
**ENHANCING HUMAN RESOURCE MANAGEMENT PRACTICES TO IMPROVE
THE TEACHING PERFORMANCE OF HISTORY TEACHERS AT QUEZON CITY
SENIOR HIGH SCHOOL, PHILIPPINES**

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Abstract

Teachers, as vital human resources, are irreplaceable in the educational system and serve as key drivers in achieving institutional goals. The effective management of human resources in education ensures that institutions are equipped with competent individuals capable of fulfilling essential roles and responsibilities. Human resource management encompasses systems, policies, and practices that shape teachers' attitudes, behaviors, and performance. This study investigates the implementation and impact of human resource management on enhancing the teaching performance of history teachers at Quezon City Senior High School, Philippines. A qualitative research approach was adopted to examine the dynamics of human resource practices and their influence on instructional outcomes. The study employed a descriptive qualitative design to provide a scientific explanation of the existing situation, focusing on the relationship between human resource management strategies and the improvement of teaching performance among history educators.

Keywords: Human Resources, Human Resource Management, History Teachers, Teaching Performance

Introduction

Human resources in education play a vital role in realizing the goals of any academic institution (Heikkilä et al., 2017; Loyarte-López et al., 2020). Regardless of the vision and mission an institution upholds, people remain the productive drivers of organizational activities aimed at achieving set objectives (Efi, 2018). This underscores the importance of human resource management (HRM) in ensuring that schools and universities have the right personnel to occupy critical roles, perform essential functions, and deliver on responsibilities effectively.

Human resource management encompasses systems, policies, and practices that influence employee attitudes, behaviors, and performance (Armstrong & S., 2020). In education, HRM requires strong policy direction, as teacher-related policies directly shape classroom practices and impact staff motivation, effectiveness, and student learning outcomes (Storey et al., 2009; Armstrong & S., 2020). For instance, government-mandated teacher qualification frameworks in the Philippines, such as those outlined by the Department of Education and the Professional

Regulation Commission, require educators to possess appropriate academic credentials, professional competencies, and ethical standards to achieve national education goals. Teacher performance, in this context, reflects the quality and quantity of their duties, including lesson preparation, instructional delivery, evaluation of student outcomes, and feedback analysis (Yech et al., 2016). Hence, HRM practices in schools are crucial in ensuring quality teaching and student learning.

The success of educational institutions in the Philippines is highly dependent on effective human resource management. Mismanagement can lead to inefficiencies and negatively affect institutional reputation, while proper HRM fosters organizational success and student achievement (Widiansyah, 2018; Kemal et al., 2019). Scholars emphasize that quality education stems from the ability of institutions to attract, train, and retain competent teaching staff (Iskarim, 2017; Qutni et al., 2021). HRM thus requires continuous investment in teachers' professional growth to enhance their contributions both to institutional goals and their personal development (Nuraeni, 2019).

However, challenges remain. Observations in selected senior high schools in Quezon City, Philippines, reveal that history teachers often face dual responsibilities due to staffing shortages. For example, some history teachers also handle related disciplines such as social studies or sociology, while others combine teaching with administrative tasks such as student affairs coordination. Moreover, the use of instructional media and digital resources in history classes has not been fully optimized, limiting innovative learning practices. These additional burdens can hinder teaching efficiency and reduce learning effectiveness.

Given these challenges, this study investigates the implementation and impact of human resource management strategies on the teaching performance of history teachers in Quezon City Senior High School, Philippines. The goal is to determine how HRM can be strengthened to improve learning outcomes in the history classroom and to provide insights into effective teacher support systems.

Research Methods

A. Research Design

This study employed a descriptive qualitative research design to scientifically describe the situation under investigation (Masyhud, 2021). The approach was chosen to enable the researcher to present an in-depth understanding of the implementation of human resource management (HRM) practices among history teachers in Quezon City Senior High School, Philippines. Qualitative research is particularly suitable because it seeks to capture phenomena holistically by exploring participants' experiences and perspectives in their natural settings, expressed primarily through words and narratives (Moleong, 2017). Instead of relying on numerical data, this study draws on field-based descriptions to provide a contextualized picture of HRM practices and their impact on teaching performance.

B. Data Analysis Method

Data were collected through interviews, observations, and document reviews at the study site. The data were then organized into patterns and systematically compared to identify themes and draw conclusions that could be easily understood by both researchers and readers. Following Miles and Huberman (in Sugiyono, 2015), qualitative data analysis was conducted continuously until data saturation was reached—that is, until further data collection no longer yielded new insights.

The analysis involved four key steps:

Data Collection: Data were obtained through classroom observations, in-depth interviews with history teachers and school administrators, and a review of relevant documents. Triangulation was applied by combining these sources to enhance credibility. Initial observations provided broad insights into the social and professional setting of the teachers under study.

Data Reduction: The collected data were systematically organized, summarized, and coded to identify recurring themes and patterns relevant to HRM practices and teacher performance. This process provided a clearer picture of the phenomena under study.

Data Display: Reduced data were presented in concise narrative form, highlighting the essential findings. This allowed for better interpretation and easier identification of the link between HRM practices and teaching performance.

Conclusion Drawing/Verification: Initial interpretations were treated as tentative and were continually verified against field evidence. Conclusions were confirmed through repeated checks, ensuring reliability and consistency before finalizing the results.

C. Data Validity Techniques

To ensure the rigor of the study, several data validation strategies were employed:

Credibility: Ensured through prolonged engagement in the field, persistent observation, triangulation of data sources, peer debriefing, and member checking with participants.

Transferability: Achieved by providing rich, detailed descriptions that allow readers and other researchers to determine whether findings may be applied to similar educational contexts in the Philippines or beyond.

Dependability: Ensured by maintaining an audit trail of the research process, from problem formulation to data collection, analysis, and conclusion. An external reviewer or academic supervisor cross-checked the process for consistency.

Confirmability: Addressed by linking findings directly to the data collection and analysis process, ensuring that results reflected participants' perspectives rather than researcher bias.

Results and Discussion

A. Results

1. Human Resource Management

Human resource management (HRM) refers to the process of recruiting, training, compensating, and maintaining employees while considering essential aspects such as labor relations, workplace health and safety, and fairness in employment (Dessler, 2020). HRM is regarded as one of the most critical functional areas of organizational management (Opatha, 2021). Its central objective is to support the achievement of institutional goals by implementing well-aligned strategies that cultivate a culture of high performance, attract and retain professional talent, promote positive relationships between school management and educators, and ensure practices that build trust and mutual respect (Armstrong & Taylor, 2020).

In education, HRM is not only directed toward institutional effectiveness but also considers the welfare of teachers and their broader contribution to society. As educators are key drivers of both intellectual and moral development, HRM in schools ensures that teachers are adequately supported in fulfilling their responsibilities of shaping knowledge, skills, and character among learners (Salahuddin, 2018).

In the Philippine education sector, managing teachers as human resources involves essential functions such as planning, organizing, directing, and controlling (Hasibuan, 2020).

Planning: Workforce planning ensures that the right number of qualified teachers are assigned to meet institutional needs effectively. It prevents overlaps in responsibilities, promotes proper coordination, and supports high productivity (Tanjung, 2020).

Organizing: This involves structuring teacher responsibilities, defining relationships among staff, and ensuring effective integration of resources for achieving school goals (Hasibuan, 2020).

Directing: Directing motivates and guides teachers to perform their tasks efficiently in alignment with school objectives, fostering collaboration and accountability (Terry in Hasibuan, 2020).

Controlling: This ensures that teachers perform their duties in line with established policies and standards, with adjustments or corrective actions taken when deviations are observed (Hasibuan, 2020).

The scope of HRM practices includes:

Recruitment: Selecting qualified history teachers through proper workforce planning to ensure alignment with the Department of Education's (DepEd) standards (Ulfatin, 2020).

Training and Development: Providing both pre-service and in-service training opportunities to help teachers continuously update their pedagogical skills and subject expertise (Dessler, 2020). This enhances professional growth and strengthens teacher engagement.

Compensation: Ensuring teachers receive fair salaries, benefits, and recognition for their contributions. In the Philippine setting, teacher compensation includes statutory salaries, allowances, and incentives that motivate performance and professional dedication (Widodo, 2015; Ulfatin, 2020).

2. Teacher Learning Performance

Teacher performance is reflected in how effectively educators plan, deliver, and evaluate instruction. Responsibilities include lesson planning, supervising student activities, and assessing learning outcomes (Sanjaya, 2005; Ismail, 2010). Teacher performance is thus both a process and an outcome, shaped by continuous effort and evaluated against professional standards (Ondang et al., 2021).

In the Philippine context, teacher performance is guided by the Philippine Professional Standards for Teachers (PPST), which emphasize domains such as content knowledge, learning environment, curriculum implementation, assessment, and community linkages. Performance is crucial because it directly influences student outcomes and the achievement of institutional learning goals.

Therefore, history teachers' performance does not only involve knowledge delivery but also instilling values, critical thinking, and citizenship skills vital components of Philippine education. This underscores the importance of HRM systems that adequately recruit, train, and support teachers in meeting these professional expectations.

The Relationship between Human Resource Management and Teacher Learning Performance

Human resource management (HRM) aims to develop a skilled workforce and enhance organizational performance by aligning employee strengths with institutional needs (Boxall et al., 2016). Effective HRM practices allow organizations to utilize employee capabilities while maintaining a competitive advantage. Prior studies affirm that HRM strategies are positively linked to organizational performance (Lee et al., 2012). An integrated HRM approach fosters teacher commitment, job satisfaction, and professional growth, which in turn improve both individual and collective performance (Khan et al., 2019).

In the education sector, human resources comprising both teaching and non-teaching staff play a central role in delivering quality outcomes (Qutni, 2021). Unlike other organizations, schools rely heavily on continuous human interaction, with teacher competence directly shaping student achievement. For this reason, HRM is crucial in strengthening teachers' professional capacities, ensuring effective teaching processes, and ultimately improving learning outcomes (Mufidah, 2018). Well-managed teachers are more likely to demonstrate commitment,

professionalism, and creativity, which are vital to achieving the school's goals and sustaining student success (Qutni, 2021).

B. Discussion of Research Results

1. Implementation of Human Resource Development in Improving the Learning Performance of History Teachers in Philippine High Schools

a. Development of Learning Plans and Teaching Modules

Based on the results of interviews and observations, history teachers in selected Philippine high schools reported actively engaging in training activities that focused on developing lesson plans and teaching modules in line with the K to 12 Basic Education Curriculum and the Philippine Professional Standards for Teachers (PPST). These activities provided teachers with structured frameworks for lesson preparation, ensuring alignment with intended learning outcomes and national curriculum standards.

Professional development sessions such as Learning Action Cell (LAC) meetings and in-house training programs allow history teachers to collaboratively design teaching guides and assessment tools. Similar to the ATP (learning objective flow) in Indonesia's independent curriculum, Philippine teachers prepare lesson exemplars and Daily Lesson Logs (DLLs) which include objectives, content, learning competencies, strategies, and assessment methods.

Teachers reported that participating in LAC sessions enhanced their ability to:

Align lesson objectives with DepEd curriculum standards.

Sequence historical content logically and meaningfully.

Create formative assessments that measure student progress.

Reflect on teaching practices and refine instructional approaches.

Such collaborative preparation improved lesson delivery, promoted time efficiency, and fostered peer support. The process also encouraged professional growth by helping history teachers strengthen both content mastery and pedagogical skills.

b. Development of Content Mastery

The mastery of subject matter is a key component of teacher competence under the PPST. In the Philippine setting, history teachers are expected to demonstrate knowledge of historical methods, themes, and contexts while linking them to contemporary issues. Teacher development in this area is often supported through division and regional training programs, as well as Subject Teachers' Associations comparable to Indonesia's MGMP.

For example, history teachers who participated in regional in-service training workshops organized by DepEd reported that these programs enhanced their ability to:

Deepen historical content knowledge.

Integrate local and national history topics in line with curriculum requirements.

Develop more engaging and student-centered teaching modules.

Apply innovative strategies for critical and reflective thinking in history education.

Such training not only improved the professional competence of history teachers but also increased their confidence in delivering lessons that balance content accuracy with effective pedagogy. Teachers emphasized that mastery of subject matter directly contributed to student engagement and performance.

Development of Innovative Design Mastery (Approaches, Methods, and Strategies)

In selected Philippine high schools, innovative mastery of learning design is developed through Learning Action Cell (LAC) sessions and other professional learning communities mandated under DepEd Order No. 35, s. 2016. These communities provide teachers—including history educators a platform to continuously improve professional competence through collaboration, peer mentoring, and knowledge-sharing. Such activities have been effective in enhancing teaching effectiveness, engagement, and teacher well-being.

Interviews revealed that history teachers actively participated in LAC sessions focusing on innovative pedagogical approaches, technology integration, and student-centered strategies. These sessions exposed teachers to adaptive learning designs supported by digital tools, enabling them to tailor lessons to students' diverse learning needs. For example, some schools have started experimenting with the use of data analytics platforms to track student performance and identify learning patterns, which helps teachers adjust their strategies more effectively.

Career development through postgraduate studies has also contributed to innovation. For instance, one history teacher who pursued a Master's degree in Education gained deeper insights into creative teaching strategies and the integration of technology in instruction. This postgraduate training equipped her with advanced knowledge of educational theory and practice, strengthening her capacity to design innovative, interactive, and student-centered learning experiences.

Overall, teachers reported that these professional learning avenues enhanced their ability to use diverse approaches such as project-based learning, inquiry-based instruction, and the integration of ICT tools, all of which make history lessons more engaging and relevant to learners.

2. The Impact of Human Resource Development on Improving the Learning Performance of History Teachers in Philippine High Schools

Impact on Teachers

The professional development programs available to history teachers—such as LAC sessions, regional and division in-service trainings, and postgraduate study opportunities—have had a positive impact on teaching performance. Teachers indicated that these initiatives improved their ability to:

Develop effective lesson plans and teaching modules aligned with the K–12 curriculum and PPST domains.

Master historical content while connecting lessons to contemporary social issues, thereby making history more meaningful to students.

Adopt innovative instructional designs, including the use of digital technologies, gamified learning, and collaborative strategies.

Through these programs, teachers not only improved their content mastery but also enhanced their classroom management, assessment practices, and reflective teaching skills. This alignment with PPST standards helped boost their confidence and professional identity as history educators.

Impact on Students

The positive effects of teacher development extended to students. With more structured and innovative lesson designs, students benefited from:

Clearer and more engaging lesson flows, which helped them understand historical concepts and narratives better.

Uniform access to quality learning materials, ensuring that all learners were exposed to the same standard of instruction.

Interactive and dynamic classroom experiences, where students participated in discussions, debates, simulations, and project-based activities.

Opportunities for independent and collaborative learning, encouraging critical thinking, creativity, and problem-solving skills relevant to real-world contexts.

Students expressed greater motivation and deeper interest in history when teachers applied innovative methods and integrated digital resources into lessons. This indicates that HR development in the teaching workforce directly translates into improved learning outcomes.

Conclusion

The findings reveal that human resource development initiatives in Philippine high schools—including LAC sessions, in-service trainings, and postgraduate study—play a crucial role in improving the learning performance of history teachers. These initiatives provided teachers with structured opportunities to design effective lesson plans, deepen content mastery, and develop innovative instructional strategies.

The impact was twofold: teachers experienced enhanced professional competence, and students benefited from more engaging, effective, and meaningful history learning experiences. By strengthening HR development practices in education, schools can ensure not only improved teacher performance but also the holistic development of learners in alignment with the goals of the Philippine K–12 curriculum and PPST standards.

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