED], 2018). NRATE underscores the need for empirical studies that enhance teacher effectiveness and retention through evidence-based management and policy interventions. Since this research examines strategic HR planning, talent retention, engagement, and knowledge management, it directly addresses NRATE's call for research on improving teacher support systems and career development pathways.

Furthermore, the study aligns with the Department of Education (DepEd) Agenda, particularly its Basic Education Development Plan (BEDP) 2030, which emphasizes strengthening human resource development systems and ensuring teacher welfare and professional growth (DepEd, 2022). DepEd recognizes that teacher motivation, engagement, and organizational support are critical to delivering quality education. Studies show that organizational support and structured HR practices significantly enhance teachers' commitment and satisfaction (Kim, 2020). By focusing on district-level HRM practices, this research provides localized insights that can inform DepEd's policy implementation and teacher support mechanisms.

Institutionally, this research supports the Nueva Vizcaya State University (NVSU) Research Agenda, particularly its thrust on education, governance, and human capital development. Universities are mandated to generate research that improves public sector efficiency and community development (Republic Act No. 8292, 2018 reprint). Investigating HRM practices in DepEd schools contributes to strengthening institutional governance and public education management within the region.

Finally, the study aligns with the College of Teacher Education Research Agenda, which emphasizes teacher effectiveness, professional well-being, and organizational improvement. Contemporary literature affirms that quality of work life significantly predicts teacher performance and institutional sustainability (Brough et al., 2020). By examining how HRM practices influence teachers' work life quality, this research advances evidence-based strategies that enhance both teacher welfare and educational outcomes. Thus, this study is not only locally relevant but also globally and nationally responsive, supporting sustainable development, educational reform, and institutional research priorities.

Anent to the above discussions, teachers are central to the achievement of quality education, yet numerous studies indicate persistent gaps and challenges that affect their professional well-being and effectiveness. While global literature emphasizes the critical role of human resource management (HRM) practices in enhancing employees' quality of work life (Nguyen et al., 2020; Bibi et al., 2018), there is limited research specifically contextualized to public elementary teachers in the Philippines, particularly at the district level. Most existing studies focus on general organizational settings or secondary education, leaving a gap in understanding how HRM

strategies—such as strategic planning, talent retention, teacher engagement, and knowledge management—directly impact teachers’ experiences, satisfaction, and commitment in public school environments.

At the national level, the Department of Education has established frameworks and policies on teacher development, welfare, and career progression. However, reports from various districts suggest that these policies are unevenly implemented, resulting in disparities in workload distribution, access to professional development programs, and organizational support. Teachers in rural or geographically isolated districts, such as Kayapa West, often face unique challenges including understaffing, limited instructional resources, heavy administrative tasks, and insufficient support for career advancement. These concerns point to gaps between policy intentions and on-the-ground realities, highlighting the need for localized studies that assess the actual impact of HRM practices on teachers’ quality of work life (Easton & Van Laar, 2018; Kim, 2020).

Furthermore, anecdotal and preliminary reports from teachers indicate persistent challenges in achieving work–life balance due to extended teaching hours, additional administrative responsibilities, and limited access to mentoring and development programs. Some teachers also report low engagement in decision-making processes, inadequate recognition of achievements, and inconsistent support from school leadership. Such challenges not only affect teacher morale and satisfaction but may also influence retention, instructional quality, and ultimately, learner outcomes. These gaps and concerns motivated the researcher to conduct this study. By examining the relationship between HRM practices and quality of work life specifically in the context of the Department of Education–Kayapa West District, the study seeks to provide evidence-based insights that can inform local policy interventions, improve teacher support mechanisms, and contribute to enhancing both teacher well-being and educational outcomes. Hence, this research investigation.

Statement of the Problem - This study looked into the human resource management practices of the Department of Education-Kayapa West District during the academic year 2026-2027 as assessed by public elementary school teachers and its relationship to their quality of work life. Specifically, it answered the following specific questions.

- What is the assessment of the respondents of the human resource management practices of their organization in terms of strategic human resource planning, talent retention and career pathing, teacher engagement and organizational culture, and knowledge management and learning organization practices?
- What is the assessment of the respondents of their quality of work life along the dimensions of work environment and working conditions, work–life balance and personal well-being, professional growth, development, and career satisfaction, and organizational support and school culture?
- Are there significant relationships among the dimensions of human resource management practices and the quality of work life as assessed by the respondents?
- Based on the significant findings of the study, what educational administration intervention could be developed by the researcher?

Objectives of the Study - Based on the specific questions above, the following are the objectives of this study.

- to assess the respondents’ evaluation of human resource management practices of their organization in terms of strategic human resource planning, talent retention and career pathing, teacher engagement and organizational culture, and knowledge management and learning organization practices.
- to assess the respondents’ evaluation of their quality of work life along the dimensions of work environment and working conditions, work–life balance and personal well-being, professional growth, development, and career satisfaction, and organizational support and school culture.
- to determine the significant relationships among the dimensions of human resource management

practices and the quality of work life as assessed by the respondents.

- to propose an educational administration intervention based on the significant findings of the study.

2. Related Literature

Human Capital Theory provides a strong theoretical foundation for this study titled “Human Resource Management Practices and Quality of Work Life of Teachers in the Department of Education–Kayapa West District.” The theory asserts that organizations achieve improved performance and sustainability through deliberate investments in employees’ knowledge, skills, and professional growth (Becker, 1964). In contemporary educational research, this framework remains highly relevant, particularly in examining how HRM practices influence employee outcomes (Nyberg et al., 2018; Wright & Ulrich, 2019).

In the context of education, teachers represent critical human capital whose competencies directly affect instructional quality and student achievement. Strategic human resource management practices—such as recruitment, professional development, performance appraisal, compensation, and employee relations—are viewed as institutional investments designed to enhance teachers’ capacity and effectiveness (Collings et al., 2021). When DepEd implements structured training programs and career advancement opportunities, it strengthens teachers’ professional competencies, consistent with Human Capital Theory’s investment principle. Moreover, Quality of Work Life (QWL) complements this framework by addressing the conditions that sustain and maximize the returns on human capital investments. Modern studies emphasize that employee well-being, job satisfaction, and supportive work environments are essential in retaining skilled professionals and ensuring long-term productivity (Kwon & Kim, 2020; Jiang & Messersmith, 2018). In educational institutions, improved QWL fosters motivation, commitment, and reduced turnover among teachers.

Thus, in this study, HRM practices serve as the mechanism of investment, while QWL functions as both an outcome and sustaining factor of that investment. When teachers experience positive working conditions, professional support, and equitable policies, the educational system benefits from enhanced performance and organizational stability. Anchoring the study in Human Capital Theory therefore provides a logical explanation of how HRM practices influence teachers’ quality of work life and, ultimately, institutional effectiveness.

Human Resource Management Practices (HRMP) refer to a coherent and strategic set of policies and activities designed to attract, develop, motivate, and retain employees in ways that align with organizational goals and enhance performance outcomes. Contemporary literature emphasizes that HRMP are not isolated administrative functions but integrated mechanisms that link workforce capabilities to institutional strategy (Armstrong & Taylor, 2020; Dessler, 2020). In educational institutions, these practices are critical for ensuring that teachers are effectively recruited, supported, and retained, which ultimately sustains instructional quality and organizational effectiveness. Shahzad et al. (2021) highlight that HRM practices foster organizational commitment, enhance employee performance, and encourage a culture of continuous learning. Recent studies also suggest that HRMP significantly impact employee well-being and engagement, which are crucial for institutional stability and performance (Al-Kurdi et al., 2021).

One central dimension of HRMP is strategic human resource planning, which focuses on forecasting staffing needs, aligning teacher deployment with school objectives, and preparing succession plans for leadership positions. Belcourt and Podolsky (2019) explain that strategic HR planning involves analyzing workforce supply and demand, developing leadership pipelines, and preparing for future organizational needs. In schools, this ensures teacher specialization aligns with curriculum requirements, shortages are anticipated, and leadership continuity is maintained. Boxall and Purcell (2016) further emphasize that strategic HR planning strengthens organizational capacity by integrating workforce decisions into long-term institutional goals, which is essential in education for addressing fluctuations in student populations and program demands.

Another key dimension is talent retention and career pathing, which focuses on retaining high-performing

employees through career growth, mentoring, recognition, and incentives. Dessler (2020) asserts that career development opportunities, performance-based rewards, and promotion pathways enhance employee loyalty and reduce turnover. Taylor (2014) adds that structured retention strategies are essential for maintaining organizational knowledge and sustaining performance outcomes. In educational contexts, retention strategies such as mentorship programs and recognition of teaching excellence contribute to teacher satisfaction, morale, and institutional stability (Khan et al., 2019).

The third dimension, teacher engagement and organizational culture, emphasizes creating a positive and participatory work environment. Armstrong and Taylor (2020) note that engagement is enhanced through transparent communication, participative decision-making, and supportive organizational culture. Wagner and Harter (2006) further argue that engaged employees demonstrate higher commitment, innovation, and collaboration. In schools, teacher engagement promotes collaborative learning environments, effective implementation of educational programs, and a positive school climate, which directly affect teacher morale and instructional quality (Saks & Gruman, 2018).

Finally, knowledge management and learning organization practices support continuous improvement and organizational learning. Zhou and Li (2020) highlight that systems facilitating knowledge sharing, reflective practice, and documentation of best practices enhance institutional performance. Armstrong and Taylor (2020) similarly argue that knowledge management encourages professional learning communities, reflective teaching, and collaborative problem-solving. In education, these practices allow teachers to share instructional strategies, improve teaching quality, and adapt to emerging curricular and pedagogical challenges (Sharif et al., 2021).

Collectively, these dimensions demonstrate that HRM practices are strategic investments in human capital. Through strategic planning, retention initiatives, engagement, and knowledge management, educational institutions can optimize teacher performance, improve quality of work life, and sustain organizational effectiveness. On the other hand, quality of work life (QWL) refers to employees' comprehensive evaluation of their work environment, organizational support, job conditions, and personal well-being in relation to their professional and personal needs. It encompasses physical, psychological, and social factors that influence job satisfaction, work engagement, organizational commitment, and performance (Easton & Van Laar, 2018; Nguyen et al., 2020). In the context of public school teachers, QWL reflects how school policies, leadership practices, workload, and professional opportunities contribute to teachers' well-being, effectiveness, and overall satisfaction with their work. A high-quality work life enables teachers to perform optimally while maintaining personal health and work-life balance, thereby fostering institutional effectiveness (Brough et al., 2020).

The first dimension, Work Environment and Working Conditions, pertains to teachers' perceptions of the adequacy of school facilities, availability of instructional resources, fairness of workload, and occupational safety. Easton and Van Laar (2018) emphasize that a supportive and resource-sufficient work environment enhances job satisfaction and reduces stress, which directly impacts QWL. Kim (2020) further argues that proper classroom facilities, reasonable administrative tasks, and access to teaching materials are fundamental in enabling teachers to deliver quality instruction and sustain motivation. For DepEd teachers, well-managed work environments ensure safe, functional classrooms, balanced workloads, and equitable compensation.

The second dimension, Work-Life Balance and Personal Well-Being, refers to teachers' ability to manage professional responsibilities alongside personal and family commitments without experiencing burnout or excessive stress. Research suggests that institutional policies promoting reasonable workloads, flexible schedules, and emotional support significantly enhance teachers' psychological well-being (Brough et al., 2020; Nguyen et al., 2020). In DepEd schools, this includes managing paperwork efficiently, ensuring class sizes are reasonable, and providing mental health or stress-relief support to prevent emotional exhaustion and enhance overall QWL.

The third dimension, Professional Growth, Development, and Career Satisfaction, emphasizes the importance of career advancement opportunities, mentoring, recognition, and continuous professional development. Thakur and Sharma (2019) highlight that access to skill development programs and clear promotion pathways increases

motivation, engagement, and a sense of meaningful work. Kim (2020) notes that teachers who perceive opportunities for growth and recognition report higher satisfaction and commitment. In the DepEd context, this includes participation in seminars, support for graduate studies, transparent promotion systems, and leadership opportunities such as Master Teacher or Head Teacher positions.

Finally, Organizational Support and School Culture relates to teachers' perceptions of leadership support, collegial relationships, communication practices, and participatory decision-making. Perceived organizational support fosters trust, commitment, morale, and job satisfaction (Bibi et al., 2018; Nguyen et al., 2020). In DepEd schools, supportive school heads, collaborative faculty teams, and recognition of teacher contributions strengthen QWL and create a positive institutional climate conducive to teacher engagement and instructional effectiveness.

Collectively, these four dimensions provide a comprehensive framework for understanding and improving teachers' quality of work life. Addressing these areas not only enhances individual teacher satisfaction but also contributes to organizational effectiveness and educational quality in the Department of Education

3. Methodology

Research Design. This study employed a quantitative descriptive-correlational research design to examine the relationship between human resource management practices (HRMP) and teachers' quality of work life (QWL) in the Department of Education (DepEd)–Kayapa West District, Nueva Vizcaya. The descriptive component assessed teachers' perceptions of existing human resource management practices and their quality of work life, while the correlational component determined the nature and strength of the associations between the two variables. Consistent with the principles of correlational research, the study examined relationships among variables without inferring causality (Creswell, 2014).

Research Locale and Respondents. The study was conducted in 20 public elementary schools in DepEd–Kayapa West District, Nueva Vizcaya, during the 2025–2026 academic year. The district had a total teaching population of 95 teachers serving 1,509 learners. From this population, 76 public elementary school teachers were selected as respondents, representing approximately 80% of the district's teaching workforce. The sample size was determined using Slovin's formula, although the specific margin of error should be reported to establish the basis for the sample calculation.

Sampling Procedure. The study employed stratified random sampling to ensure representation from the district's 20 public elementary schools. Each school constituted a stratum, and simple random sampling was used to select eligible teacher-respondents within each stratum. This procedure was intended to provide representation across schools while minimizing selection bias. The allocation of respondents across strata should be verified to ensure consistency with the actual number of teachers in each school and the intended sampling proportions.

Research Instrument. Data on human resource management practices were collected using a 32-item Human Resource Management Questionnaire developed and validated by Agustin et al. (2025). The instrument measured HRM practices across four dimensions and demonstrated an internal consistency coefficient of 0.795, as indicated by Cronbach's alpha. This coefficient suggests acceptable internal consistency for research purposes. The specific dimensions, response scale, and scoring procedures should be identified in the manuscript to facilitate transparency and replicability. Teachers Quality of Work Life Questionnaire is a 32-item questionnaire developed and validated by Agustin et al. (2025) to measure the quality of work life of teachers in the Department of Education across four dimensions. The instrument registered a Cronbach alpha level of 0.862 showing a strong internal consistency and reliability.

Statistical Treatment of Data. The quantitative data were analyzed using appropriate descriptive and inferential statistical techniques. Descriptive statistics were used to summarize teachers' assessments of human resource management practices and quality of work life. Correlation analysis was employed to determine the strength and direction of the relationships between the study variables. Regression analysis may also be reported

if it was actually conducted to examine the statistical contribution of specific HRM practices to variations in teachers' quality of work life. The final manuscript should specify the exact statistical tests, significance level, and decision criteria used in the analysis.

4. Results and Discussion

This study focused on assessing the prevailing human resource management (HRM) practices of the Department of Education–Kayapa West District during the academic year 2025–2026, as evaluated by public elementary school teachers, and determining their relationship with teachers' quality of work life. Specifically, it examined the respondents' assessment of HRM practices in terms of strategic human resource planning, talent retention and career pathing, teacher engagement and organizational culture, and knowledge management and learning organization practices. It also determined the respondents' assessment of their quality of work life along the dimensions of work environment and working conditions, work–life balance and personal well-being, professional growth, development and career satisfaction, and organizational support and school culture. Furthermore, the study determined whether significant relationships existed between the dimensions of human resource management practices and the respondents' quality of work life. Finally, based on the significant findings, an educational administration intervention was developed to address the identified needs and strengthen both human resource management practices and teachers' quality of work life.

The study employed a quantitative research design using a descriptive-correlational approach. Data were gathered through valid and reliable research instruments and analyzed using appropriate statistical tools. The weighted mean was utilized to determine the respondents' assessment of human resource management practices and quality of work life, while the Spearman Rank Correlation Coefficient was employed to determine the significant relationships between the variables. All hypotheses were tested at the 0.05 level of significance. Based on the objectives of the study, the following are the significant findings:

- The respondents assessed the Human Resource Management Practices (HRMP) of their organization as very good, with a grand mean of 4.26, indicating effective human resource systems that support teacher development, organizational commitment, and continuous improvement. Among the dimensions, Knowledge Management and Learning Organization Practices ranked highest (4.41), reflecting strong collaboration and professional learning. This was followed by Talent Retention and Career Pathing (4.23) and Strategic Human Resource Planning (4.21), both demonstrating effective support for career growth and workforce planning. Teacher Engagement and Organizational Culture obtained the lowest mean (4.19), suggesting the need to further strengthen communication, collaboration, and participatory decision-making.
- The respondents assessed their overall Quality of Work Life (QWL) as Very Good, with a grand mean of 4.43, indicating that public elementary school teachers generally experience favorable working conditions, organizational support, and personal well-being that enable them to perform effectively and remain professionally committed. Among the dimensions, Organizational Support and School Culture obtained the highest mean (4.53, Outstanding), reflecting strong leadership, collaboration, trust, and a positive school climate. This was followed by Work–Life Balance and Personal Well-Being (4.49, Very Good) and Work Environment and Working Conditions (4.45, Very Good), suggesting that teachers perceive supportive workplaces and manageable professional demands. Professional Growth, Development, and Career Satisfaction recorded the lowest mean (4.27, Very Good), indicating opportunities to further strengthen career advancement, mentoring, professional development, and recognition programs to enhance teachers' long-term satisfaction and commitment.
- The Spearman Rank Correlation analysis revealed a very weak positive and statistically non-significant relationship between Human Resource Management Practices (HRMP) and Quality of Work Life (QWL), with an overall correlation coefficient of $\rho = 0.065$ and a p-value of 0.577, leading to the

acceptance of the null hypothesis. Likewise, all HRMP dimensions—Strategic Human Resource Planning ($\rho = 0.195$, $p = 0.093$), Talent Retention and Career Pathing ($\rho = 0.095$, $p = 0.416$), Teacher Engagement and Organizational Culture ($\rho = 0.178$, $p = 0.124$), and Knowledge Management and Learning Organization Practices ($\rho = 0.149$, $p = 0.196$)—showed very weak, non-significant positive relationships with QWL. These findings suggest that while HRM practices support organizational effectiveness and teacher development, they are not the primary determinants of teachers' quality of work life, which may instead be influenced by other personal, organizational, and environmental factors.

- Based on the significant findings of the study, a responsive training design entitled Project THRIVE: A Values-Based Capacity Building Program for Enhancing Human Resource Management Practices and Quality of Work Life among Public Elementary School Teachers was developed. The program was anchored on the benchmark statements with the lowest mean ratings across the dimensions of Human Resource Management Practices and Quality of Work Life. These identified areas served as research gaps that guided the selection of training topics, objectives, and intervention strategies. The proposed training design aims to strengthen teachers' professional growth, organizational engagement, career development, workplace well-being, and overall organizational effectiveness through targeted and values-based capacity-building activities.

5. Conclusions

Based on the significant findings of this study, the following conclusions were drawn.

- The respondents assessed the Human Resource Management Practices (HRMP) of their organization as very good, indicating that the Department of Education–Kayapa West District effectively implements human resource practices that support teacher development, organizational effectiveness, and continuous professional growth.
- The respondents assessed their overall Quality of Work Life (QWL) as very good, indicating that they generally experience favorable working conditions, supportive organizational practices, and a positive professional environment that contributes to their well-being and job satisfaction.
- There is a very weak positive and statistically non-significant relationship between Human Resource Management Practices (HRMP) and Quality of Work Life (QWL), indicating that the HRM practices examined in this study were not significant predictors of teachers' quality of work life, which may be influenced by other organizational, personal, and environmental factors.
- A training design entitled *Project THRIVE: A Values-Based Capacity Building Program for Enhancing Human Resource Management Practices and Quality of Work Life among Public Elementary School Teachers* was developed based on the significant findings of the study to address the identified areas for improvement and strengthen teachers' professional growth, workplace well-being, and organizational effectiveness.

Recommendations - Based on the findings and conclusions of the study, the following recommendations are proposed:

- The school administrators and education leaders of Kayapa West District may continue to strengthen Human Resource Management Practices by enhancing teacher engagement and organizational culture. These may include strengthening mentoring programs, improving communication channels, promoting participatory decision-making, and providing more opportunities for teachers to contribute to organizational improvement. NVSU may consider the offering of online and offsite or modular modes of learning in the Graduate School to help teachers professional growth in the district.
- The school management may sustain and enhance programs that promote teachers' Quality of Work Life

by focusing on workplace wellness, workload management, professional support, and a positive organizational culture. Initiatives such as improvement of feedback mechanisms, wellness activities, employee support programs, recognition mechanisms, and flexible school-based interventions may be implemented to further improve teachers' professional growth, development, and career satisfaction.

- Since Human Resource Management Practices and Quality of Work Life showed a very weak positive and non-significant relationship, school administrators may consider other factors that influence teachers' workplace experiences, such as leadership styles, emotional well-being, organizational commitment, teacher resilience, and personal coping strategies. Addressing these complementary factors may provide a more comprehensive approach to improving teacher satisfaction and organizational effectiveness.
- The proposed training design entitled *Project THRIVE: A Values-Based Capacity Building Program for Enhancing Human Resource Management Practices and Quality of Work Life among Public Elementary School Teachers* may be implemented, monitored, and evaluated to determine its effectiveness in addressing the identified gaps. The program may serve as a basis for developing sustainable professional development initiatives that promote teacher empowerment, organizational support, and improved workplace experiences.
- Future researchers may replicate the study using a qualitative research design to gain deeper insights into teachers' experiences, perceptions, and lived realities regarding Human Resource Management Practices and Quality of Work Life. Similar studies may also be conducted in other educational settings, districts, or institutions using additional variables to further validate and expand the findings of the present study.

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