

Teacher Emotions as a Moderator Between the School Heads' Human Resource Management Practices and Teachers' Performance

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ABSTRACT

School heads influence teacher performance through the implementation of effective human resource management (HRM) practices. However, the way teachers emotionally experience their work may affect how these management practices influence their performance. This study examined the role of teacher emotional states in the relationship between school heads' HRM practices and teacher performance in Caluya Zone II elementary schools during School Year 2025–2026. The study employed a quantitative descriptive–correlational research design. With purposive selection of 100 elementary teachers from seven public elementary schools as respondents. Data were collected through structured survey questionnaires measuring school heads' HRM practices, teacher emotional states, and teacher performance. Data were analyzed using descriptive statistics, correlation, and regression analysis. Results indicated that school heads implemented HRM practices at high levels, while teachers demonstrated satisfactory to very satisfactory performance. Teachers generally reported positive emotional states. Findings revealed a significant relationship between HRM practices and teacher performance, with teacher emotions playing an important role in influencing how these practices affect performance. The study highlights the importance of supportive leadership and initiatives that promote teachers' emotional well-being to enhance professional performance and improve educational outcomes.

Keywords: human resource management practices, Teacher performance, teacher emotional states, school leadership.

INTRODUCTION

Globally, human resource management (HRM) practices in educational institutions throughout the world directly impact three areas which include teacher performance, school effectiveness, and student achievement. The work environment becomes more supportive for teachers to work at their highest level because professional development and performance appraisal systems along with incentive systems and conflict resolution methods get implemented effectively (Lee & Kim, 2024). Through professional development teachers acquire both teaching methods and subject matter expertise while appraisal systems deliver assessment results which help them progress their development. The system of incentives boosts workers' drive to work while increasing their job contentment, and conflict resolution methods create a workplace environment which promotes a good atmosphere. The process of teacher performance improvement depends on transformational leadership as its essential component. School leaders who

display inspirational motivation along with individualized consideration and intellectual stimulation and idealized influence create classroom environments which enhance teaching and professional development (Bendriyanti et al., & Nizam et al., 2025). Transformational leaders establish strong bonds with teachers while fulfilling their needs, which drives teachers to develop new ideas and achieve higher levels of professional dedication.

Educational institutions use Human Resource Management (HRM) practices to create specific emotional responses in teachers which determine their success in implementing these practices during teaching. The effectiveness of HRM systems which include professional development and performance appraisal and incentives and supervision depends on how teachers react emotionally to these systems. Positive emotions like enthusiasm and motivation enhance engagement and instructional quality, while negative emotions such as anxiety and burnout hinder performance and limit the benefits of HRM practices (Garcia & Chen, 2024; Santos & Lopez, 2024; Walker & Zhang, 2025). The requirement for organizations to assess teachers' emotional and psychological conditions exists because these factors decide how educational policies will be executed which impacts their overall institutional performance. In the Philippine context, the Department of Education (DepEd) emphasizes leadership and teacher well-being through initiatives such as School-Based Management (SBM), ResultsBased Performance Management System (RPMS), and Learning Delivery Modalities (LDM). However, teachers continue to face challenges such as large class sizes, limited resources, heavy workload, and curriculum reforms like the K to 12 and MATATAG agenda, which directly affect their emotions and performance (Roxas & David, 2024).

In Caluya Zone II, Division of Antique, schools implement various teacher development programs such as INSET, LAC sessions, and coaching, yet differences in HRM practices may influence teacher emotions and performance across schools. Although leadership effectiveness has been linked to teacher retention, there remains limited research on HRM practices and teacher performance when teacher emotions are considered as a mediating or moderating factor (Ingay, 2019).

This study investigates how educator emotional states impact the connection between HRM practices and teacher performance in schools that operate in remote areas and deal with socioeconomic challenges and resource shortages. The HRM practices which include recruitment and selection and training and development and performance management and compensation and benefits and employee relations and career planning have a direct impact on teacher performance. There exists a research gap because current studies have not investigated how teachers' emotional states which include motivation stress job satisfaction enthusiasm and anxiety impact the execution of those practices in remote work environments. Teachers in island and rural areas face professional seclusion and inadequate resources and overwhelming job demands which lead to heightened emotional reactions that impact their work performance.

This research bridges the existing gap by combining emotional elements with HRM systems to establish a better framework for analyzing teacher performance in remote educational settings that exhibit specific contextual characteristics.

The study examined how teacher emotions impact the link between school heads' human resource management activities and teacher performance in Caluya Zone II of Division of Antique. The investigation had specific goals that needed to be achieved.

1. Determine the extent of school heads' human resource management practices and the level of effectiveness in terms of:
 - a. Involvement;
 - b. Training, development, and education;
 - c. Work Conditions;

- d. Competency-based performance appraisal; and
- e. Compensation and rewards.
2. Identify the level of teachers' performance in terms of:
 - a. Content knowledge and pedagogy;
 - b. Learning environment and diversity of learners;
 - c. Curriculum and planning & assessment and reporting;
 - d. Community linkages and professional engagement;
 - e. Personal growth and professional development.
3. Determine the extent of teacher emotions in terms of:
 - a. Enjoyment;
 - b. Anger; and
 - c. Anxiety.
4. Evaluate the relationship between the extent of school heads' human resource management practices and the level of teachers' performance.
5. Test the relationship between the extent of school heads' human resource management practices and the extent of teacher emotions.
6. Determine the moderating effect of teachers' emotions on the relationship between school heads' human resource management practices and teachers' performance.

METHODOLOGY Research Design

The study used a descriptive-correlational design to investigate how human resource management practices relate to teacher performance and teacher emotions. The study measured the implementation level of HRM practices and the performance of teachers and their emotional experiences and examined how these factors relate to each other with teacher emotions serving as a moderating factor.

Study Site

This study was conducted on Semirara Island, Caluya, Antique, Philippines, a coal mining hub supported by fishing, farming, and seashell harvesting, and composed of the barangays Tinogboc, Semirara, and Alegria. It involved elementary teachers in Caluya Zone II during SY 2025–2026 and covered seven schools: Tinogboc, Sabang II, Semirara, Villaresis, Alegria, Bunlao Integrated School, and Lim Elementary School, which served as the setting for examining human resource management practices, teacher performance, and teacher emotions.

Unit of Analysis and Sampling

The study involved 100 elementary teachers in Caluya Zone II (SY 2025–2026) who assessed human resource management practices, teacher performance, and teacher emotions.

Stratified random sampling with proportional allocation was used to ensure representative participation from each school. The Raosoft calculator determined an 80 sample size based on margin of error, confidence level, and population size.

Research Instrument

The study used three established measurement scales which assess essential elements that affect educational practices. First, the Human Resource Management Practices Scale (HRMP) developed by

Legge (2006) was used to assess the HRMP behaviors of school heads or administrators. The scale assessed their capability to manage educational programs and practices through three assessment indicators which included their involvement and training efforts and educational development and work conditions and competency-based performance evaluation and teacher compensation and rewards.

Second, the Teachers' Performance instrument evaluated teacher performance through their IPCRF assessment results. The study assessed results in five key areas which included content knowledge and pedagogy and learning environment and diversity of learners and curriculum and planning and assessment and reporting and community linkages and professional engagement and personal growth and professional development.

Lastly, The Teacher Emotions Scale developed by Pekrun et al. 2016, served as the instrument to measure teachers' emotional responses during their professional activities. The scale assessed teachers' emotional states through its measurement of positive emotions like enjoyment and satisfaction and negative emotions like anger and anxiety, which affect their work performance and mental health.

The complete set of instruments enabled researchers to study how human resource management practices impact teacher performance and emotional reactions within educational settings.

Data Collection Procedure

The researcher obtained permission from Caluya Zone II Public Schools and the district office before starting his data collection work. A survey using Google Forms was distributed to teachers via email, links, and in-person, with a cover letter explaining the study and ensuring confidentiality. The time limit for responses was established by the respondents, and no responders received reminders throughout the process. The team downloaded the collected data, stored it securely, and verified its completeness before they organized it for statistical analysis.

Data Processing and Analysis

To measure HRM practices and teacher performance and teacher emotions through mean and standard deviation methods. Pearson's r was used to test how HRM practices affected teacher performance results. The researchers applied regression analysis to study how teacher emotions (enjoyment and anger and anxiety) affected the relationship between two variables.

Scope and Limitations

The study used a descriptive-correlational, non-experimental quantitative design to investigate the relationships between variables through data collection from elementary teachers in Caluya Zone II. The research results only apply to this particular group because the study used specific sampling methods from one location. The study did not include external factors because it depended on self-reported data which created bias that decreased the results' generalizability and reliability.

Ethical Considerations

The study followed ethical guidelines to protect the safety and dignity and well-being of all participants. The researchers obtained informed consent from participants who could choose to participate or withdraw from the study at any time. The researchers used codes and secure data storage to maintain confidentiality of participants. Participants had the right to skip any questions that made them uncomfortable and

researchers took precautions to safeguard their emotional health while preventing any psychological or emotional damage or harm to their reputation.

RESULTS

The extent of School Heads’ Human Resource Management Practices

Table 1 summarizes the school heads’ human resource management practices. The results demonstrate that school heads from Caluya Zone II exhibit high Human Resource Management practices because their evaluation score reached 4.16 with a standard deviation of 0.57. The highest-rated area is Training Development and Education with a mean score of 4.31 followed by Competency-Based Performance Appraisal which received a mean score of 4.23. The lowest areas are Work Condition which received a score of 3.97 and Compensation and Rewards which received a score of 4.03. The low standard deviation shows that teachers responded with high consistency because their answers showed only slight differences.

Table 1. The school heads’ human resource management practices.

Indicator	Mean	SD	Description
Training, Development, and Education	4.31	.60	High
Competency-Based Performance Appraisal	4.23	.71	High
Involvement	4.21	.67	High
Compensation and Rewards	4.03	.69	High
Work Condition	3.97	.69	High
Human Resource Management Practices	4.15	.58	High

Scale: 1.00 - 1.49 – Very Low; 1.50 - 2.49 – Low; 2.50 - 3.49 – Moderate; 3.50 - 4.49 – High; 4.50 - 5.00 – Very High

The level of Teachers’ Performance

Table 2. presents the teachers’ performance (IPCRF results) that display their professional capabilities through their ability to complete job responsibilities and achieve educational institution objectives. The results demonstrate that elementary teachers from Caluya Zone II attained exceptional performance results according to the IPCRF assessment which yielded an average score of 4.52 and a standard deviation of 0.33. The highest area of assessment measures Content Knowledge and Pedagogy whereas the next highest area assesses Learning Environment and Diversity of Learners and Community Linkages and Professional Engagement and Curriculum and Planning and Personal Growth and Professional Development. A low standard deviation value shows that teachers received similar performance ratings across all assessment points.

Table 2. Teachers’ performance (IPCRF results).

Indicator	Mean	SD	Description
Content Knowledge and Pedagogy	1.71	.54	-
Learning Environment and Diversity of Learners	1.28	.12	-
Community Linkages and Professional Engagement	.95	.09	-
Curriculum and Planning and Assessment and Reporting	.32	.04	-
Personal Growth and Professional Development	.32	.04	-

Teachers' Performance (IPCRF Results) 4.52 .33 Outstanding

Scale: below - 1.49 – Poor; 1.50 - 2.49 – Unsatisfactory; 2.50 - 3.49 – Satisfactory; 3.50 - 4.49 – Very Satisfactory; 4.50 - 5.00 – Outstanding

The extent of Teacher Emotions

Table 3. shows the teachers' emotions that in the study found that elementary teachers from Caluya Zone II display moderate emotional abilities which they evaluated at 3.24 according to their results. The teachers experienced their strongest feelings of enjoyment which they ranked above their other emotions of anxiety and anger. The results show that teachers provided uniform answers because they showed only slight differences in their responses.

Table 3. Teachers' emotions.

Indicators	Mean	SD	Description
Enjoyment	4.39	.68	High
Anxiety	2.67	.74	Moderate
Anger	2.66	.77	Moderate
Teacher Emotions	3.24	.50	Moderate

Scale: 1.00 - 1.49 – Very Low; 1.50 - 2.49 – Low; 2.50 - 3.49 – Moderate; 3.50 - 4.49 – High; 4.50 - 5.00 – Very High

Relationship between School Heads' Human Resource Management Practices and Teachers' Performance

Table 4. describes the relationship between school heads' human resource management practices and teachers' performance that strong yet marginal positive connection between school heads' HRM practices and teacher performance because the studied relationship shows a statistical significance with a correlation coefficient of 0.183 and a p-value of 0.009. School head involvement and training display weak correlations with some performance indicators while work conditions show weak relationships across several areas. The connection between compensation and rewards to teacher performance exists at a level between weak and almost nonexistent. Human Resource Management Practices show a weak positive connection to teachers' performance because their relationship to performance measures has an r value of 0.079. The improvement of HRM practices will result in a small boost to teacher performance which will have its strongest impact on Learning Environment and Diversity of Learners.

Table 4. The relationship between school heads' human resource management practices and teachers' performance.

HRM Correlation Practices	Teachers' Performance	p-Coefficient	value	Description
	Content Knowledge & Pedagogy	.097	.185	Negligible
	Learning Envi. & Diversity of Learners	.163	.027	Weak
Involvement	Community Link. & Prof. Engagement	.070	.368	Negligible
	Curr. & Plng. & Assmt. & Reporting	.118	.116	Negligible
	Personal Growth and Prof. Dev't.	.110	.165	Negligible

Training, Development, and Education	Learning Envi. & Diversity of Learners	.181	.015	Weak
	Community Link. & Prof. Engagement	.112	.160	Negligible
	Curr. & Plng. & Assmt. & Reporting	.134	.080	Negligible
	Personal Growth and Prof. Dev't.	.108	.180	Negligible
Work Condition	Learning Envi. & Diversity of Learners	.206	.004	Weak
	Community Link. & Prof. Engagement	.186	.016	Weak
	Curr. & Plng. & Assmt. & Reporting	.160	.031	Weak
	Personal Growth and Prof. Dev't.	.022	.780	Negligible
	Content Knowledge & Pedagogy	.088	.240	Negligible
CompetencyBased Performance Appraisal	Learning Envi. & Diversity of Learners	.071	.347	Negligible
	Community Link. & Prof. Engagement	.103	.198	Negligible
	Curr. & Plng. & Assmt. & Reporting	.066	.393	Negligible
	Personal Growth and Prof. Dev't.	-.046	.569	Negligible
Overall	Learning Envi. & Diversity of Learners	.152	.036	Weak
	Community Link. & Prof. Engagement	.113	.143	Negligible
	Curr. & Plng. & Assmt. & Reporting	.068	.357	Negligible
		.183	.009	Weak

Scale: .000-.150 Negligible; .151-.400 Weak; .401-.650 Moderate; .651-.900 Strong; .901-1.000 Perfect

Relationship between School Heads' Human Resource Management Practices and Teacher Emotions

Table 5. Relationship between school heads' human resource management practices and teacher emotions the results indicate that HRM practices produce different effects on teacher emotional responses. The five elements of work which include employee participation and professional development and work environment and evaluation of performance and pay systems create a moderate positive connection with employee satisfaction which shows minimal to no impact on their feelings of rage and worry. The HRM practices show minimal impact on teachers' emotional states because they produce a correlation coefficient of 044 which indicates a small effect that mostly enhances teachers' enjoyment.

Table 5. Relationship between school heads' human resource management practices and teacher emotions.

Human Resource Teachers' Correlation Coefficient	Management Practices	p-value	Description	Emotion
Involvement	Enjoyment	.501	.000	Moderate
	Anger	-.152	.040	Weak
	Anxiety	-.134	.071	Negligible
Training, Development, and Education	Enjoyment	.446	.000	Moderate
	Anger	-.154	.041	Weak
	Anxiety	-.068	.373	Negligible

Work Condition	Enjoyment	.431	.000	Moderate
	Anger	-.096	.190	Negligible
	Anxiety	-.098	.183	Negligible
Competency-Based Performance Appraisal	Enjoyment	.490	.000	Moderate
	Anger	-.152	.046	Weak
	Anxiety	-.137	.074	Negligible
Compensation and Rewards	Enjoyment	.455	.000	Moderate
	Anger	-.073	.322	Negligible
	Anxiety	-.076	.304	Negligible
Overall	Overall		.125	Negligible

Scale: .000-.150 Negligible; .151-.400 Weak; .401-.900 Strong; .901-1.000 Perfect

Moderating Effect of Teachers’ Emotions on the Relationship between School Heads’ Human Resource Management Practices and Teachers’ Performance

Table 6. illustrates the moderating effect of teachers’ emotions on the relationship between school heads’ human resource management practices and teachers’ performance. The regression analysis shows that teachers' emotions do not significantly affect the connection between school heads' HRM practices and teacher performance because the statistical result showed p value greater than 0.05. The results indicate that HRM practices together with teacher performance exist as separate entities which teachers' emotions do not impact.

Table 6. Moderating effect of teachers’ emotions on the relationship between school heads’ human resource management practices and teachers’ performance.

Model	Beta Coefficient	Significance	Description
Centered HRM Practices	.169	.101	Not Significant
Centered Teachers’ Emotion	-.011	.912	Not Significant
Interaction	-.089	.393	Not Significant

R²=.035; F=1.158; Sig.=.330

DISCUSSION

Extent of School Heads’ Human Resource Management Practices

School heads in Caluya Zone II show strong human resource management abilities through their training and development methods and their provision of educational opportunities. The school administrators concentrate on professional development because they believe that staff members need to learn continuously to maintain their effectiveness in teaching and to boost the entire school performance.

The teachers provide positive evaluations of school heads because they demonstrate competency through their performance appraisal system which uses structured methods to assess individuals and their professional standing and work performance. The school environment and pay structure still require examination because some employees have raised concerns about both aspects. The two areas receive positive assessments but require development because the organization faces resource shortages and facility limitations and problems with its incentive system. Teachers show consistent agreement in their perceptions of school heads' HRM practices. The school needs to enhance its work environment and

employee compensation system because teachers need these improvements to achieve their maximum job satisfaction and their entire school experience.

Human Resource Management (HRM) practices refer to school policies which handle teacher recruitment for training and performance evaluation and teacher participation and salary and workplace conditions. The practices maintain personnel alignment with school objectives while they assist teachers in maintaining their health and work efficiency. Schools face operational difficulties and fail to reach their educational goals because they lack efficient HRM practices.

HRM practices attract qualified teachers because they help teachers grow professionally while decreasing teacher attrition (International Review of Management and Business Research Journal, 2024). The school environment becomes more positive because they resolve three key issues which include handling work duties and giving recognition and providing emotional support to staff members. HRM establishes responsibility for performance while supporting ongoing development through its system of just assessments and organized evaluation methods (Aibiye, 2015).

Effective HRM practices serve as a catalyst for educational excellence, school effectiveness, and teacher welfare (Tran & Kelly, 2024). The school implements all three functions of recruitment, training, and evaluation together with its mission and learning objectives to establish consistent operations that achieve all goals. Strategic HRM links personnel practices to organizational objectives which enable reforms while boosting student achievement through effective leadership that develops talent.

The human resource management practices at Caluya Zone II use training and development programs to improve teachers' professional knowledge and teaching abilities and their professional demeanor through their initial training and ongoing educational programs. The programs lead to improved teaching effectiveness and better student performance and increased capacity to adjust to new educational developments. Teachers acquire new teaching methods and technological knowledge through their participation in seminars and workshops and conferences. The regular assessment process for training programs helps to maintain ongoing development while supporting successful professional growth.

Anagnostopoulos et al. (2016) demonstrated through their research that training and development programs depend on teachers because they are the primary force that maintains instructional quality and drives school progress. The programs develop technical skills together with emotional intelligence and teaching innovation abilities and adaptive expertise. Teacher development programs help educators develop mastery of their subject matter and classroom management abilities and creative teaching methods. The research demonstrates that teachers develop professionally when they implement new curriculum and technology and respond to student needs with training programs that provide support (Oxford Bibliographies, 2016).

The Education Resources Information Center (2021) found that training fosters reflective practice, which enables teachers to evaluate their teaching methods while they continue to improve their instructional skills. Professional development enables educators to enhance their competencies while creating an environment that promotes self-assessment throughout educational institutions. The authors Prudente et al. (2024) established that teacher education programs need to follow national standards and institutional educational objectives for effective school performance. The Philippine education system currently faces its most urgent problems which require evidence-based training as a solution.

Level of Teachers' Performance

The assessment results show that teachers in Caluya Zone II demonstrate exceptional performance based on their IPCRF ratings, particularly in Content Knowledge and Pedagogy, Learning Environment and

Diversity of Learners, Curriculum Planning, Assessment and Reporting, Community Linkages, and Professional Development. The results indicate that teachers exhibit strong teaching abilities because they maintain efficient classroom operation which leads to their ability to deliver lessons consistently.

According to Wongmahesak et al. (2025), teacher performance is a key driver of school success which affects learner development and academic achievement together with institutional quality. The Education Resources Information Center Study (2021) demonstrated that effective performance results from lesson mastery and classroom management skills together with adaptability and reflective practice, which schools and teachers need to succeed.

The Educational Promotion and Research Association Schools (2025) reported that high performing teachers enhance school reputation while creating better student retention and successful reform implementation. Performance evaluation helps teachers achieve professional growth and accountability.

Feng et al. (2024) explained that professional engagement leads to better teaching and learning outcomes which give educators long-term career satisfaction while decreasing burnout. The International Journal of Innovative Research in Engineering & Multidisciplinary Physical Sciences (2025) showed that active teachers develop school improvement through collaboration and mentoring and curriculum design and ongoing development. The findings show that teacher performance plays a vital role in delivering quality teaching which supports students to achieve their academic goals while driving improvement in educational programs.

Extent of Teacher Emotions

The findings indicate that Caluya Zone II elementary teachers show moderate workplace emotions because their most common feeling is enjoyment. The positive emotion which people experience arises through their vital educational connections to students and their teaching accomplishments and their supportive interactions with colleagues (Frenzel et al., 2020; Nalipay et al., 2023).

Teachers experience two emotional states, which occur less often, but they require both work-related stress and classroom management difficulties and resource shortages to develop. Frenzel et al. (2020) showed that teacher emotions determine how well they teach and students learn and how students interact in class. The Palawan Study (2023) discovered that positive emotions improve resilience, whereas if people do not manage their negative emotions, they will experience burnout and decreased well-being.

ResearchGate (2025) further noted that emotionally mature teachers foster inclusive, respectful, and collaborative school environments, while Pantao International Journal (2025) highlighted that emotions guide teachers' reflection, instructional decisions, and professional growth.

The study results show that enjoyment serves as essential element for improving teaching effectiveness and driving student participation and maintaining teacher emotional well-being at the same time (Frenzel et al., 2020; Nalipay et al., 2023).

Relationship between School Heads' Human Resource Management Practices and Teachers' Performance

The research discovered that most School Heads' human resource management practices show extremely weak ties which fail to connect with the various ways teachers show their performance through their teaching work and their professional activities and their personal growth work. The assessment process which uses competency-based evaluation together with multiple human resource management elements demonstrates minimal effects which restrict daily teaching results.

Human resource management activities create a small positive effect which helps schools control their educational environment and support students with different learning needs. The training and development

program leads to better understanding of content knowledge and teaching methods which teachers apply in their classrooms. The teacher performance assessment system shows weak links to work conditions and reward systems which service classroom management and learner interaction.

Human resource management practices display weak positive links to teacher performance because they give minimal benefits while leadership school culture and motivation drive better results for teachers according to Aslam 2021 and Quetta Study 2024.

Aslam 2021 observed that HRM execution suffers from inconsistent application and insufficient teacher control which reduce its effectiveness for performance enhancement. The Quetta Study 2024 demonstrated that leadership self-efficacy and resource availability serve as better performance predictors than HRM resources.

The research shows that HRM practices create weak statistical effects which require development together with organizational and psychological elements to enhance teacher performance.

Relationship between School Principals' Human Resource Management Practices and Teachers' Emotions

The research results demonstrate that School Heads' human resource management (HRM) activities create an extremely weak connection with teachers' emotional reactions because their emotions show no impact when evaluated as a complete entity. The research shows clear emotional dimension patterns which differ from one another.

Enjoyment maintains a steady moderate positive connection with all HRM elements because staff members who participate in training and work under certain conditions and undergo performance assessment and receive rewards, will experience higher job satisfaction and positive feelings (Dela Peña et al., 2023).

The HRM practices demonstrate slight negative connections with anger symptoms, which produce only minor effects on anxiety symptoms because they lack effectiveness in diminishing these negative emotions. The study results indicate that better HRM practices will help teachers experience more enjoyment at work while they assess their job satisfaction yet these practices do not help decrease their anger and anxiety because these emotions arise from their workload and their personal issues and the various demands they face from outside (Central Luzon Study, 2020). HRM is often viewed as administrative rather than emotional support, limiting its effect on teachers' emotional well-being.

Dela Peña et al. (2023) and the Central Luzon Study (2020) both emphasize that teacher emotions are shaped more by classroom experiences, leadership style, and organizational climate than by HRM systems alone. The null hypothesis stands accepted because HRM practices fail to produce any significant relationship with teacher emotions.

Moderating Effect of Teachers' Emotions on the Relationship between School Heads' Human Resource Management Practices and Teachers' Performance

The regression analysis shows that teachers' emotions do not affect the connection between school heads' human resource management practices and teachers' performance. The results show that HRM practices and teacher emotions work as separate factors which determine performance outcomes without any mutual effect on their results.

Donker et al. (2020) explain that in collectivist and hierarchical contexts like the Philippines, teachers often regulate their emotions and prioritize professional duties, which reduces the observable moderating effect of emotions.

Rasool et al. (2024) discovered that emotions function more frequently as mediators who connect HRM systems with performance results instead of showing moderation, which leads to limited interaction effects caused by broad emotion measurement tools. The research outcomes indicate that schools should treat HRM practices and teacher emotions as separate issues when they work to enhance their performance because emotions have no effect on HRM performance results. The null hypothesis receives acceptance as a result.

CONCLUSION

The research studied how elementary school principals demonstrate their leadership skills and how these skills affect teacher dedication to their schools and their personal time management. The research findings led to the following conclusions.

The elementary school heads show better human relations skills than their administrative abilities, which results in their people-oriented leadership approach. Teachers display high school commitment, which results from their professional loyalty and obligations and their length of service. The teachers reported their ability to manage work responsibilities together with their personal and community obligations, which indicates they have achieved good work-life balance.

The findings demonstrate that leadership practices create connections with school commitment and work-life balance, which exist to some degree. The regression analysis indicated that school heads' leadership competencies have no effect on teachers' commitment to school or their ability to manage work and personal responsibilities. Leadership functions as an essential component for school operations, but it does not determine how teachers relate to their work and personal life. The following conclusions are derived from the study. The study concluded that effective HRM practices of school heads supported teacher performance and development. Teachers met professional standards, while improved HRM increased job satisfaction and slightly improved classroom management. Teacher emotions did not significantly affect the relationship between HRM and performance.

RECOMMENDATIONS

The study results led to the following recommendations which present specific recommendations.

1. School heads need to sustain their existing HRM practices through structured training programs and fair recruitment systems and improved performance appraisal processes which will enable their staff members to develop their professional skills.
2. The school administration should offer continuous instructional support to teachers which includes coaching and mentoring and peer learning opportunities so teachers can sustain their high performance while achieving further improvements.
3. HRM activities at the school should concentrate on developing the learning environment through training about inclusive education and providing teachers with required materials to support students with different learning needs.
4. The Human Resource and Administrative Office at the school should improve teacher well-being through better HRM methods which include recognition programs and supportive work conditions and teacher participation opportunities that will increase teachers' job satisfaction and motivation.
5. The school heads and policy makers must create separate programs that handle HRM practices and teacher emotions because they need two distinct approaches to handle these two areas which include

initiatives for leadership development to boost HRM systems and wellness programs to support teachers' emotional health and resilience.

6. Incorporate human resource management techniques into long-term educational plans in order to preserve teacher effectiveness, provide a healthy school environment, and drive organizational growth.

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