

HUMAN RESOURCE MANAGEMENT PRACTICES AND SOCIAL SUPPORT TOWARDS TEACHERS' WORK ENGAGEMENT

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ABSTRACT

This study mainly examined the mainly the human resource management practices and social support toward teachers' work engagement among elementary teachers and school heads in the 3rd Congressional District of Cotabato Division using quantitative method. The student asserted the significant relationship of human resource management and social support teachers work engagement. An adopted questionnaire was utilized to gather data and information from 283 teacher and principal respondents. Pearson r analysis was the statistical tool used in this study. The study showed that there is no significant relationship between human resource management and engagement of teachers. This outcome of the study also attributed to the fact that the principal does not serve as the human resource manager. Consequently, district human resource managers typically give precedence to this process.

Keyword: - Human resource management, social support, and teachers' work engagement.

1. INTRODUCTION

The quality of any society is fundamentally linked to the caliber of its educational system. In our academic realm, we are confronted with a demanding and dynamic world that necessitates innovative and competitive 21st-century teaching and learning practices. Teachers, with their exemplary performance, serve as the linchpins for navigating the strategic transformations and advancements in our educational landscape. Effective human resource management and its strategic initiatives play a crucial role in meeting the requirements and evaluating the performance of an organization's most valuable and diverse asset - its human capital. Therefore, it is imperative to establish and leverage specific strategic human resource management practices to enhance teachers' performance and facilitate the delivery of efficient, high-quality, and globally competitive education.

Work holds significant importance in human life as it serves as the primary means through which needs are fulfilled and a significant portion of the day is dedicated to productive activities. Work engagement stands out as a critical factor influencing an employee's performance and productivity in the workplace. Employees who exhibit high levels of work engagement are typically characterized by their energy, dedication, and deep involvement in their task (Bakker, et.al, 2018).

Furthermore, teachers require social support to thrive. Each individual relies on a support network comprising various sources that provide them with the strength and encouragement to overcome challenges and adversities. Teachers who benefit from robust social support mechanisms are better equipped to tackle difficulties and excel in their roles.

Vital social adaptation abilities enable individuals to adopt positive coping strategies when faced with challenges (Gu, 2014). To gain a deeper insight into the significance of human resource management practices, social support, and work engagement among elementary school teachers, this study was conducted in selected schools within the Cotabato Division.

While there exists a wealth of research on human resource management practices and their impact on work engagement across various sectors, there is a dearth of literature specifically focusing on elementary school teachers (Owens, 2011). In particular, the intermediary role of social support between Human Resource practices and work engagement within this group warrants further exploration. This research gap is noteworthy as unraveling these dynamics could pave the way for enhanced Human Resource strategies in the education sector, potentially bolstering teacher engagement and improving student outcomes.

Therefore, motivated by this rationale, the researcher embarked on this study, foreseeing benefits for school managers/administrators, teachers, and prospective researchers alike. This study aimed to determine human resource management practices, social support, and work engagement among elementary school teachers.

2. METHODOLOGY

The descriptive correlational research design utilizing survey questionnaire was used to determine the association between human resource practices and support towards teachers' work engagement in the 3rd Congressional District of Cotabato Division. Two hundred eighty-three teachers and school heads were surveyed. The gathered data were analyzed using inferential statistics.

3. RESULTS AND DISCUSSION

Relationship between the quality of human resource management and the level of teachers' work engagement

Table 1 outlines the relationship between the quality of human resource practices and the levels of teachers' work engagement across the aspects of vigor, dedication, and absorption. The correlations between recruitment and selection, training and development, compensation and benefits, performance appraisal, employee relationships, and the three dimensions of work engagement are presented. However, the results indicate that there are no statistically significant correlations at the 0.01 level (2-tailed) between these human resource practices and the teachers' work engagement traits.

In conclusion, despite previous research suggesting a significant relationship between human resource management practices and employee engagement, the current study did not find conclusive evidence to support such a relationship in the context of teachers' work engagement and the management practices of school heads.

Table 1. Test of relationship between the quality of human resource practices /and the level of teachers' work engagement.

		Vigor	Dedication	Absorption
Recruitment & Selection	Correlation Coefficient	-.045	.019	-.023
	Sig. (2-tailed)	.452	.751	.703
Training and Development	Correlation Coefficient	.014	.032	.060
	Sig. (2-tailed)	.819	.593	.317
Compensation and Benefits	Correlation Coefficient	.047	.082	.111
	Sig. (2-tailed)	.426	.168	.062
Appraisal	Correlation Coefficient	-.029	.038	.048
	Sig. (2-tailed)	.622	.526	.426
Employees Relationship	Correlation Coefficient	-.056	.024	.001
	Sig. (2-tailed)	.347	.692	.993

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

Relationship between social support for teachers and Teachers' work engagement

This study also examined the relationship between social support provided to teachers and teacher engagement. Various forms of social support, including appraisal support, tangible support, self-esteem support, and belonging support, were investigated for their association with teacher engagement in terms of vigor, dedication, and absorption. The analysis revealed that there is no significant link between social support and teacher engagement, as indicated by the p-values which are greater than 1%. Consequently, the null hypothesis is upheld in this study.

The findings suggest that the level of social support extended to teachers does not influence the extent of their emotional attachment to their work. Teachers may exhibit varying levels of vigor, dedication, and absorption in their teaching roles regardless of the presence of social support. This implies that emotional attachment to work is not solely dependent on the perception of support; teachers may demonstrate commitment and engagement irrespective of the level of social support they receive.

The findings of this study stand in contrast to the research by Gomes et al. (2011), which demonstrated that supportive relationships among colleagues and supervisors have a positive impact on teacher work engagement. Similarly, another study by Ouweneel et al. (2015) revealed that supportive workplace relationships contribute to reducing teacher burnout and fostering work engagement. Given that the current model does not exhibit a significant relationship with teachers' work engagement, it suggests that there are additional factors at play influencing teachers' work attachment.

Table 2. Test of relationship between social support for teachers and teacher work engagement.

		Vigor	Dedication	Absorption
Appraisal Support	Correlation Coefficient	-.046	-.003	.007
	Sig. (2-tailed)	.439	.961	.905
Tangible Support	Correlation Coefficient	-.075	-.095	-.023
	Sig. (2-tailed)	.206	.110	.703
Self-Esteem Support	Correlation Coefficient	.094	.092	.043
	Sig. (2-tailed)	.112	.121	.473
Belonging Support	Correlation Coefficient	.031	.056	.018
	Sig. (2-tailed)	.598	.350	.766

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

4. CONCLUSIONS

Based on the results of the study, human resource management and teacher support are not significantly linked to teacher engagement. It can be further concluded that there are other predictors of teacher engagement which are not investigated in the study. Meanwhile, school heads face various challenges in dealing with human resource and teacher support. However, they also have coping mechanisms to address such challenges. This outcome of the study also attributed to the fact that the principal does not serve as the human resource manager. Consequently, district human resource managers typically give precedence to this process.

5. REFERENCES

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