

Human Resource Management Practices of School Heads in City Schools Division Office of Antipolo

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Abstract

This study examined the human resource management (HRM) practices employed by public elementary school heads in District II-A, City Schools Division of Antipolo during School Year 2025–2026. Specifically, it described the profile of school heads and teachers, determined the extent of HRM practices in terms of recruitment and selection, training and development, performance management, and employee relations, and analyzed significant differences based on respondents' profiles. A descriptive research design was utilized, using a researcher-made questionnaire-checklist as the primary data-gathering instrument. The respondents consisted of six school heads and 153 teachers from six elementary schools, selected through stratified random sampling, representing 22% of the total population. Findings revealed that most school heads were aged 46 years and above with higher academic qualifications, while most teachers were aged 31–35 years with Master's degrees. School heads generally held higher positions and longer years of service compared to teachers. In terms of HRM practices, both groups rated training and development as the most evident practice, followed by recruitment and selection and performance management, while employee relations was rated the lowest but still evident. Statistical analysis showed that educational attainment significantly influenced perceptions of HRM practices, particularly in recruitment, training, and performance management, while position title significantly affected perceptions of training and development. Other demographic variables showed no significant effect. The study concludes that educational attainment and leadership position are key determinants of HRM perceptions among school heads, highlighting the importance of professional qualification in effective human resource implementation. It further emphasizes the need for inclusive, flexible, and responsive HRM policies that consider individual differences among school personnel. It is recommended that school heads strengthen training programs, promote fairness and transparency in HR processes, enhance workplace relationships through collaboration and feedback mechanisms, and support leadership development through on-the-job training. Future studies may explore additional variables to further enrich understanding of HRM practices in educational settings.

Keywords: Human Resource Management, School Heads, Elementary Schools, Recruitment and Selection, Training and Development, Performance Management, Employee Relations, Descriptive Research, Antipolo City Schools Division

Introduction

Education is widely recognized as a fundamental process in developing individuals' knowledge, skills, and values necessary for personal growth and societal development. It serves as a foundation for human capital formation, enabling individuals to realize their full potential and contribute meaningfully to nation-building. In schools, educators play a critical role in shaping learners' cognitive and behavioral development, while school leaders ensure that teaching and learning processes are effectively managed and sustained. As emphasized by Bush and Glover (2014), effective educational leadership is essential in improving school performance, as it directly influences teacher motivation, instructional quality, and organizational culture.

In the Philippine context, school administrators are not only instructional leaders but also function as human resource managers responsible for ensuring that schools are staffed with competent, motivated, and well-supported personnel. This aligns with the 1987 Philippine Constitution, Article IX, Section 3, which mandates the government to establish a career service and strengthen human resource systems that promote morale, efficiency, integrity, responsiveness, and accountability in the civil service. This constitutional provision underscores the importance of merit-based and development-oriented human resource management across all government institutions, including the education sector.

Supporting this framework, the Department of Education (DepEd) issued DepEd Order No. 019, s. 2022, or the Merit Selection Plan, which institutionalizes a systematic and objective process for recruitment, selection, and placement of personnel across all teaching and non-teaching positions. According to Armstrong (2020), merit-based human resource systems promote fairness, transparency, and organizational effectiveness by ensuring that individuals are selected based

on competence and qualifications rather than personal preference. In schools, this policy reinforces the role of school heads as key implementers of HRM practices that directly affect teacher quality and institutional performance.

In addition, school principals in the Philippine educational system are expected to manage instructional leadership while simultaneously handling administrative and human resource functions. They are responsible for supervising teacher performance, facilitating professional development, and ensuring the proper allocation of personnel within the school. According to Day et al. (2016), school leadership significantly impacts teacher development and student achievement, particularly when leaders actively support collaboration, continuous learning, and professional growth.

However, despite these responsibilities, school heads often encounter challenges in fulfilling their HRM functions effectively. These include limited staffing and resources, difficulty in recruiting and retaining qualified teachers, workload pressures, and constraints in providing continuous professional development. Similar findings were noted by OECD (2019), which emphasized that school leaders globally face increasing administrative demands that often limit their instructional and human resource leadership capacity.

Given these conditions, strengthening human resource management practices in schools becomes essential in ensuring effective organizational performance and teacher development. This study therefore seeks to examine the extent of HRM practices among school heads in the City Schools Division of Antipolo, identify factors influencing these practices, and provide insights that may guide policy enhancement and administrative improvement.

The findings of this study are expected to be beneficial to school administrators, teachers, and educational policymakers in developing evidence-based strategies that improve human resource systems, strengthen leadership practices, and promote a more effective and supportive school environment.

Material and methods

2.1 Research Design

This research utilized a descriptive research method design in determining the human resource practices of school heads in the City Schools Division of Antipolo during the school year 2025-2026.

2.2 Locale of the Study

The study was conducted in selected six (6) public elementary schools in District II-A under the City Schools Division Office of Antipolo during the School Year 2025-2026.

2.3 Respondents of the Study

The respondents of this study are the elementary school heads and teachers in District II-A City Schools Division of Antipolo during the school year 2025-2026. This consist of 6 school heads and 153 teacher-respondents which were described in terms of their age, sex, civil status, educational attainment, position title, length of service and in-service trainings attended. The respondents were selected using a random sampling technique. Bisht (2024) noted that stratified sampling ensures that each subgroup, or stratum, within a population is properly represented in the sample. Furthermore, 22% of the total population of respondents was selected to participate.

2.4 Sample and Sampling Procedure

The study used stratified random sampling to ensure that all subgroups within the population were properly represented. The total population of school heads and teachers in District II-A, City Schools Division of Antipolo was first divided into strata based on their respective schools, and respondents were then randomly selected from each group. This method ensured proportional representation, reduced sampling bias, and strengthened the validity and reliability of the study findings.

2.5 Research Instrument

The main instrument used in gathering data was a researcher-made questionnaire-checklist, which was developed based on related literature and studies reviewed in the research. The questionnaire was divided into two parts. Part I gathered the demographic profile of the respondents, including age, sex, civil status, educational attainment, position title, length of service, and in-service training attended. Part II focused on the extent of human resource management practices in the City Schools Division of Antipolo in terms of recruitment and selection, training and development, performance management, and employee relations for School Year 2025-2026. Respondents rated each item using a five-point Likert scale with the following interpretation: 5 (4.50-5.00) Very Much Evident, 4 (3.50-4.49) Much Evident, 3 (2.50-3.49) Moderately Evident, 2 (1.50-2.49) Least Evident, and 1 (1.00-1.49) Very Least Evident. To ensure the validity and reliability of the instrument, a systematic validation process was conducted. The questionnaire-checklist was reviewed by a panel of experts composed of the thesis adviser, statistician, professorial lecturers, Education Program Supervisor, assistant principal,

master teachers, and the dean of graduate studies. They evaluated the instrument in terms of clarity, relevance, coherence, and alignment with the study objectives. Their comments and suggestions were carefully considered and incorporated to improve the final version of the instrument. In addition, the researcher ensured that all items were clearly worded, concise, and free from ambiguity to facilitate accurate responses and minimize errors. These procedures strengthened the content validity and reliability of the instrument, ensuring the credibility and accuracy of the data gathered for the study.

2.6 Data Gathering Procedure

This research study dealt with the human resource practices employed by school heads and teachers in City Schools Division of Antipolo and follows a step-by-step procedure. The study followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of the research problem up to the revision of the manuscript and submission of the final copy. Content validation of questionnaire-checklist by the thesis adviser, professorial lecturers, principal, master teachers, grade leader, and the dean of Graduate Studies Program. After the validation of the instrument, a certificate of content validation signed by the validators and the letter of permit to conduct the study was submitted to the Office of the Schools Division Superintendent. After the permit to conduct study obtained from SDS office, the questionnaire-checklist was then administered to the respondents through Google survey form. Gathering the needed information considered the guidelines in the Data Privacy Act of 2012. After the retrieval, the data was encoded and processed utilizing Statistical Package for Social Sciences (SPSS). Based from the interpreted data, summary of findings, conclusions and recommendations is now formulated. After the oral defense, the manuscript will be revised incorporating all the comments and suggestions of the oral examination committee. The manuscript will also be subjected to anti-plagiarism test. After the final revision of the manuscript, hard bound copies will be submitted to the office of the graduate studies program and other offices concerned.

2.7 Data Analysis Techniques

The gathered data were tallied, tabulated, and analyzed using appropriate statistical tools to ensure accurate interpretation of results. To determine the profile of the two groups of respondents in terms of selected variables such as age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended, frequency count, percentage distribution, and rank were utilized. To determine the extent of human resource management practices in the City Schools Division of Antipolo as perceived by the two groups of respondents in terms of recruitment and selection, training and development, performance management, and employee relations, the weighted mean was employed. Furthermore, to test the significant difference in the extent of human resource management practices as perceived by the two groups of respondents with respect to the cited aspects, the t-test for independent samples was applied. Lastly, to determine the significant difference in the extent of human resource management practices in terms of respondents' profile variables, the F-test (Analysis of Variance or ANOVA) was used. These statistical tools provided a systematic and objective basis for analyzing the data and drawing valid conclusions for the study.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

Results and Discussion

3.1 Profile of the Two Groups of Respondents in Terms of Selected Variables

Table 2 presents the profile of the two groups of respondents in terms of age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. The results show that among school heads, most belong to the age bracket of 46 years old and above with a frequency of 1 or 16.7 percent, while the majority of teachers are aged 31–35 years with 63 or 41.2 percent. In terms of sex, school heads are equally distributed with 3 or 50 percent male and 3 or 50 percent female, while teachers are predominantly female with 100 or 65.4 percent. As to civil status, all school heads are married, while 119 or 77.8 percent of teachers are also married. Regarding educational attainment, school heads are more academically advanced, with 2 or 33.3 percent holding doctorate degrees, whereas most teachers are master's degree holders with 71 or 46.4 percent, and only 10 or 6.5 percent have attained doctorate degrees. For position title, school heads are evenly distributed among Principal I, Principal II, and Principal IV, each with 2 or 33.3 percent, while among teachers, most are Teacher III with 69 or 45.1 percent, followed by Teacher I with 43 or 28.1 percent, while Master Teacher I and II each comprise 14 or 9.2 percent, and Teacher II accounts for 13 or 8.5 percent. In terms of length of service, most principals have 20–29 years of service with 3 or 50 percent, followed by 11–19 years with 2 or 33.3 percent, whereas among teachers,

the majority have 11–19 years of service with 80 or 52.3 percent, followed by 0–10 years with 41 or 26.8 percent, 30 years and above with 19 or 12.4 percent, and 20–29 years with 13 or 8.5 percent. Finally, in terms of in-service training attended, principals mostly participated in international and national trainings, each with 3 or 50 percent, while teachers primarily attended division-level trainings with 47 or 30.7 percent, and a smaller proportion attended regional trainings with 6 or 3.9 percent.

Table 1.
*Frequency and Percentage Distribution of the Respondents
in Terms of the Selected Variables*

Categories	School Heads (f)	%	R	Teachers (F)	%	R
Age						
20–25 yrs old	–	–	–	16	10.5	4
26–30 yrs old	–	–	–	13	8.5	5
31–35 yrs old	2	33.3	3.5	63	41.2	1
36–40 yrs old	2	33.3	3.5	35	22.9	2
41–45 yrs old	–	–	–	26	17.0	3
46–50 yrs old	1	16.7	3.5	–	–	–
51 yrs old & above	1	16.7	3.5	–	–	–
Sex						
Male	3	50.0	2	53	34.6	2
Female	3	50.0	1	100	65.4	1
Civil Status						
Single	–	–	–	20	13.1	2
Married	6	100.0	1	119	77.8	1
Widowed	–	–	–	14	9.2	3
Educational Attainment						
Doctorate Degree	2	33.3	2	10	6.5	5
With Units (Ed./D.Ph.D)	2	33.3	2	19	12.4	3
Master's Degree	2	33.3	2	71	46.4	1
With MA Units	–	–	–	39	25.5	2
Bachelor's Degree	–	–	–	14	9.2	4
Position Title						
Principal IV	2	33.3	2	–	–	–
Principal III	–	–	–	–	–	–
Principal II	2	33.3	2	–	–	–
Principal I	2	33.3	2	–	–	–
Master Teacher II	–	–	–	14	9.2	3.5
Master Teacher I	–	–	–	14	9.2	3.5
Teacher III	–	–	–	69	45.1	1
Teacher II	–	–	–	13	8.5	5
Teacher I	–	–	–	43	28.1	2
Length of Service						
30 years & above	1	16.7	3	19	12.4	3
20–29 years	3	50.0	1.5	13	8.5	4
11–19 years	2	33.3	1.5	80	52.3	1
0–10 years	–	–	–	41	26.8	2
In-Service Trainings						
International	3	50.0	1.5	8	5.2	5
National	3	50.0	1.5	22	14.4	4
Regional	–	–	–	6	3.9	6
Division	–	–	–	47	30.7	1
District	–	–	–	40	26.1	2
School	School	–		30	19.6	3

3.2 Extent of Human Resource Management Practices in City Schools Division of Antipolo as Perceived by the Two Groups of Respondents with Respect to Recruitment and Selection, Training and Development, Performance Management, and Employee Relations

Table 2 reveals that both school heads and teachers perceived the extent of human resource management practices in the City Schools Division of Antipolo as very much evident across recruitment and selection, training and development, performance management, and employee relations, with composite means of 4.69 and 4.67, respectively. School heads rated recruitment and selection highest, while teachers gave the highest rating to training and development; however, both groups consistently rated employee relations lowest, though still interpreted as very much evident, indicating that while collaboration and workplace harmony are present, they receive relatively less emphasis compared to other HR functions. Overall, the findings suggest that HRM practices in the division are strongly implemented, particularly in staffing, capability building, and performance monitoring, which contribute to workforce efficiency and competence, while also pointing to the need for further strengthening of employee relations to enhance organizational cohesion and staff engagement.

Table 2

Extent of Human Resource Management Practices in City Schools Division of Antipolo as Perceived by the Two Groups of Respondents with Respect to Recruitment and Selection, Training and Development, Performance Management, and Employee Relations

Aspects	School Heads			Teachers		
	$\bar{W\bar{X}}$	VI	R	$\bar{W\bar{X}}$	VI	R
Recruitment and Selection	4.76	Very Much Evident	1	4.69	Very Much Evident	2
Training and Development	4.68	Very Much Evident	3	4.72	Very Much Evident	1
Performance Management	4.69	Very Much Evident	2	4.68	Very Much Evident	3
Employee Relations	4.63	Very Much Evident	4	4.61	Very Much Evident	4
Composite $\bar{W\bar{X}}$	4.69	Very Much Evident		4.67	Very Much Evident	

3.3 Significant Difference on the Extent of Human Resource Management Practices in City Schools Division of Antipolo as Perceived by the Two Groups of Respondents with Respect to the Cited Aspects

Table 3 shows that there is no significant difference in the perceptions of school heads and teachers on the extent of human resource management practices in the City Schools Division of Antipolo across all cited aspects, namely recruitment and selection, training and development, performance management, and employee relations, as evidenced by p-values all greater than 0.05. Although slight variations in mean scores were observed between the two groups, the t-test results consistently led to the acceptance of the null hypothesis, indicating a shared perception that HRM practices are similarly and positively implemented in the division. This suggests that both school heads and teachers have a common understanding of how HR practices are carried out, reflecting consistency in implementation and experience across the organization.

Table 3

Significant Difference on the Extent of Human Resource Management Practices in City Schools Division of Antipolo as Perceived by the Two Groups of Respondents with Respect to the Cited Aspects

Aspects	Groups	N	Mean	SD	t-value	p-value	Ho	Verbal Interpretation
Recruitment and Selection	School Head	8	4.76	0.36	0.492	0.623	Accepted	Not Significant
	Teachers	152	4.69	-0.43				
Training and Development	School Head	8	4.68	0.37	-0.336	0.737	Accepted	Not Significant
	Teachers	152	4.72	0.37				
Performance Management	School Head	8	4.69	0.36	0.042	0.967	Accepted	Not Significant
	Teachers	152	4.68	0.44				
Employee Relations	School Head	8	4.63	0.42	0.086	0.932	Accepted	Not Significant
	Teachers	152	4.61	0.49				

3.4 Significant Difference on the Extent of Human Resource Management Practices in City Schools Division of Antipolo as Perceived by the Two Groups of Respondents with Respect to the Cited Aspects in Terms of Their Profile

Table 4.1. reveals that most demographic variables of school head respondents—such as age, sex, length of service, and in-service trainings attended—do not significantly influence their perceptions of human resource management practices, as shown by consistently non-significant p-values across recruitment and selection, training and development, performance management, and employee relations. However, educational attainment emerged as a significant factor affecting perceptions of recruitment and selection, training and development, and performance management, while position title significantly influenced training and development, indicating that higher educational background and leadership role shape how certain HR processes are understood and evaluated. Meanwhile, employee relations remained consistently not significant across all profile variables, suggesting uniform perceptions in this aspect regardless of respondent characteristics. Overall, the results imply that HRM perceptions among school heads are largely consistent across demographic groups, with limited variation primarily driven by education and position, reinforcing the importance of standardized HR implementation while recognizing the influence of professional qualifications on managerial perspectives.

Table 4.1

Result of the F-Test in the Significant Difference on the Extent of Human Resource Management Practices in City Schools Division of Antipolo as Perceived by the School Head Respondents with Respect to the Cited Aspects in Terms of Their Profile

Aspects/Profile	F-value	p-value	Ho	Verbal Interpretation
Age				
Recruitment and Selection	0.818	0.590	Accepted	Not Significant
Training and Development	0.474	0.758	Accepted	Not Significant
Performance Management	0.629	0.675	Accepted	Not Significant
Employee Relations	0.916	0.551	Accepted	Not Significant
Sex				
Recruitment and Selection	1.206	0.314	Accepted	Not Significant
Training and Development	0.096	0.767	Accepted	Not Significant
Performance Management	0.492	0.509	Accepted	Not Significant
Employee Relations	0.723	0.428	Accepted	Not Significant
Educational Attainment				
Recruitment and Selection	87.375	0.000	Rejected	Significant
Training and Development	8.735	0.023	Rejected	Significant
Performance Management	12.480	0.011	Rejected	Significant
Employee Relations	1.362	0.337	Accepted	Not Significant
Length of Service				
Recruitment and Selection	3.189	0.146	Accepted	Not Significant
Training and Development	1.723	0.300	Accepted	Not Significant
Performance Management	2.205	0.230	Accepted	Not Significant
Employee Relations	1.814	0.284	Accepted	Not Significant
Position Title				
Recruitment and Selection	2.315	0.194	Accepted	Not Significant
Training and Development	13.071	0.010	Rejected	Significant
Performance Management	4.794	0.069	Accepted	Not Significant
Employee Relations	1.488	0.311	Accepted	Not Significant
In-service Trainings Attended				
Recruitment and Selection	0.291	0.759	Accepted	Not Significant
Training and Development	0.676	0.550	Accepted	Not Significant
Performance Management	0.337	0.729	Accepted	Not Significant
Employee Relations	0.089	0.916	Accepted	Not Significant

Table 4.2. below shows that teachers' perceptions of human resource management practices in the City Schools Division of Antipolo are significantly influenced by several demographic and professional variables. Specifically, age, educational attainment, and position title consistently yielded significant differences across all HRM aspects, while civil status significantly affected training and development, performance management, and employee relations. Length of service also

showed significant differences in recruitment and selection and training and development, and in-service training attendance influenced recruitment and selection and employee relations. In contrast, sex had limited influence, with significance only observed in training and development, while some aspects such as performance management were not significantly affected by certain profile variables. Overall, the findings suggest that teachers' perceptions of HRM practices vary depending on their background and professional characteristics, highlighting the need for flexible, inclusive, and differentiated HR policies that consider individual differences in designing recruitment, training, evaluation, and employee relations programs to ensure fairness and effectiveness in implementation.

Table 4.2

Result of the F-Test in the Significant Difference on the Extent of Human Resource Management Practices in City Schools Division of Antipolo as Perceived by the Teacher Respondents with Respect to the Cited Aspects in Terms of Their Profile

Aspects/Profile	F-value	p-value	Ho	Verbal Interpretation
Age				
Recruitment and Selection	5.377	0.000	Rejected	Significant
Training and Development	4.799	0.000	Rejected	Significant
Performance Management	6.074	0.000	Rejected	Significant
Employee Relations	6.457	0.000	Rejected	Significant
Sex				
Recruitment and Selection	0.073	0.929	Accepted	Not Significant
Training and Development	3.566	0.031	Rejected	Significant
Performance Management	0.900	0.409	Accepted	Not Significant
Employee Relations	0.788	0.456	Accepted	Not Significant
Civil Status				
Recruitment and Selection	2.954	0.055	Accepted	Not Significant
Training and Development	4.995	0.008	Rejected	Significant
Performance Management	5.070	0.007	Rejected	Significant
Employee Relations	5.609	0.004	Rejected	Significant
Educational Attainment				
Recruitment and Selection	2.935	0.023	Rejected	Significant
Training and Development	7.648	0.000	Rejected	Significant
Performance Management	3.969	0.004	Rejected	Significant
Employee Relations	6.459	0.000	Rejected	Significant
Length of Service				
Recruitment and Selection	4.019	0.004	Rejected	Significant
Training and Development	5.190	0.001	Rejected	Significant
Performance Management	1.245	0.294	Accepted	Not Significant
Employee Relations	1.766	0.139	Accepted	Not Significant
Position Title				
Recruitment and Selection	7.525	0.000	Rejected	Significant
Training and Development	16.833	0.000	Rejected	Significant
Performance Management	17.258	0.000	Rejected	Significant
Employee Relations	13.637	0.000	Rejected	Significant
In-service Trainings Attended				
Recruitment and Selection	2.322	0.046	Rejected	Significant
Training and Development	2.102	0.068	Accepted	Not Significant
Performance Management	1.786	0.119	Accepted	Not Significant
Employee Relations	3.664	0.004	Rejected	Significant

Conclusions & Recommendations

Based on the findings of the study, it can be concluded that educational attainment and position are the most influential factors shaping school heads' perceptions of human resource management practices, while other demographic and professional variables have minimal to no significant effect. This indicates that the effectiveness of HRM implementation is largely associated with the educational background and leadership role of school heads, highlighting the importance of academic preparation and positional authority in understanding and executing HR policies. Furthermore, the study

underscores that HRM practices such as recruitment, training, performance management, and employee relations are generally perceived consistently, with variation mainly arising from differences in educational and organizational roles.

In addition, the study concludes that school heads should adopt inclusive, flexible, and context-responsive HR policies that consider differences in background and experience among personnel to ensure fairness, engagement, and effectiveness. Strengthening HR practices requires prioritizing clear communication, equitable opportunities, and collaborative workplace relationships within the school community. Accordingly, it is recommended that school heads provide training and seminars to enhance teamwork and social interaction, promote work-life balance, ensure transparency in HR processes, and encourage regular feedback mechanisms. Leadership development through on-the-job training is also essential, alongside future research exploring additional variables and the implementation of the proposed action plan to further improve HRM practices in the division.

Compliance with ethical standards

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