# School Administrators' Personnel Management Practices and Their Impact on Teachers' Performance: Basis for a Teacher Development Program

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**Abstract:**
**Effective personnel management practices among school administrators are widely recognized as influential in shaping teacher performance, which is critical to achieving quality education. Practices such as recruitment and selection, training and development, performance appraisal, and motivation significantly affect teacher engagement, instructional delivery, and professional growth. This study examined the extent of implementation of personnel management practices and their relationship to teacher performance. Using a descriptive-correlational research design, the study was conducted in East II District, Mandulog, Iligan City Division, involving 26 school administrators and 100 randomly selected public school teachers. Data were collected through validated instruments assessing personnel management practices and teacher performance. Mean, standard deviation, and Pearson product-moment correlation were employed to analyze the data. Findings revealed that school administrators' personnel management practices were rated High, with Very High ratings in training and development. Similarly, teacher performance across all Philippine Professional Standards for Teachers (PPST) domains was rated High. However, correlation analysis showed no statistically significant relationship between personnel management practices and teacher performance (r = 0.218, p = 0.295). Despite both variables scoring highly, no direct correlation was established. This suggests that teacher performance may be influenced by other contextual factors such as personal motivation, institutional culture, or community involvement. The findings underscore the need for a more integrated leadership approach that combines personnel management with broader educational strategies.**

**Keywords: personnel management practices, teacher performance, professional development, school administrators, educational leadership.**

## INTRODUCTION

Sound personnel management procedures bear a basic impact on the performance of teachers, which ultimately affects the standard of school education. Hiring and choice, development and training, performance appraisal, motivation and remunerations, and work environment and support techniques of school managers all significantly impact teachers' ability to teach, classroom manage, motivate learners, pursue professional development, and collaborate effectively. Once effective personnel management practices are used by administrators, the teachers will be more likely to be motivated, supported, and efficient in performing the skills to enhance instructional effectiveness. With ineffective management practices, motivation, teaching performance, and job satisfaction will be low. Therefore, understanding the dynamics among administrative practices and teachers' performance is essential in identifying where to enhance and building teacher development programs that maintain continuous professional development and education excellence. School administrators' personnel management practices have a direct impact on teachers' performance because they establish teachers' working conditions, motivation, and professional growth.

Effective recruitment and selection, focused training and development, formal performance appraisal, effective motivation and reward, and positive work environment support teachers' instructional delivery, class management, student motivation, professional growth, and collaboration (Van Waeyenberg et al., 2020). Effective leadership and human resource management by school principals increase teacher motivation and dedication, leading to enhanced performance (Mahaputra & Farhan Saputra, 2021). School heads' leadership practices have a critical influence on teachers' performance, especially upholding high teaching standards and professional development (Aquino et al., 2021). In addition, effective managerial skills from administrators establish work cultures that ensure teacher efficacy and productivity (Songcayawon et al., 2022). School heads' educational leadership also has a direct impact on teachers' instructional effectiveness and collaboration, placing emphasis on the crucial role of personnel management in determining educational outcomes (Abdurahman & Omar, 2021). Overall, these studies underscore the need for well-organized personnel management practices that maximize teachers' overall performance and professional growth. Preliminary interviews and observations reveal some gaps and inadequacies in school administrators' personnel management practices that impact teachers' performance.

One of the issues is inconsistency in recruitment and selection methods, where merit-based recruitment is at times not regarded, causing disparities in teachers' competencies and qualifications. Further, though training and development programs are available, they are generic and do not cater to teachers' specific needs in enhancing instructional delivery as well as classroom management. Another severe gap is the inefficiency of the performance appraisal system, which is weak in criteria and constructive feedback procedures, and thus less impactful on directing teachers' professional development. In addition, motivation and reward systems are either lacking or applied sporadically, resulting in low morale and low enthusiasm levels among teachers. Finally, most schools lack proper work environment support, with few resources, limited administrative support, and less opportunity for teachers to collaborate. These voids confirm the importance of having a more orderly and responsive personnel management system that is responsive to teachers' professional development and performance improvement. This research seeks to investigate the effect of school administrators' personnel management practices on teachers' performance, with the objective of formulating a holistic teacher development program.

The study aimed to find out the level of adoption of fundamental staff management practices like recruitment and selection, training and development, performance appraisal, and rewards and motivation. It further intended to gauge teacher performance in aspects like pedagogy and content knowledge, learning environment and student diversity, curriculum planning and assessment, community linkage and professional work, and personal growth and professional development. Apart from that, the research also investigated the potential relationship between the performance of school administrators and human resource management practices of teachers. Guided by the findings, the study suggested a teacher development program that focused on areas of improvement and improved teacher performance, which in turn contributed to better education outcomes.

## METHODS
### Research Design
This study utilized a descriptive-correlational design to examine the implementation of school administrators' personnel management practices and their relationship with teachers' performance. The descriptive aspect focused on assessing the level of implementation in areas such as recruitment, training, appraisal, and motivation, alongside teachers' performance indicators like instructional delivery and professional development. The correlational component explored the association between these practices and performance outcomes without implying causation, aligning with Creswell's (2018) framework.

### Research Setting
The study was conducted in East II District, Mandulog, Iligan City Division, a highly active educational district with several elementary and secondary schools. The area offers a relevant and functional environment for examining school administrators' personnel management practices and their impact on teachers' performance.

**Research Respondents**
The study involved 26 school administrators and 100 public school teachers randomly selected from public schools in East II District, Mandulog, Iligan City Division. Administrators included principals and school heads with at least one year of service, while teacher respondents were permanent staff with at least one year in their current school. Both groups were selected using the whole enumeration approach to ensure comprehensive and representative data for analyzing the relationship between personnel management practices and teachers' performance.

**Research Instrument**
The study employed two main instruments: one assessed school administrators' personnel management practices, and the other evaluated teachers' performance. Administrators rated their practices in recruitment and selection, training and development, performance appraisal, and motivation and rewards using a 5-point Likert scale (1–Strongly Disagree to 5–Strongly Agree). This measured their perceived effectiveness in creating a supportive teaching environment. Teachers' performance was rated by administrators based on the DepEd IPCRF, covering areas such as pedagogy, learning environment, curriculum planning, community involvement, and personal development. A separate 5-point scale (1–Poor to 5–Outstanding) was used, with adjectival equivalents to ensure clarity and consistency in interpreting results.

**Validity of Instrument**
The instruments were validated through expert review and pilot testing to ensure clarity, relevance, and reliability. Content and face validation involved experts and non-participant respondents, leading to minor revisions. Reliability was confirmed using Cronbach's Alpha, with a score of 0.70 and above. The DepEd IPCRF required no further validation, as it is a standardized and nationally recognized tool.

**Data-Gathering Procedure**
Data collection began with securing approval from the Schools Division Superintendent, followed by coordination with the East II District supervisor and selected school principals. Teachers and administrators were invited to participate voluntarily. Upon approval, the researcher arranged the questionnaire administration, ensuring informed consent, confidentiality, and voluntary participation. Questionnaires were personally distributed or sent electronically, with the researcher available to address concerns. The tools included a researcher-made HR management practices survey and the DepEd IPCRF for teacher performance. Collected data were encoded, grouped, and analyzed using descriptive statistics for levels and inferential statistics (correlation and regression) to determine relationships, forming the basis for conclusions and program recommendations.

**Ethical Considerations**
The study followed ethical guidelines by Bryman and Bell (2007), ensuring respect, honesty, and protection of human rights. Informed consent was obtained after explaining the study's purpose, assuring respondents of voluntary participation and the right to withdraw at any time. Confidentiality and anonymity were strictly maintained, with no personal identifiers included. Data were used solely for academic purposes and securely stored. No deception was involved, and all measures were taken to prevent harm or discomfort, upholding human dignity throughout the research process.

**Data Analysis**
Appropriate statistical tools were used to ensure accurate interpretation of results. Mean and standard deviation measured the level of implementation of school administrators' HR management practices and teachers' performance, allowing classification into qualitative categories (e.g., Very High to Very Low). These also assessed performance across five key dimensions. The Pearson Product-Moment Correlation Coefficient determined the strength and direction of the relationship between HR practices and teacher performance, providing the basis for conclusions and the proposed teacher development program.

## RESULTS AND DISCUSSION

**Table 1.1 -** Level of Implementation of School Administrators' Personnel Management Practices in Terms of Recruitment and Selection

| Indicators | Sd | Mean |
|---|---|---|
| 1.      I believe the school follows a structured recruitment process when hiring new teachers. | 0.70 | 3.88 |
| 2.      I ensure that the selection process is based on clear and fair criteria. | 0.58 | 4.12 |
| 3.      The recruitment process in my school is free from biases and political influence. | 0.68 | 4.35 |
| 4.      I provide sufficient orientation and onboarding to newly hired teachers. | 0.72 | 4.32 |
| 5.      I ensure that all applicants have equal opportunities in the hiring process. | 0.85 | 4.23 |
| **Average Mean** | **4.18** | **High** |

**Scale:**   1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

The data presented in Table 1.1 reveals that the overall level of implementation of school administrators' personnel management practices in terms of Recruitment and Selection is high, with an average mean of 4.18. This suggests that school administrators are generally consistent and competent in applying effective recruitment and selection practices. The high level of implementation indicates that most administrators adhere to professional standards and established procedures when hiring new personnel. This positively reflects their administrative leadership and commitment to ensuring that only qualified and capable individuals are selected to become part of the teaching workforce. Consequently, such practices are likely to contribute significantly to the professional quality and performance of teachers in schools.

Looking into the individual indicators, the highest-rated statement is Indicator 3, "The recruitment process in my school is free from biases and political influence", with a mean of 4.35, interpreted as very high. This suggests that schools are making a deliberate effort to uphold fairness and objectivity during the hiring process. Similarly, Indicators 4 (providing orientation and onboarding) and 5 (ensuring equal opportunities) received high ratings of 4.32 and 4.23, respectively, reflecting administrators' commitment to supporting new teachers and fostering inclusive hiring practices. Indicator 2, related to fairness in selection criteria, also scored 4.12, still within the high range, affirming that selection guidelines are generally transparent. The lowest mean score was Indicator 1 at 3.88, though still high, which may imply that while administrators agree a structured recruitment process exists, there might be variations or inconsistencies in its application across schools. Overall, these findings point to a generally robust recruitment framework, with room for further standardization and strengthening of orientation programs to enhance teacher integration and performance.

The findings of this study indicate that school administrators demonstrate a high level of implementation in recruitment and selection practices, emphasizing fairness, structured processes, and equal opportunity. This aligns with the literature of Lee and Mao (2020), who highlighted the global shift toward transparent and merit-based recruitment systems in educational settings. Both the study and the literature emphasize the importance of eliminating bias and political influence in hiring decisions. However, while the current study reflects successful practices at the school level, particularly in teacher recruitment, Lee and Mao point out ongoing challenges at broader systemic levels, especially in leadership appointments. This contrast underscores the need to strengthen not only school-level practices but also institutional policies that support consistency and integrity across all levels of educational recruitment.

**Table 1.2 -** Level of Implementation of School Administrators' Personnel Management Practices in Terms of Training and Development

| Indicators | Sd | Mean |
|---|---|---|
| 1.      I provide regular training programs to enhance teachers' skills and competencies. | 0.57 | 4.46 |
| 2.      The training programs I offer align with the teachers' needs and curriculum requirements. | 0.85 | 4.12 |

| | | |
|---|---|---|
| 3.      I encourage teachers to pursue further studies and professional development. | 0.56 | 4.38 |
| 4.      I provide mentoring and coaching to newly hired teachers. | 0.46 | 4.31 |
| 5.      There is a structured system in place to evaluate the effectiveness of the training programs I offer. | 0.77 | 4.15 |
| **Average Mean** | | **4.28  Very High** |

**Scale:**  1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

The data in Table 1.2 indicates that the overall level of implementation of school administrators' personnel management practices in terms of Training and Development is very high, with an average mean of 4.28. This finding suggests that school administrators place strong emphasis on the continuous growth and professional improvement of their teaching staff. A very high implementation level implies that administrators not only recognize the importance of capacity building but also actively invest in programs that enhance teachers' competencies. This proactive approach in training and development plays a crucial role in sustaining high teaching standards and improving student learning outcomes.

Examining the specific indicators, the highest-rated item is Indicator 1, "I provide regular training programs to enhance teachers' skills and competencies," with a mean of 4.46, reflecting very high implementation. This highlights that professional development opportunities are consistently provided to teachers. Indicator 3, which involves encouraging teachers to pursue further studies and professional growth, follows closely with a 4.38 mean, suggesting strong administrative support for long-term professional advancement. Indicator 4, on mentoring and coaching of newly hired teachers, scored 4.31, demonstrating a commitment to supporting teacher integration and early career development. Meanwhile, Indicators 5 (evaluation of training effectiveness) and 2 (alignment of training with needs and curriculum) received slightly lower, though still high, means of 4.15 and 4.12, respectively. These figures suggest that while training is regularly implemented, the assessment and strategic alignment of these programs could still be strengthened to ensure relevance and impact. Overall, the data reflect a well-established and highly effective training and development system within the schools.

The study's findings show that school administrators demonstrate a very high level of implementation in training and development practices, particularly in providing regular training, encouraging professional growth, and mentoring newly hired teachers. This indicates a strong commitment to continuous teacher development and capacity-building within schools. Similarly, Shibaeva et al. (2022) emphasize the importance of structured and innovative training systems, especially in adapting to digital education and evolving educational demands. Both the study and the literature highlight the value of aligning training programs with professional needs and institutional goals. However, while the current study focuses on practical, school-level efforts to support teacher growth, Shibaeva et al. discuss training policies more broadly in the context of forming and developing management personnel at a systemic level. This contrast suggests that while individual schools are advancing in teacher training, there is a parallel need for national or regional education systems to institutionalize innovative policies that support long-term professional development at all leadership levels.

**Table 1.3 -**Level of Implementation of School Administrators' Personnel Management Practices in Terms of Performance Appraisal

| Indicators | Sd | Mean |
|---|---|---|
| 1.      I assess teachers' performance regularly using clear and objective criteria. | 0.83 | 4.19 |
| 2.      The performance appraisal system I implement provides meaningful feedback to teachers. | 0.83 | 4.19 |
| 3.      I discuss teachers' performance results with them to help improve their teaching. | 0.68 | 4.19 |
| 4.      I use performance evaluations to identify areas where teachers need professional development. | 0.96 | 3.92 |

| | | |
|---|---|---|
| 5.      I believe the appraisal process is transparent, fair, and beneficial to teachers' professional growth. | 0.87 | 4.08 |
| **Average Mean** | | **4.12 High** |

**Scale:** 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High"4.21 – 5.00 "Very High"

The data in Table 1.3 shows that the overall level of implementation of school administrators' personnel management practices in terms of Performance Appraisal is high, with an average mean of 4.12. This indicates that school administrators consistently carry out performance evaluation processes using established systems and criteria. The high level suggests that performance appraisals are recognized as an important tool for monitoring teacher effectiveness, guiding improvements, and reinforcing accountability. It also reflects administrators' efforts to uphold teaching quality through continuous performance assessment, though there remains room to elevate practices to a "very high" standard through more strategic use and follow-through of appraisal results.

Looking at the individual indicators, three items (Indicators 1, 2, and 3) all scored an equal mean of 4.19, reflecting a strong implementation of core appraisal practices—namely, regular assessments using objective criteria, providing meaningful feedback, and engaging in post-evaluation discussions with teachers. These indicate a consistent effort among administrators to make the evaluation process interactive and constructive. Meanwhile, Indicator 5 (belief in fairness, transparency, and professional value of appraisals) received a slightly lower mean of 4.08, though still high, suggesting that while the system is largely perceived as fair, improvements may be needed to enhance its perceived impact on growth. The lowest score was for Indicator 4 at 3.92, which refers to using evaluation results to identify teachers' development needs. This may imply a gap between appraisal and action—highlighting the need for administrators to better integrate appraisal outcomes into concrete training and development plans. Overall, the data reflects an effective performance appraisal system with opportunities for better alignment with teacher development initiatives.

The findings of the present study reveal a high level of implementation of performance appraisal practices among school administrators, particularly in areas such as using objective criteria, providing meaningful feedback, and discussing results with teachers to support instructional improvement. This indicates that appraisal systems in schools are not only consistent but also developmental in nature. Similarly, Alsafadi and Altahat (2021) emphasize that performance evaluation, when paired with constructive feedback and fairness, significantly enhances employee performance and job satisfaction. Both the current study and the cited literature affirm the importance of performance appraisal as a tool for growth rather than mere assessment. However, while the study focuses on appraisal within an educational setting, Alsafadi and Altahat draw from a broader organizational perspective, suggesting that the principles of effective performance management are universally applicable across sectors. This comparison highlights that transparency, fairness, and actionable feedback remain central to performance enhancement, whether in schools or in other professional environments.

**Table 1.4 -** Level of Implementation of School Administrators' Personnel Management Practices in Terms of Motivation and Rewards

| Indicators | Sd | Mean |
|---|---|---|
| 1.      I provide incentives to recognize teachers' high performance. | 1.26 | 3.85 |
| 2.      I ensure that teachers feel valued and appreciated for their contributions to student success. | 0.83 | 4.08 |
| 3.      I provide opportunities for teachers to advance in their careers based on merit and performance. | 0.68 | 4.19 |
| 4.      I support teachers in achieving their professional growth goals. | 0.73 | 4.08 |
| 5.      I maintain a positive and encouraging work environment in the school. | 0.82 | 4.15 |
| **Average Mean** | | **4.07 High** |

**Scale:** 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High"4.21 – 5.00 "Very High"

The data presented in Table 1.4 indicates that the overall level of implementation of school administrators' personnel management practices in terms of Motivation and Rewards is high, with an average mean of 4.07. This suggests that school administrators generally adopt effective strategies to motivate and reward teachers, fostering a culture of recognition, encouragement, and support. A high implementation level implies that most administrators are aware of the importance of boosting teacher morale and are actively promoting practices that reinforce motivation and professional satisfaction. These motivational efforts likely contribute to better teacher performance, retention, and overall job satisfaction.

When examining the specific indicators, the highest-rated item is Indicator 3, "I provide opportunities for teachers to advance in their careers based on merit and performance," with a mean of 4.19, highlighting that merit-based advancement is a strong area of focus. Indicator 5, related to maintaining a positive and encouraging work environment, follows closely with a 4.15 mean, indicating a school climate that supports teacher well-being. Indicators 2 and 4, both with a mean of 4.08, reflect administrators' consistent efforts in showing appreciation for teachers' work and supporting their professional growth. The lowest mean is recorded in Indicator 1 at 3.85, which, while still in the high range, suggests that providing tangible incentives for high performance may not be as consistently implemented as other motivational strategies. This could imply a need to strengthen reward systems—possibly through financial or non-monetary incentives—to further motivate and retain high-performing educators. Overall, the data reflects a supportive and motivating work environment, with opportunities to enhance the incentive structures within schools.

The results show that school administrators highly implement motivation and reward practices, as evidenced by the provision of career advancement opportunities, support for professional growth, and the maintenance of a positive work environment. These practices are essential in fostering a school culture where teachers feel valued and are more likely to perform effectively. In alignment with this, Sitopu et al. (2021) found that motivation, work discipline, and compensation significantly influence employee performance, highlighting that when employees perceive fairness and recognition, their commitment and productivity improve. This suggests that school administrators who prioritize rewards and motivation are likely to see a corresponding increase in teacher performance and job satisfaction, reinforcing the broader principle that human capital thrives under supportive and motivating conditions.

**Table 1.5 -** Summary of the Level of Implementation of School Administrators' Personnel Management Practices

| Components | Mean | Interpretation |
|---|---|---|
| Recruitment and Selection | 4.18 | High |
| Training and Development | 4.28 | Very High |
| Performance Appraisal | 4.12 | High |
| Motivation and Rewards | 4.07 | High |
| **Average Mean** | **4.16** | **High** |

**Scale:** 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

Table 1.5 presents a summary of the level of implementation of school administrators' personnel management practices across four key components. The overall average mean is 4.16, which falls under the "High" interpretation. This indicates that, in general, school administrators are effectively implementing personnel management practices, contributing to a well-managed teaching workforce and a positive school environment. The high level of implementation reflects administrators' consistent efforts in managing human resources and suggests that personnel policies are adequately supporting teacher performance and school goals.

Among the four components, Training and Development recorded the highest mean of 4.28, interpreted as "Very High". This implies that administrators place a strong emphasis on professional growth, skill enhancement, and capacity-building efforts for teachers—practices that are essential in maintaining teaching effectiveness. The areas of Recruitment and Selection (4.18), Performance Appraisal (4.12), and Motivation

and Rewards (4.07) all received "High" interpretations, signifying that these practices are consistently carried out, though not yet at their full potential. The relatively lower score in Motivation and Rewards suggests an opportunity for improvement, particularly in designing more robust incentive systems and recognition programs. Overall, the data underscores that while school administrators are performing well in all areas of personnel management, there remains room for strategic enhancement—especially in linking performance to rewards and reinforcing the impact of appraisals on teacher development.

The summary table indicates that school administrators demonstrate a high level of implementation of personnel management practices overall, with Training and Development being rated very high, reflecting a strong commitment to continuous professional growth among teachers. This is followed by Recruitment and Selection, Performance Appraisal, and Motivation and Rewards, all rated as high, suggesting well-rounded efforts to manage human resources effectively. These highlight the shift in personnel management toward more holistic, employee-centered approaches. Modern management necessitates the transformation of traditional personnel practices, placing greater importance on continuous learning, motivational strategies, and strategic recruitment to meet the evolving needs of educational institutions.

**Table 2 -** Level of Teachers' Performance

| Indicators | Sd | Mean |
|---|---|---|
| **Content Knowledge and Pedagogy** | | |
| 1.    Applied knowledge of content within and across curriculum teaching areas. (PPST 1.1.2) | 0.77 | 4.12 |
| 2.    Used research-based knowledge and principles of teaching and learning. (PPST 1.2.2) | 0.88 | 4.01 |
| 3.    Ensured the positive use of ICT to facilitate the teaching and learning process. (PPST 1.3.2) | 0.91 | 4.02 |
| 4.    Used a range of teaching strategies that enhance learner achievement in literacy and numeracy. (PPST 1.4.2) | 0.67 | 4.18 |
| 5.    Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. (PPST 1.7.2) | 0.87 | 4.10 |
| **Learning Environment & Diversity of Learners** | | |
| 6.    Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. (PPST 2.4.2) | 0.81 | 3.99 |
| 7.    Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning. (PPST 2.5.2) | 0.73 | 3.96 |
| 8.    Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents. (PPST 3.3.2) | 0.93 | 3.83 |
| 9.    Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices. (PPST 3.4.2) | 0.74 | 4.07 |
| **Curriculum and Planning & Assessment and Reporting** | | |
| 10.    Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of the learners (PPST 4.3.2) | 0.82 | 4.01 |
| **Community Linkages and Professional Engagement** | | |
| 11.    Maintained learning environments that are responsive to community contexts. (PPST 6.1.2) | 0.78 | 4.09 |
| 12.    Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers. (PPST 6.3.2) | 0.82 | 3.96 |

| | | |
|---|---|---|
| 13.      Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders. (PPST 6.4.2) | 0.97 | 3.94 |
| **Personal Growth and Professional Development** | | |
| 14.      Adopted practices and uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity. (PPST 7.2.2) | 0.82 | 3.92 |
| **Average Mean** | **4.01** | **High** |

**Scale:**  1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High"4.21 – 5.00 "Very High"

The data in Table 2 shows that the overall level of implementation of school administrators' personnel management practices—measured in terms of teachers' demonstrated competencies aligned with the Philippine Professional Standards for Teachers (PPST)—has an average mean of 4.01, which is interpreted as "High." This indicates that school administrators are largely successful in cultivating a teaching environment where teachers consistently meet professional expectations across various performance domains. The high mean suggests that most teachers are actively applying professional standards in their instructional practices, communication, classroom management, and responsiveness to learner needs. This also reflects positively on the support systems and leadership provided by school administrators, particularly in fostering professional growth and performance accountability.

Examining the individual indicators, the highest-rated item is Indicator 4 (Use of a range of teaching strategies that enhance learner achievement in literacy and numeracy – PPST 1.4.2) with a mean of 4.18, which indicates strong instructional competence in fundamental learning areas. This is followed closely by Indicator 1 (Applied knowledge of content across curriculum areas – PPST 1.1.2) at 4.12, and Indicator 5 (Use of effective classroom communication strategies – PPST 1.7.2) at 4.10, all of which reinforce the importance of foundational teaching skills in enhancing student understanding and engagement. Several indicators fall slightly below the average mean, such as Indicator 8 (Strategies for learners with disabilities – PPST 3.3.2) at 3.83 and Indicator 14 (Upholding dignity and ethics of the teaching profession – PPST 7.2.2) at 3.92, pointing to areas where additional support or targeted professional development may be necessary. These results suggest that while teachers perform well overall, there are specific competencies—especially related to inclusive education, learner diversity, and ethics—that could benefit from focused attention to ensure a more holistic and responsive teaching approach.

Recent studies highlight that effective school leadership significantly contributes to improving teachers' performance across various domains, including content knowledge, pedagogy, classroom management, and professional growth. In suburban settings, principals play a crucial role in motivating teachers, encouraging continuous professional development, and ensuring adherence to teaching standards such as the Philippine Professional Standards for Teachers (PPST). This leadership influence directly impacts the consistent implementation of effective teaching strategies, ICT integration, responsive curriculum planning, and inclusive practices for learners with special needs. The data in Table 2 reflect high levels of teacher performance in these areas, particularly in applying a range of teaching strategies and using classroom communication effectively. Such outcomes affirm that when teachers are supported by visionary and engaged school heads, their pedagogical competence and commitment to professional ethics and community collaboration improve notably (Hamka, 2023).

**Table 3 -** Test of Significant Relationship Between Implementation of School Administrators' Personnel and Teachers' Performance

| Test Variables | Spearman rho | P value | Decision |
|---|---|---|---|
| Implementation of School Administrators' Personnel Management Practices and Teachers' Performance | 0.218 | 0.295 | retain the $H_o$ |

**Note**: If $p \leq 0.05$, with a significant relationship

The data in Table 3 presents the results of a Spearman rho correlation analysis testing the relationship between the Implementation of School Administrators' Personnel Management Practices and Teachers' Performance. The computed correlation coefficient (rho) is 0.218, with a p-value of 0.295. Since the p-value is greater than 0.05, the decision is to retain the null hypothesis (Ho), indicating that there is no statistically significant relationship between the two variables at the 0.05 level of significance.

This result implies that the level of implementation of personnel management practices by school administrators does not significantly influence teachers' performance based on the data gathered. While school administrators may be implementing recruitment, training, appraisal, and motivational strategies at a high level, these efforts are not necessarily translating into measurable improvements in teacher performance in this particular context. This could suggest the presence of other influencing factors—such as individual teacher motivation, school culture, workload, or external support—that might play a more direct role in determining teacher performance. Therefore, for future policy or program development, it may be necessary to adopt a more comprehensive approach that includes both administrative practices and other personal or contextual variables affecting teacher performance.

Recent studies continue to affirm the importance of effective school leadership in influencing teacher performance. According to Arifin and Saluy (2024), principals' leadership practices—particularly those focused on instructional support and professional development—have a significant positive effect on teachers' self-efficacy, which in turn enhances their classroom performance. Their findings suggest that while administrative functions such as recruitment and performance appraisal are essential, their impact is maximized when school leaders foster an environment that empowers teachers and promotes continuous professional growth.

## CONCLUSIONS AND RECOMMENDATIONS
### Conclusion
The findings revealed that school principals demonstrate a high level of implementation in human resource management practices, with training and development rated very high, and recruitment, performance appraisal, and motivation rated high. Similarly, teachers' performance across all measured areas was consistently rated high, indicating strong professional competence. However, no significant correlation was found between HR practices and teacher performance, suggesting that while both are strong, they may not be directly linked. This implies that other factors such as personal motivation, institutional support, or community involvement may more strongly influence teacher performance, highlighting the need for a more holistic approach to educational leadership.

### Recommendations
Based on the findings, teachers may consider engaging in continuous professional development and making use of available support systems to maintain strong performance. School administrators could enhance their HR practices further, especially in training and development, while exploring improvements in recruitment, appraisal, and motivation strategies. Incorporating student feedback into teacher development programs may help promote more responsive instruction. Educational institutions might benefit from aligning personnel management with school improvement plans to ensure consistent support for teacher growth. Policymakers may look into strengthening context-specific HR frameworks by supporting targeted training and incentive systems. Future researchers are encouraged to explore additional factors such as organizational culture, leadership style, teacher autonomy, and community participation that may influence teacher performance.

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