

# Organizational Politics, Planning and Policy-Making Capability, and Financial Management on the Human Resource Management Capability of School Administrators

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## Abstract:

This quantitative study examines the interplay between organizational politics, planning and policy-making capability, and financial management skills, and their collective impact on human resource management (HRM) effectiveness among school administrators in the Division of Bukidnon, Philippines. Persistent HRM challenges in Philippine education-including administrative burdens, resource constraints, and the pervasive influence of organizational politics-underscore the necessity for empirical evidence to inform leadership strategies and policy development. Addressing gaps in professional training and strategic management competencies, this research seeks to elucidate the relationships among these key factors and HRM effectiveness. Employing a descriptive-correlational design, the study utilized a complete enumeration of school administrators, who responded to validated Likert-scale questionnaires assessing each variable. Data were analyzed using Pearson correlation and multiple regression techniques to determine the strength and significance of the associations. Results indicate that both planning and policy-making capability and financial management skills are positively and significantly correlated with HRM effectiveness, whereas organizational politics demonstrates a significant negative correlation. Regression analysis identifies financial management skills as the most robust predictor of HRM effectiveness, followed by planning and policy-making capability, with organizational politics exerting a substantial negative effect. These findings highlight the critical need for targeted professional development in strategic planning and financial literacy and management, as well as the implementation of policies to mitigate the detrimental impact of organizational politics. Strengthening these competencies among school administrators is essential for enhancing HRM practices, cultivating a more supportive work environment, and ultimately improving educational outcomes within the region.

**Keywords:** human resource management, organizational politics, planning, policymaking, financial management

## 1. Introduction

Human Resource Management (HRM) plays a pivotal role in shaping the quality and performance of ed-

educational institutions, especially in developing countries like the Philippines. School administrators are at the forefront of navigating HRM-related challenges such as teacher shortages, uneven distribution of resources, and growing administrative demands. These issues are particularly pronounced in rural areas, where educational leaders must balance national mandates with local constraints. In Bukidnon, administrators grapple with limited financial resources, inadequate professional development, and systemic inefficiencies. Studies by Muriuki and Muriuki (2024) and Kyereh and Kyei (2023) underscore how organizational politics and HRM practices significantly affect school performance, suggesting the urgent need to evaluate leadership competencies and institutional dynamics in education.

Despite the recognized importance of HRM, school administrators often lack the strategic capacity to manage personnel effectively. Challenges such as biased decision-making, political interference, insufficient training, and weak planning mechanisms compromise their ability to foster a fair and motivating work environment. In the Division of Bukidnon, local traditions, social expectations, and power structures amplify these issues. Financial constraints further hinder strategic HRM initiatives, as highlighted by Sumapig (2024), who noted that budget allocations frequently prioritize academic materials over staff development. This skills and systems gap undermines teacher morale, increases turnover, and ultimately jeopardizes student learning outcomes. Theoretical frameworks like Resource Dependence Theory and Social Exchange Theory help explain how perceived inequity and external resource limitations shape HRM effectiveness in schools.

This study sought to examine the relationship between school administrators' organizational politics, planning and policy-making capabilities, and financial management skills, and how these factors influence human resource management in the Division of Bukidnon. Grounded in Contingency Theory and Agency Theory, the research aimed to provide evidence-based insights that can guide leadership training, policymaking, and resource allocation. By focusing on a localized yet critical context, this study contributes to the broader discourse on educational leadership and HRM reform in Philippine basic education. The findings would offer practical recommendations for enhancing administrator competencies and promoting equitable, transparent, and effective HRM practices, ultimately improving teacher well-being and student achievement.

### **1.1 Statement of the Problem**

The research study aimed to assess the relationship of organizational politics, planning and policy-making capability, and financial management on the human resources management capability among school administrators. Specifically, it sought to answer the following questions:

1. What are the levels of organizational politics among school administrators in terms of:
  - 1.1 influence of personal relationship;
  - 1.2 conflict and resolution; and
  - 1.3 impact on school performance.
2. What are the levels of planning and policy-making capabilities among school administrators in terms of:
  - 2.1 strategic planning skills;
  - 2.2 policy-development competence; and
  - 2.3 decision-making skills.
3. What are the level of financial management of school administrators in terms of:
  - 3.1 budgeting practices;
  - 3.2 financial reporting; and

3.3 resource allocation.

4. What is the level of human resource management of school administrators in terms of:

4.1 staff development;

4.2 performance management; and

4.3 workplace safety and welfare.

5. Is there a significant relationship between organizational politics, planning and policy-making capabilities, and financial management on the human resource management capabilities of school administrators.

6. Which variable/s best predicts the school administrators human resource management effectiveness.

### **1.2 Objective of the Study**

This study aimed to assess the relationship of organizational politics, planning and policy-making capabilities, and financial management on the human resource management capabilities of school administrators.

Specifically, this study aimed to:

1. To determine the levels of organizational politics among school administrators in terms of:

1.1 influence of personal relationship;

1.2 conflict and resolution; and

1.3 impact on school performance.

2. To determine the levels of planning and policy-making capabilities among school administrators in terms of:

2.1 strategic planning skills;

2.2 policy-development competence; and

2.3 decision-making skills.

3. To determine the level of financial management of school administrators in terms of:

3.1 budgeting practices;

3.2 financial reporting; and

3.3 resource allocation.

4. To determine the level of human resource management of school administrators in terms of:

4.1 staff development;

4.2 performance management; and

4.3 workplace safety and welfare.

5. To determine the relationship between organizational politics, planning and policy-making capabilities, and financial management on the human resource management capabilities of school administrators.

6. To identify the variable/s best predicts the school administrators human resource management effectiveness.

### **1.3 Hypothesis of the Study**

The following null hypotheses are formulated for testing at a 0.05 percent level of significance.

Ho<sub>1</sub>: There is no significant relationship between the human resource management capabilities of school administrators to the organizational politics, planning and policy-making, and financial management.

Ho<sub>2</sub>: There is no variable that predicts the human resource management capability of school administrators.

## **2. Materials and Methods**

### **2.1 Research Design**

This research utilized a non-experimental quantitative approach based on descriptive correlations. This method systematically employed statistical techniques and measurable data to examine events and their interrelationships. The study implemented a descriptive-correlational method, collecting data via a survey questionnaire. Descriptive correlational research involves describing variables and the natural relationships between them. It uses the variance in one variable to predict the variance in another variable (Liu, 2017). Using a descriptive-correlational research design, data was collected from 300 public school administrators in the Division of Bukidnon via adapted and modified questionnaires. The study assesses the skills and capabilities towards organizational politics, planning and policymaking, financial management and the human resource management capabilities among school administrators. The survey was administered to the specified sample through a questionnaire using Microsoft Forms and face to face survey. This would allow the researchers for quicker data collection and interpretation while ensuring the maximum safety of the participants.

## **2.2 Locale of the Study**

The pilot phase of the study was carried out in the Division of Valencia City, strategically chosen for its proximity to the researcher's base. This locale provided a convenient setting for the initial testing and refinement of the research methodology. Continuing with the main study, the focus shifted to a public school within the Division of Bukidnon. Specifically targeting all school administrators in this educational institution, the study inquired deeper into their perspectives, practices, and capabilities on this matter. This shift in locale allowed for a more detailed exploration of the school administrators wide experiences and their roles in the context of the study.

## **2.3 Participants of the Study**

The study's participants consist of 300 School Administrators, which consist of Public Schools District Supervisors, School Principals, Head Teachers, School In-Charge, Master Teachers, Officer in-Charge, and Teacher In-Charge from the Division of Bukidnon. A complete enumeration sampling technique used for identifying the participants in the study. By employing this methodological framework, the study is poised to generate statistically reliable results that effectively mirror the characteristics and dynamics of the entire school administrator's community in the Division of Bukidnon. This meticulous approach not only ensures the validity and generalizability of the findings but also underscores the research's commitment to producing insightful and meaningful outcomes that can inform policy decisions and educational practices within the Division.

## **2.4 Research Instruments**

This study utilized a survey questionnaire as its primary instrument for data collection, tailored to the specific context of the research. The questionnaire, originally developed by Argon, T., and Dilekci, U. (2016), comprises thirty main items designed to assess the level of Organizational politics of School Administrators and was then modified by the researcher to suit the context of the study and validated through pilot testing. The questionnaire is structured to evaluate various aspects of organizational politics, with the first ten indicators focusing on the influence of personal relationship, the next ten indicators exploring school administrators' conflict and resolution skills, and the final ten indicators delving into the impact on school performance.

In addition to assessing the human resource management of the school administrators, the planning and policy-making capability is assessed using a survey instrument adapted from Mestry, R., Moonsammy-Koopasammy, S., and Schmidt, M. (2013) was also modified by the researcher to suit the context of the study and validated through pilot testing. This instrument is divided into three parts: strategic planning

capability, policy-development competence, and decision-making skills, each consisting of ten statement indicators. To evaluate the financial management of the school administrators, a survey questionnaire adapted from Muriuki, J., and Muriuki, S. (2024) is employed was then modified by the researcher to suit the context of the study and validated through pilot testing. This instrument encompasses three key areas: budgeting practices, financial reporting, and resource allocation, each comprising ten statement indicators. Furthermore, the study evaluates the school administrators human resource management capability using a survey questionnaire adapted from Kyereh, A., and Kyei, A.B.A. in (2023), which includes 30 main items. The questionnaire assesses staff development, performance management, and workplace safety and welfare, with ten indicators each. To guarantee the accuracy and consistency of the research instrument, a pilot study was carried out in the Division of Valencia City involving 30 School Administrators. The results were tallied using the Cronbach alpha and evaluate indicators to be included and not to be included in the study.

## **2.4 Statistical Technique**

In the process of analyzing and interpreting the data, a comprehensive approach was employed to derive meaningful insights and draw informed conclusions. Descriptive statistics played a pivotal role in defining the phenomena under investigation, with the computation of mean and standard deviation serving as fundamental measures to address the research questions at hand.

Specifically, mean, standard deviation, and ranks were utilized to assess the level of human resource management capabilities across various dimensions, including organizational politics, planning and policy-making capabilities and financial management of school administrators. Furthermore, to measure the human resource management capabilities of school administrators, a multifaceted approach was adopted, focusing on staff development, performance management, and workplace safety and welfare. The relationship between the dependent variable, human resource management capabilities, and independent variables such as organizational politics, planning and policy-making capabilities and financial management was explored using the Pearson correlation coefficient, focusing on the interplay between these factors. Moreover, linear regression analysis was employed to identify the variable that most significantly predicted to the human resource management, offering valuable insights into the factors influencing capabilities of school administrators.

## **3. Results and Discussion**

This explains the presentation, analysis and interpretation of data being gathered in the research study. It includes the analysis and interpretation of data of level of organizational politics, planning and policymaking capability, financial management, and on the human resource management of the school administrators.

### **3.1 Summary of the Levels of Organizational Politics in the dimensions of Influence of Personal Relationship, Conflict and Resolution, and Impact on School Performance**

The results show that administrators generally view organizational politics as a factor that can be managed effectively within the educational context. The highest mean was recorded under the influence of personal relationships ( $M = 4.04$ ), followed closely by conflict and resolution ( $M = 4.03$ ), and impact on school performance ( $M = 3.96$ ). The overall mean of 4.01 reflects a highly positive perception of organizational politics. These findings suggest that while politics is present in schools, it is not viewed negatively by administrators; instead, it is considered a regular part of organizational life that can be used constructively

if properly managed. This perspective indicates a mature understanding of the political nature of school leadership.

The combined mean and standard deviation values of the three components of organizational politics: influence of personal relationships, conflict and resolution, and impact on school performance. As shown, the component on personal relationships garnered the highest mean ( $M = 4.04$ ), indicating the strong role that interpersonal ties play in administrative practices. Conflict and resolution closely followed ( $M = 4.03$ ), showing effective conflict management strategies are widely observed. The component with the lowest mean, impact on school performance ( $M = 3.96$ ), still falls within the highly positive range, confirming that administrators perceive politics as having only a moderate effect on outcomes when effectively navigated.

**Table 1: Summary of the Levels of Organizational Politics in terms of Influence of Personal Relationship, Conflict and Resolution, and Impact on School Performance**

Sub-variables	Mean	Qualitative Interpretation
Influence of Personal Relationship	4.04	Highly positive perception on the influence of personal relationships in organizational politics
Conflict and Resolution	4.03	Highly positive perception on conflict resolution practices in school administration
Impact on School Performance	3.96	Highly positive perception on the impact of organizational politics on school performance
<b>Overall Mean</b>	<b>4.01</b>	<b>Highly capable on the organizational politics</b>

The data in table above reveals only minimal variance among the three components of organizational politics, with a narrow difference of 0.08 between the highest ( $M = 4.04$ ) and lowest ( $M = 3.96$ ). This suggests that administrators maintain a balanced perspective across these political dimensions. The strong score on the influence of personal relationships supports earlier findings that relationships enhance communication and collaboration. Similarly, the high score on conflict and resolution validates perceptions of procedural fairness and effective dispute resolution. Although the dimension on impact on school performance rated slightly lower, it still indicates a generally positive outlook. The slightly lower score may reflect cautious awareness of how unchecked political behaviors—such as favoritism—can undermine school morale and equity. This balance in ratings shows that school administrators value interpersonal and conflict-management strategies while recognizing the need to remain vigilant about the potential consequences of politics on school effectiveness.

Based on the summary data, it is reasonable to conclude that organizational politics is a well-understood and effectively managed aspect of school administration. The hypothesis that school administrators perceive organizational politics as an influential factor is supported. The findings show that administrators believe they can navigate political dynamics and that these dynamics are not inherently negative. These results suggest a leadership culture that accepts political behavior as natural but emphasizes professionalism and transparency to counteract any negative effects. Therefore, the decision is to maintain and strengthen practices that promote fairness, communication, and ethical leadership to further mitigate any adverse consequences of political behavior.

The implication of these findings is that school leadership training should include modules on political literacy, ethical decision-making, and interpersonal relationship-building. Recognizing the role of politics in daily school operations equips administrators with the mindset and tools to lead more effectively. Institutionalizing leadership practices that promote inclusivity, transparency, and fairness can build a culture where political behavior supports rather than undermines school goals. The near-equal mean scores suggest that interventions or professional development need not be limited to one dimension but should address all aspects of political behavior. Finally, the data encourage school administrators to reflect critically on their decision-making processes to ensure they remain free of bias and favoritism, thereby reinforcing trust and improving school performance.

The balanced mean scores in Table 1 reflect the views of scholars who argue that politics in organizations can serve functional purposes. According to Mintzberg's Political Model, organizations are political arenas where various stakeholders negotiate interests, and effective management involves balancing these forces. Similarly, Hoyle (1986) introduced the term "micropolitics" to describe how informal power dynamics shape decisions in schools. Recent studies by Kardos & Johnson (2018) and Vigoda-Gadot (2020) affirm that political awareness in school leadership correlates with more effective conflict resolution and improved school climate. On the policy side, DepEd Order No. 19, s. 2022 on the Guidelines on the Performance Appraisal of School Heads supports performance-based and non-political evaluation standards. Additionally, DepEd Order No. 24, s. 2020 on the results-based performance management system (RPMS) encourages objective, evidence-based leadership practices. These frameworks align well with the findings and offer guidance for sustaining ethical and constructive political practices within schools.

### **3.2 Summary of the Levels of Planning and Policymaking Capability in the dimensions of Strategic thinking, Policy Development competence, and Decision-making skills**

The result on the levels of planning and policymaking capability as reflected in table below, all three components were perceived as highly positive, with mean scores ranging from 4.02 to 4.08. Decision-making skills received the highest overall rating ( $M = 4.08$ ), indicating a strong capacity among administrators to make timely, inclusive, and data-driven decisions. Strategic planning and policy development both received identical ratings of 4.02, reflecting solid performance in goal setting and policy formulation. The overall weighted mean of 4.04 confirms that school administrators are highly capable in planning and policy-making functions. These results show a balanced and mature level of competency across the three essential administrative dimensions.

Table 2 presents the aggregated mean scores and standard deviations for the three major components of planning and policy-making capability, based on the analysis of previous tables. The highest score was observed in decision-making skills ( $M = 4.08$ ,  $SD = 1.07$ ), suggesting that school leaders are confident and competent in formulating decisions that positively affect their schools. Strategic planning and policy development both yielded mean scores of 4.02, with standard deviations of 1.08 and 1.10 respectively, indicating consistent perceptions across the domains. These results were obtained using descriptive statistics applied to Likert-scale survey responses from 300 school administrators.

**Table 2: Summary of the Levels of Planning and policymaking capability in terms of Strategic Planning, Policy Development Competence, and Decision-making Skills**

Sub-variables	Mean	Qualitative Interpretation
Strategic Planning	4.02	Highly positive perception on the strategic planning capability
Policy Development	4.02	Highly positive perception on the policy development competence.
Decision-making skills	4.08	Highly positive perception of policy development competence towards decision making
<b>Overall Mean</b>	<b>4.04</b>	<b>Highly capable on the planning and policymaking</b>

The data illustrate that school administrators in the Division of Bukidnon exhibit well-rounded capabilities in all three planning domains. The slightly higher rating for decision-making skills reflects a particular strength in managing choices that impact learning and work environments. This may be attributed to ongoing training, practical experience, and leadership empowerment at the school level. Strategic planning and policy development scores demonstrate that administrators also have strong foundations in vision-setting, policy formulation, and resource alignment. The close clustering of scores suggests that no component is significantly lagging, although minor gaps remain, particularly in policy review cycles and plan communication. The consistent standard deviations indicate shared perceptions among administrators, reinforcing the reliability of the results.

The summary data affirm that administrators are generally competent and confident in their planning and policy-making responsibilities. The slightly higher perception of decision-making skills suggests that this may be the most immediately applied competency in day-to-day leadership. Nonetheless, the aligned scores for strategic planning and policy development indicate that administrators possess comprehensive administrative capacity. The interpretation is that school administrators meet the expectations of their roles across all planning domains, with opportunities for growth in continuous improvement processes, participatory planning, and data utilization.

These findings underscore the importance of holistic leadership development for school heads. Professional growth programs should sustain efforts in decision-making while enhancing support for long-term planning and inclusive policy formulation. Schools may benefit from strengthening internal mechanisms for strategic review, stakeholder consultations, and real-time monitoring. The balance across components suggests that school leaders are ready to scale improvements if provided with targeted tools, mentoring, and policy alignment. These findings may guide capacity-building initiatives in leadership training, strategic planning workshops, and participatory governance practices.

The summary aligns with Instructional and Transformational Leadership Theories, which emphasize coherence among vision-setting, policy direction, and decision execution. Research by Fullan (2016) and Hallinger & Heck (2016) supports the idea that effective school leadership is multidimensional, requiring strategic, political, and operational capabilities. DepEd policies such as DepEd Order No. 24, s. 2020 (RPMS), DepEd Order No. 44, s. 2015 (SBM), and the Philippine Professional Standards for School Heads (PPSSH, 2020) collectively emphasize the integration of strategic leadership, policy development, and decision-making. These frameworks validate the overall findings of this study and provide direction for further strengthening school leadership capacity in planning and policymaking.

### 3.3 Summary of the Levels of Financial Management of School Administrators in the dimensions of Budgeting Practices, Financial Reporting, and Resource Allocation

This section summarizes the overall financial management capability of school administrators in terms of three dimensions: budgeting practices, financial reporting, and resource allocation. The overall mean score is 3.99 (SD = 1.08), interpreted as a highly positive perception of financial management skills among school heads. Among the three domains, resource allocation received the highest rating (M = 4.04), followed by financial reporting (M = 3.99), and budgeting practices (M = 3.93). These findings suggest that while all components are rated positively, administrators feel most confident in how they allocate resources and slightly less confident in budget planning and monitoring processes. These results align with earlier tables and indicate that while financial practices are generally effective, there remains potential for refining specific areas, particularly participatory budgeting and financial transparency.

Table 3 presents the aggregated results of the three major components of financial management. Data were collected through a structured questionnaire answered by 300 school administrators across the Division of Bukidnon, using a five-point Likert scale. Descriptive statistics (mean and standard deviation) were used to interpret responses. The results show that resource allocation (M = 4.04, SD = 1.07) was perceived most favorably, reflecting administrators' focus on equitably distributing school resources to meet the needs of both students and staff. Financial reporting followed with a mean of 3.99 (SD = 1.07), indicating a strong but improvable perception of transparency and communication. Lastly, budgeting practices received a mean of 3.93 (SD = 1.11), still within a positive range but suggesting that budget formulation, review, and participatory planning might require further strengthening.

**Table 3: Summary of the Levels of Financial Management of School Administrators in terms of Budgeting Practices, Financial Reporting, and Resource Allocation**

Sub-variables	Mean	Qualitative Interpretation
Budgeting Practices	3.93	High perception towards budgeting practices
Financial Reporting	3.99	High perception towards financial reporting
Resource Allocation	4.04	High perception towards resource allocation
<b>OVERALL</b>	<b>3.99</b>	<b>Highly capable towards financial management</b>

Analyzing the three dimensions in greater detail, the high perception of resource allocation supports the notion that administrators are actively aligning funds with operational and instructional priorities, as reflected in table above. This aligns with literature reviews assertion that school leaders in Bukidnon often have to make strategic decisions due to limited financial resources. Financial reporting, while strong, showed variations in confidence particularly in stakeholder understanding and the accuracy of reports, suggesting the need for capacity-building among school staff. This was evident in Table 10, where the lowest-rated item was confidence in the accuracy of reports (M = 3.55). Meanwhile, budgeting practices (Table 9) reflected administrators' belief that budgeting aligns with school goals, though items related to staff training and inclusive planning scored slightly lower. These differences across components underscore the need for a more balanced and integrated approach to school-level financial management.

Based on the data, it can be interpreted that financial management among school administrators in Bukidnon is competent and generally well-practiced. Resource allocation is a strength, suggesting effective prioritization of school needs and responsiveness to challenges. The high scores in financial reporting reflect growing transparency and accountability. However, budgeting practices, though positive, slightly lag, signaling that schools may need more structured training and participation in budget planning. The overall perception of 3.99 reaffirms the finding in the previous setting and gaps that financial capacity plays a pivotal role in administrators' ability to implement effective HR and instructional strategies. This decision supports accepting the proposition that administrators demonstrate high financial management skills, while also highlighting areas for continuous development.

The findings emphasize the need for sustained and institutionalized training programs on school-based financial planning, reporting, and monitoring. Particularly, budgeting processes should be inclusive, engaging staff and stakeholders to promote ownership and shared governance. Clear communication of budget decisions and regular financial performance reviews can enhance trust and reduce internal misunderstandings. With effective resource allocation already in place, schools can improve efficiency further by linking budget decisions directly to the School Improvement Plan (SIP), Annual Implementation Plan (AIP), and learner outcome data. These findings also reinforce the importance of integrating financial management within leadership development programs for administrators, especially in resource-challenged settings like Bukidnon.

The findings from this table are supported by Maroney, Evans, & Copeland (2020), who concluded that school heads' financial management practices shape staff confidence and organizational performance. Additionally, Kuvaas et al. (2022) and García-García et al. (2023) highlight that effective budgeting and transparent reporting improve organizational commitment and efficiency. These support Chapter 2's discussion on Agency Theory and Resource Allocation Theory, which argue that aligning administrator goals with those of the institution leads to improved performance and accountability. The results are also consistent with DepEd Order No. 44, s. 2015 on School-Based Management, which emphasizes participatory resource use and local decision-making. Furthermore, the Philippine Professional Standards for School Heads (PPSSH, 2020) underline financial resource management as a key domain for school leaders, advocating for ethical, transparent, and evidence-based financial practices. These frameworks collectively affirm the significance of financial management in ensuring school effectiveness and equity, as established in Chapters 1 and 2 of this study.

### **3.4 Summary of the Levels of Human Resource Management of School Administrators in the dimensions on Staff Development, Performance Management, and Workplace Safety and Welfare**

The overall results of the study on Human Resource Management Capability of school administrators reveal a high level of competency in all three major components assessed. The highest mean was recorded in Performance Management, with a mean score of 4.14 and a standard deviation of 0.99, indicating that school administrators are effective in implementing performance appraisal systems, monitoring teacher outputs, and ensuring that performance standards are met. The second-highest mean was in Workplace Safety and Welfare, with a mean of 4.09 and standard deviation of 1.01, which reflects administrators' efforts to ensure a safe and supportive work environment. Staff Development recorded the lowest mean at 4.06 (SD = 1.03) but still falls under the category of "high capability," showing that while administrators provide opportunities for professional growth, there may still be room for improvement in this area.

Overall, the general mean score across all components is 4.10 with a standard deviation of 1.01, reflecting a high level of Human Resource Management Capability among school administrators.

Table 4 shows the Summary of the Components of Human Resource Management Capability of School Administrators, presenting the mean scores, standard deviations, and qualitative interpretation for each of the three key components. Arranged from highest to lowest, Performance Management ( $M = 4.14$ ) ranks highest, followed by Workplace Safety and Welfare ( $M = 4.09$ ), and Staff Development ( $M = 4.06$ ). All three indicators fall within the high capability range, suggesting that school administrators are consistently implementing policies, practices, and interventions related to managing staff performance, developing teacher skills, and ensuring workplace safety. The survey questionnaire served as the main data-gathering tool, and the results were analyzed using descriptive statistics, particularly the computation of mean and standard deviation, to determine the level of capability across each component. The implications of these findings are significant, as they reflect that the foundational pillars of human resource management in schools are being upheld at a commendable level.

**Table 4: Summary of the Levels of Human Resource Management of School Administrators in terms of Staff Development, Performance Management, and Workplace Safety and Welfare**

Sub-variables	Mean	Qualitative Interpretation
Staff Development	4.06	High capability towards staff development
Performance Management	4.14	High capability towards performance management
Workplace Safety and Welfare	4.09	High capability towards workplace safety and welfare
<b>OVERALL</b>	<b>4.10</b>	<b>Highly capable on the human resource management</b>

Upon deeper examination of the three components, the results clearly show that Performance Management is the strongest aspect of human resource management among the school administrators surveyed. This includes effective systems for setting expectations, evaluating teacher performance, and recognizing achievements. The ability to manage performance efficiently not only maintains accountability among teachers but also strengthens instructional quality. The Workplace Safety and Welfare component, as discussed, reflects a strong commitment to the physical and emotional safety of staff members, though there remains a noted need for improvement in mental health resources. Staff Development, although ranked third, remains an essential component. It includes training, mentoring, and career advancement opportunities. While the score is still high, it suggests that school leaders should consider expanding capacity-building programs and ensuring access to continuous professional development that is both relevant and timely. These three components, taken together, reflect a balanced approach by administrators to manage, support, and develop their human resources effectively.

The tabulated data shows consistency in school administrators' capability across all three domains, with mean scores above 4.00 and qualitative interpretations rating them all as "high capability." The results suggest that school administrators in the Division of Bukidnon possess the necessary skills, knowledge, and attitudes to effectively implement human resource policies and programs. Their strengths in

performance management reflect a culture of accountability and feedback, while their high scores in workplace safety and welfare reflect concern for the physical and emotional well-being of staff. Although staff development received the lowest score, the margin is small, and it still shows that administrators are facilitating professional growth. These results are statistically sound based on the standard deviations, which hover around 1.00, indicating consistent responses among the participants. The decision that can be derived from this data is that while administrators are highly capable across all areas, targeted improvements in staff development programs and expanded welfare initiatives could further enhance their effectiveness.

The totality of the results under this research problem shows that school administrators possess a holistic and high-level human resource management capability. Their capability does not merely rely on one area but is evident across the triad of professional development, performance accountability, and employee well-being. These results imply that the administrators surveyed are responsive to the demands of 21st-century education leadership, which requires managing not just systems and outputs, but also people, culture, and workplace climate. The identified gap in staff development could be due to constraints in funding, limited access to external training providers, or lack of localized capacity-building programs. This needs further attention, especially given that teacher development directly influences student learning outcomes. Thus, these results are significant and point to a positive outlook with room for strategic enhancement in HR practices among school leaders.

The findings are supported by Human Capital Theory, which suggests that investing in employee training and development enhances organizational productivity and efficiency (Becker, 1993). Similarly, Transformational Leadership Theory supports the idea that leaders who foster staff development and create a vision for professional growth tend to achieve higher staff satisfaction and performance (Bass & Riggio, 2017). In relation to this, DepEd Order No. 11, s. 2019 (Implementation of the Results-Based Performance Management System) directly supports the practice of robust performance management mechanisms in schools, while DepEd Order No. 40, s. 2012 (Child Protection Policy) indirectly relates to workplace safety and welfare by promoting safe environments for all members of the school community. More recently, DepEd Memorandum No. 080, s. 2022, which focuses on the National Mental Health Program in Basic Education, highlights the importance of ensuring mental wellness, an area identified in the study as slightly lagging. The findings of Corpuz & Salandanan (2020) also align with this study, stating that teacher development and performance monitoring must go hand in hand with well-being support to sustain high performance and reduce attrition. Thus, this study confirms and supports the growing body of literature emphasizing the critical role of school administrators in managing people effectively through comprehensive HRM strategies.

### **3.5 Correlation Analysis on the Relationship between Independent variables and the Human Resource Management Capabilities of School Administrators**

This section explores the correlational relationships between three independent variable organizational politics, planning and policy-making capabilities, and financial management—and the human resource management (HRM) capabilities of school administrators in the Division of Bukidnon. The results show that all sub-variables under these constructions have strong positive correlations with HRM, as indicated by R-values ranging from 0.778 to 0.879 and p-values all at 0.000, which are statistically significant at the 0.01 level. Among the sub-variables, “Conflict and Resolution” ( $r = 0.879$ ) under Organizational Politics yielded the highest correlation, followed by “Impact on School Performance” ( $r = 0.856$ ), and “Resource Allocation” ( $r = 0.842$ ) under Financial Management. These findings underscore that better capabilities in these areas are strongly associated with more effective HRM practices.

Table 5 presents the computed correlation coefficients (R-values) and significance levels (p-values) between selected independent variables and HRM capabilities of school administrators. The data was collected from 300 respondents via structured survey instruments and analyzed using Pearson's  $r$  correlation. Each of the three main independent variables was subdivided into three indicators.

**Table 5: Relationship on professional development on the administrative supervision practices of neophyte school administrators**

INDEPENDENT VARIABLES	R-value	PROBABILITY
<b>Organizational Politics</b>		
Influence of Personal Relationship	0.803	0.000**
Conflict and Resolution	0.879	0.000**
Impact on School Performance	0.856	0.000**
<b>Planning and Policy making capabilities</b>		
Strategic Planning Skills	0.778	0.000**
Policy-Development Competence	0.800	0.000**
Decision-Making Skills	0.787	0.000**
<b>Financial Management</b>		
Budgeting Practices	0.839	0.000**
Financial Reporting	0.827	0.000**
Resource Allocation	0.842	0.000**

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

The strongest relationship observed was between Conflict and Resolution and HRM capabilities ( $r = 0.879$ ), suggesting that the ability of administrators to manage and resolve disputes is crucial to effectively managing personnel. Following this, Impact on School Performance ( $r = 0.856$ ) also demonstrated a very strong correlation, indicating that administrators who understand how their political decisions affect school outcomes tend to manage human resources more effectively. In the domain of Financial Management, Resource Allocation ( $r = 0.842$ ) and Budgeting Practices ( $r = 0.839$ ) had higher correlations than Financial Reporting ( $r = 0.827$ ), emphasizing the centrality of resource distribution to HRM success. In contrast, among the planning and policy-making indicators, Strategic Planning Skills had the lowest R-value ( $r = 0.778$ ), though still significantly positive, indicating room for improvement in long-term goal setting relative to more immediate decision-making and policy development.

All computed R-values in Table 5 are statistically significant ( $p = 0.000$ ), which leads to the rejection of the null hypothesis ( $H_0$ ) that there is no significant relationship between the independent variables and the HRM capabilities of school administrators. This confirms that improvements in organizational politics, planning/policy skills, and financial management are strongly associated with better HRM practices. Specifically, high R-values above 0.8 signify very strong positive correlations, validating the study's conceptual model. Administrators who possess conflict-resolution strategies and sound resource allocation skills are more likely to lead teams that are engaged, productive, and professionally supported.

The results hold significant implications for leadership development, policy design, and capacity-building initiatives. Given the high impact of conflict resolution and resource management on HRM, these areas should be prioritized in training modules for school heads. Educational managers must be trained not only to develop strategic and policy frameworks but also to exercise interpersonal and financial management skills in real-time school environments. DepEd may consider integrating conflict resolution workshops, budget simulation exercises, and policy review forums in its leadership enhancement programs. These

findings also support participatory governance, where transparent budgeting and collaborative decision-making can reinforce trust and effectiveness in HRM.

The findings are aligned with Social Exchange Theory (Cropanzano & Mitchell, 2005), which posits that fair and reciprocal exchanges within an organization promote commitment—evident in the high correlation between conflict resolution and HRM. Similarly, Resource Allocation Theory (García-García et al., 2023) and Agency Theory (Kuvaas et al., 2022) validate the pivotal role of financial stewardship in employee satisfaction and retention. Muriuki and Muriuki (2024) confirm the significant influence of school politics on performance, particularly when decisions are swayed by personal alliances. At the national level, these findings support DepEd Order No. 2, s. 2015, which mandates merit-based personnel actions, and DepEd Order No. 42, s. 2017, which institutionalizes professional standards for school leaders—both aimed at fostering equitable and performance-driven school environments.

### 3.6 Multiple Regression Analysis of the Factors affecting the Human Resource Management of School Administrators

This section discusses the results of a multiple regression analysis to determine which among the independent variables—organizational politics, planning and policy-making capabilities, and financial management—best predicts the human resource management (HRM) effectiveness of school administrators in the Division of Bukidnon. The results revealed that financial management emerged as the strongest predictor ( $\beta = 0.571$ ,  $p = 0.000$ ), followed by planning and policy-making capability ( $\beta = 0.279$ ,  $p = 0.000$ ). Interestingly, organizational politics ( $\beta = 0.076$ ,  $p = 0.123$ ) was not found to be a significant predictor at the 0.05 level. The regression model yielded an R of 0.879 and an  $R^2$  of 0.772, indicating that 77.2% of the variance in HRM capabilities can be explained by the three independent variables. The model was statistically significant overall ( $F = 334.709$ ,  $p = 0.000$ ), affirming that these variables collectively influence HRM effectiveness. These findings offer crucial insights into the leadership dynamics within public schools and highlight the areas that should be prioritized for administrator development programs.

Table 6 displays the results of the multiple regression analysis conducted to identify the most influential predictors of human resource management capabilities among school administrators. The table includes unstandardized coefficients (B), standard errors, standardized beta coefficients ( $\beta$ ), t-values, and significance (p-values). Data were gathered from 300 administrators through validated survey instruments, and the regression analysis was used to measure the predictive power of each independent variable. Variables are ranked based on their  $\beta$ -values, from highest to lowest:

**Table 6: Multiple regression analysis of the factors affecting the human resource management of school administrators**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.673	.122		5.519	.000
Organizational Politics	.080	.051	.076	1.546	.123
Planning and Policy making	.257	.061	.279	4.214	.000
Financial Management	.517	.046	.571	11.176	.000

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<b>R = 0.879</b>	<b>R<sup>2</sup> = 0.772</b>	<b>F-value = 334.709</b>	<b>Sig. = .000</b>
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The results indicate that financial management is the strongest and most significant predictor of HRM capabilities, with a standardized beta coefficient of 0.571 and a p-value of 0.000, well below the 0.01 threshold. This suggests that administrators who are proficient in budgeting, financial reporting, and resource allocation tend to excel in managing human resources. The next strongest predictor was planning and policy-making capabilities, with a beta value of 0.279 and statistically significant at  $p = 0.000$ . This implies that effective strategic planning, policy development, and decision-making are also associated with stronger HRM performance. Conversely, organizational politics had a low beta of 0.076 and a p-value of 0.123, indicating it was not statistically significant as a predictor of HRM effectiveness in this model. Despite being significantly correlated with HRM in earlier analysis, its predictive power diminishes when the other two variables are held constant. The  $R^2$  value of 0.772 further reinforces that a substantial 77.2% of the variance in HRM capabilities is explained by the combined effect of the three independent variables. The high F-statistic (334.709,  $p = 0.000$ ) confirms that the regression model is statistically valid and reliable.

Based on the statistical results, the null hypothesis ( $H_{02}$ ) that “there is no variable that predicts the human resource management capability of school administrators” is rejected. Two variables—financial management and planning and policy-making capabilities—have statistically significant predictive effects on HRM. Among these, financial management stands out as the best predictor, suggesting that administrators with strong financial stewardship are more capable of leading and developing staff, managing performance, and ensuring workplace safety and welfare. The non-significant result for organizational politics ( $p = 0.123$ ) implies that while it may relate to HRM in bivariate analysis, it is not independently predictive when other competencies are considered simultaneously. This result is insightful for understanding the complex interplay of leadership competencies and organizational conditions that affect administrator effectiveness. It also underscores those tangible skills—such as budgeting and strategic planning—have more direct impacts on HRM than political navigation alone.

These findings have practical implications for leadership development in education. The fact that financial management has the highest predictive power suggests that financial literacy and budget control are critical for effective human resource management in schools. Training programs for school heads should therefore prioritize modules on school budgeting, financial analysis, and transparent resource allocation. Moreover, since planning and policymaking also significantly predict HRM outcomes, it is essential to develop administrators’ skills in strategic thinking and participatory governance. On the other hand, the non-significance of organizational politics as a predictor indicates that schools should de-emphasize political maneuvering and instead focus on equipping leaders with measurable technical and administrative competencies. At the policy level, the Division of Bukidnon could use these findings to design competency-based professional development frameworks aligned with predictors of effective HRM. Future research may delve deeper into why political skills have limited predictive value in this context, possibly exploring cultural or contextual factors.

The dominance of financial management as the best predictor of HRM supports Agency Theory (Kuvaas et al., 2022), which highlights the importance of aligning agent (administrator) behaviors with institutional goals through financial accountability. It also echoes Resource Allocation Theory (García-García et al., 2023), emphasizing that effective deployment of resources leads to optimal institutional performance. The strong predictive role of planning and policymaking is consistent with Contingency Theory, where the

ability of leaders to adapt plans and policies to local realities enhances effectiveness (Fiedler, n.d.). This is further reinforced by Banticharoenchod et al. (2017), whose administrator evaluation model emphasized strategic planning. In contrast, the non-significant role of organizational politics aligns with findings by Enwereuzor et al. (2017), who noted that while perceived politics affects satisfaction, it may not always translate into leadership performance outcomes. These findings also align with DepEd Order No. 24, s. 2020 on the Results-Based Performance Management System (RPMS), which emphasizes competency-based and evidence-driven leadership standards, and DepEd Order No. 19, s. 2022, which promotes performance-based evaluation over political influence. Together, these scholarly and policy sources reinforce the need to develop financially and strategically competent school leaders for improved HRM.

## 4. Conclusions and Recommendations

### 4.1 Conclusions

The study concludes that school administrators in Bukidnon demonstrate strong competencies in managing organizational dynamics, crafting plans and policies, and handling finances, all of which contribute to their overall HRM effectiveness. While organizational politics is present and influential in shaping perceptions, it does not directly predict HRM outcomes. Instead, administrators' strengths in planning and policymaking, along with sound financial management practices, were found to be the strongest predictors of effective HRM. These findings imply that leadership development should prioritize enhancing technical skills, strategic thinking, and fiscal responsibility. Stakeholders, including DepEd and training institutions, can use these results to refine professional development programs, update leadership standards, and promote a culture of transparency, collaboration, and ethical governance. By aligning educational policies and practices with these evidence-based insights, schools can foster more effective, inclusive, and well-managed educational environments that benefit both teachers and learners.

### 4.2 Recommendations

Based on the findings, the study recommends the following actions. First, training programs for school administrators should emphasize strategic planning, policy development, and financial management to enhance HRM capabilities. Second, initiatives to improve budget communication and stakeholder involvement should be prioritized, such as participatory budgeting and open financial reviews. Third, while organizational politics is not a direct predictor, administrators should still be trained in ethical decision-making and conflict resolution to manage political dynamics constructively. Fourth, HRM practices should be strengthened by investing in mental health programs, professional development opportunities, and comprehensive welfare services for staff. Fifth, school governance models should incorporate transparent, data-driven, and participatory processes, aligning with DepEd Orders and the PPSSH standards. Sixth, leadership assessment tools and performance metrics must reflect the competencies identified in the study, particularly in planning and financial domains. Lastly, future research may expand the scope to include qualitative insights and compare findings with other regions for broader applicability.

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