#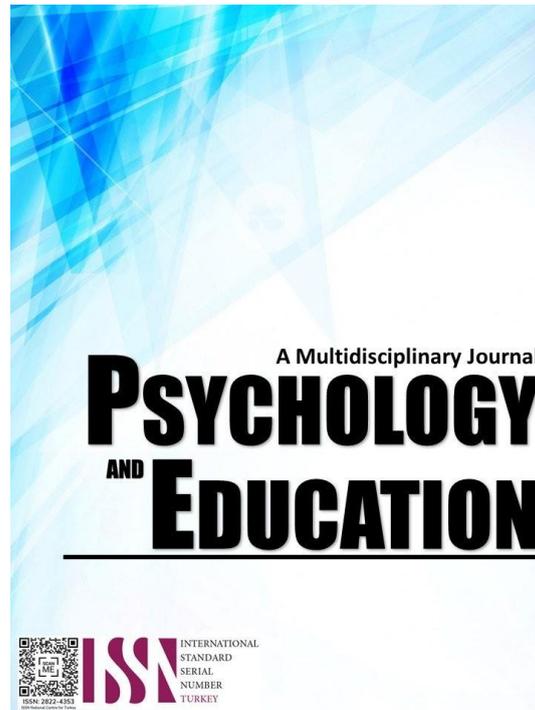 HUMAN RESOURCE MANAGEMENT PRACTICES AND ORGANIZATIONAL COMMITMENT TOWARDS WORK ENGAGEMENT OF TEACHERS IN TACURONG NATIONAL HIGH SCHOOL

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Human Resource Management Practices and Organizational Commitment Towards Work Engagement of Teachers in Tacurong National High School

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Abstract

The research identified which organizational commitment and HRM practices influence work engagement of 138 teachers at Tacurong National High School. The descriptive-correlation method was used in a quantitative non-experimental approach. The mean, Pearson product-moment correlation, and multiple regression were used to evaluate the data. Results showed that there was a high degree of organizational commitment, work engagement, and HRM practices. Furthermore, HRM practices and organizational commitment has a significant relation with work engagement. Regression study revealed that HRM practice domains such as training and development, performance appraisal, work-life balance, and rewards and benefits had no influence on teachers' work engagement, as well as organizational commitment domains such as: continuance and normative commitment, have no influence on work engagement, but the affective commitment influence work engagement of teachers. Nevertheless, HRM practices, organizational commitment, and work engagement aided in teachers' effectiveness, which benefited the school and, most importantly, the learners.

Keywords: *human resource management practices, organizational commitment, work engagement, correlation, regression, tacurong national high school*

Introduction

Teaching is regarded as one of the most demanding professions (Hakanen et al., 2019). A heavy workload, low autonomy, minimal support from the leader, and poorly implemented HRM are the key issues that impact teachers' work in secondary school (Konermann, 2018). Thus, teacher burnout is rather prevalent. The main factors that influence the work of teachers' stress are a lack of practical training, excessive student-to-faculty ratios, inadequate facilities, and a professional skills shortage (Lai et al., 2020). Although research has shown that teachers are more involved than workers in other industries, many factors might impact their degree of involvement (Zee et al., 2019). Further, as the educational sector grows more quality-conscious, the work involved in the teaching profession undergoes dramatic changes.

Vigor, dedication, and absorption are traits of a work-engaged person, which denotes a psychologically fulfilling and contented mental state (Bakker, 2019). Additionally, the concept has developed into a crucial indicator of a teacher's effectiveness, accounting for a significant amount of variation in the prediction of professional and organizational outcomes including teaching effectiveness, problem-solving, organizational commitment, and job satisfaction (Field & Buitendach, 2018). Positive attitudes toward work and the organization, good task performance, improved health and a reduction in psychosomatic complaints, proactive behavior and personal initiative,

high levels of motivation to learn new skills and take on new challenges at work, and higher levels of service quality are just a few of the outcomes of work engagement (Salanova & Llorens, 2019). Thus, work engagement is a pleasant mental state associated with the job that emphasizes a strong sense of connection and drive (Leal-Sotoi et al., 2018).

Meanwhile, the significant elements of employee engagement at work are training satisfaction and performance evaluation satisfaction (Memon et al., 2020). Suan and Nasurdin (2018) added that human resource management strategies have a favorable and substantial impact on proactive behavior, which directly impacts the work engagement of professionals. Additionally, businesses have often identified the need for a strong organizational commitment and high levels of work engagement as crucial success factors for obtaining good performance (Cesário & Chambel, 2019). Also, employee participation and devotion to a company are known as organizational commitment, and it is becoming increasingly important in today's changing corporate climate (Abu-Shamaa et al., 2018).

Work engagement is another crucial element many organizations and researchers are paying attention to (Manalo et al., 2020). Employers must take into account how crucial it is to provide motivating work environments, human resource policies, and situations for employees (Cesário & Chambel, 2019). Hence, evaluating work engagement on measures of where teachers are performing well, as well as areas in work

engagement dimensions that require development, deserves to be a worthwhile topic of investigation. Further, in Tacurong National High School, no studies have been conducted concerning teachers' work engagement. The researchers found no literature or study on the correlation of work engagement. Thus, the researchers made the decision to conduct this study on the impact of two independent variables, namely, organizational commitment and human resource management (HRM) practices, on the level of job engagement among teachers at Tacurong National High School.

Research Objectives

The purpose of this research is to ascertain how HRM practices, organizational commitment, and teachers' work engagement relate to one another at Tacurong National High School.
It satisfies the following objectives in particular:
1. To assess the degree of HRM practices with regard to:
  1.1. Training and Development;
  1.2. Performance Appraisal;
  1.3. Work-Life Balance; and
  1.4. Rewards and Benefits.
2. To evaluate the degree of organizational commitment using the following criteria:
  2.1. Affective Commitment;
  2.2. Continuance Commitment; and
  2.3. Normative Commitment.
3. To gauge the degree of work engagement in terms of:
  3.1. Vigor;
  3.2. Dedication; and
  3.3. Absorption.
4. To determine the relationship between:
  4.1. HRM practices and work engagement; and
  4.2. Organization commitment and work engagement.
5. To determine which domain of HRM practices and organizational commitment best influences teachers' work engagement in Tacurong National High School.

Literature Review

The opinions, guiding principles, ideas, and concepts on HRM practices (Jafri, 2013), organizational commitment (Piong, 2016), and work engagement (Petrovic et al., 2017) presented in this part are synthesized here. It also includes a collection of data and material that has been published and is pertinent to this investigation, with an emphasis on providing related research that offers the context and knowledge

required for this study.

Human Resource Management (HRM) Practices

HRM is a set of formal processes inside an organization that ensures the effective and efficient use of skilled people to achieve organizational aims (Solomon et al., 2018). HRM practices emphasize employee capacities, including skill training and personal growth (Sisulu, 2020). It is also a key to an organizational level moderator that affects diversity dynamics inside an organization and has significance for business performance (Roh, 2019). However, there is a contrast between human resource functions and human resource practices in HRM. Functions are internal or outsourced tasks, while practices are HRM systems that affect employees and the organization (Peña & Hinlayagan, 2023). Consequently, organizations with effective HRM strategies should expect lower absence and turnover, improved skill development, and employee retention (Asadi et al., 2018).

Lai et al. (2020) stated that most actions involving the administration of work and persons occur informally and often without the involvement of a human resources department or an employment expert. Also, the simple presence of professional human resource capability significantly impacts employment and company infrastructure while responding to economic change (Lai et al., 2020). Thus, effective HRM policies and processes improve corporate performance in critical areas (Hayton et al., 2020).

Moreover, human resource management is burdened by the influence of innovation on a company (Taylor, 2019). Becker and Smidt (2018) added that risks in innovation include, but are not limited to, the loss of workers with critical organizational networks. Furthermore, Hotho and Dowling (2019) underlined that since human resource concerns are one of the most crucial components of a company's operation, innovation should be considered as a challenge of human management. Likewise, regardless of size, human resource technology is a crucial factor in successful business talent management (Taylor, 2019).

HRM principles have progressed from focusing on care and administration to motivating employees and ensuring job happiness (Shen, 2020). Further, HRM goals include personnel, performance, change management, and administration (Solomon et al., 2018). The following areas are training and development, performance appraisal, work-life balance, and rewards and benefits (Jafri, 2013).

Training and development enable organizations to focus on using the skills of their workers and helping their growth and development, as well as the growth and development of organizations in the current period of global competitiveness (Binsiddiq, 2020). In addition, training and development refer to refining and changing employees' knowledge, skill, and attitudes, and a key to HRM practices that are used to improve current and future performances (Jafri, 2013). Argote and Miron-Spektor (2018) added that employees' ability to learn and adapt is crucial to an organization's performance and long-term success.

Performance appraisal is assessing how effectively employees do their tasks compared to a set of criteria and then conveying that information to those employees (Jafri, 2013). Despite the widespread use of performance appraisals, experts have shown that the process needs to be fixed and may not be helpful as a measurement tool for both the company and the person (Kumari, 2021). Royes (2019) emphasized that if the appraisal process is not correctly handled, performance appraisals can have a detrimental influence on the organization, and regardless of its popularity, the performance appraisal process may be ineffective as a human resource tool.

On the other hand, work-life balance refers to a person's capacity to balance work and family obligations, as well as other non-work obligations (Jafri, 2013). In addition, work-family balance supplies a complete answer to various difficulties societies confront in the twenty-first century (Fernandez et al., 2019). Moreover, one of the important ways to balance work and other obligations in companies is to have flexible work arrangements (Michielsens et al., 2020). The advantages of higher job satisfaction, organizational loyalty, and decreased turnover intentions are also more likely to be realized by businesses that provide a family-friendly workplace (Jahn, 2019).

Lastly, rewards and benefits refer to various monetary and non-monetary rewards provided to workers in exchange for employees' contributions to the company (Jafri, 2013). According to the study of Bhatnagar (2020), employees who felt supported by their bosses and were given adequate rewards and recognition had a lower turnover intention. Further, intrinsic incentives, along with extrinsic rewards and recognition, are key components of employee motivation since intrinsically driven persons participate in activities for personal fulfillment and the pleasure of completing a task or achieving a goal (Hung et al., 2021) and extrinsic incentives have been shown to increase organizational commitment (Acosta, Fulgencio, & Decena III, 2021).

Organizational Commitment

Securing employees' affection and showing commitment have been important goals for organizations and human resources development practices (Mercurio, 2021). An employee's strong desire to remain with the company even if offered the option to leave is known as organizational commitment (Upchurch et al., 2018). Moreover, organizations with attentive, fair, and treat employees and their voice behavior with respect and dignity foster a sense of worth in the workplace, which improves employee organizational commitment (de la Rosa, 2019). On the other hand, organizations that do not respond with justice or respect may suppress voice behavior, affecting organizational commitment (Janssen & Gao, 2018).

According to Floerchinger (2019), organizational commitment is strong sentiments of employees' devotion to an organization, which anchor an employee's self-identity. Likewise, employees with high organizational commitment are more inclined to work harder and deliver a higher level of service (de la Rosa, 2019), and the degree of an individual's sense of duty toward the organization's goals and mission (Chhabra, 2018). Further, organizational commitment is an established bond between employees who feel devotion to their organization (Chovwen, 2021). The desire of the employee to offer their best and complete effort will pay off for the organization (Stawowczyk, 2018).

Moreover, organizational commitment has attracted people's attention in today's global economy and evolving business environment because it leads to a competitive advantage by keeping excellent employees (Jun-Cheng et al., 2019). In addition, employees committed to the organization will provide them with a competitive advantage and decrease the expenses associated with employee turnover (Decena & Abellanosa, 2022). Thus, businesses need dedicated employees to properly handle competition in our global market (Adeoye & Torubelli, 2018).

Organizational commitment is important High levels of commitment to an organization are associated, according to studies, with less plans to leave (Brunetto et al., 2019). The financial line of the company is improved by low turnover. Seeing other workers depart a firm, however, may lower employee engagement (Meyer & Maltin, 2019), thus it also helps

with employee engagement and well-being (Stawowczyk, 2018). Further, in the study of Oloyede (2020), higher levels of organizational commitment were seen in those with higher levels of satisfaction. Furthermore, satisfied and motivated employees have more positive sentiments, thoughts, and behaviors about their jobs, and they are more inclined to channel that optimism into achieving organizational goals.

It is important to highlight, according to Mahoney's (2018) research, that empirical literature identifies three key organizational commitment dimensions as being workers' more significant organizational commitment: affective, continuation, and normative commitment. According to Miao et al. (2020), affective commitment is an emotional connection, engagement, and identification with an organization. In addition, Bellido (2020) stated that affective commitment also refers to an employee's belief that he is an integral part of the organization's operation. Since they take very aggressive, company-promoting behaviors, employees who exhibit emotional commitment serve as brand ambassadors (Slack et al., 2020), and affective commitment is also measured by how much a person connects with, appreciates, and is actively engaged with working for his employer (Chhabra, 2018).

Geneviit-Janonien and Endriulaitien (2019) claim that affective commitment is the most beneficial component of organizational commitment for organizations since it positively influences workers' professional effectiveness and reduces the danger of professional burnout and withdrawal behavior. Further, Gao-Urhahn et al. (2018) explained that affective commitment grows with time; yet varied employee experiences might lead to differences in these degrees. Thus, the time a person has worked for a firm and the amount of money they earn has also been connected to organizational commitment (Griego, 2019).

The ratio of a person's commitment to a company based on the expense of leaving compared to their desire to continue with the company is known as their continuity commitment (Chhabra, 2018). Moreover, when an employee quits an organization, this is perceived cost (de la Rosa, 2019). The cost might be linked to losing work connections or the inability to transfer collected job skills (Miao et al., 2020). Additionally, continuance commitment was discovered to be a significant predictor of higher levels of resistance to change, cynicism, and emotional exhaustion, suggesting that commitment based on employee investments and a lack of job alternatives

consumes a significant amount of emotional resources (Geneviit-Janonien & Endriulaitien, 2019).

Lastly, a normative commitment was linked to good workplace outcomes, such as attendance, job performance, and organizational and civic behavior. These findings contribute to the growing body of evidence showing that the broader concept of organizational commitment may prevent and promote negative consequences, such as voluntary turnover (Kautz, 2018). On the other hand, the non-significant connections of continuance commitment suggest that it will require support from other elements to produce favorable results (Boichuk & Menguc, 2019).

Chhabra (2018) elaborated normative commitment as the degree to which a person's sense of moral and ethical responsibility is the primary motive for staying employed with the organization. It is also the extent to which employees stay with their employer out of pure responsibility (Slack et al., 2020). Brown (2020) added that normative commitment is influenced by two factors: the organization's size and quantity of investments, as well as the impression of a lack of exit alternatives.

Work Engagement

It is widely understood that contemporary organizations require engaged workers to be competitive, and work engagement has served as a source of inspiration for academics and practitioners throughout the world (Bakker, 2019). However, it has been viewed as a societal challenge with far-reaching economic implications (Schaufeli & De Witte, 2017). Work engagement is the opposite of burnout and predicts job dissatisfaction and intention to leave the organization (Lappin, 2021).

Organizational commitment is more concerned with the organization, whereas work engagement is more concerned with the task at hand. Work engagement is conceptualized as a general long-term mental state relating to the concurrent engagement of personal energy in the experience or execution of work (Christian et al., 2021). Work engagement was developed to describe a person's relationship with their job rather than the broader idea of engagement, which encompasses their relationship with the organization (Bakker & Leiter, 2020). Thoele (2018) posited that work engagement and self-esteem are related because work engagement improves the perceived significance of one's work, which influences one's self-consciousness and, as a result, one's self-esteem.

Organizations understand the value of work

engagement among their associates. They are working to discover methods to increase it, and because of the increased attention to this issue, organizations are scrambling to develop solutions (Fox, 2019). Human resource studies have shown that leadership is a crucial factor in work engagement, but they do not look at a specific type of leadership (Gallup, 2017). The term is like effective leadership and claims it improves engagement but does not link to a leadership style (Watson, 2019). Other studies have shown that when a manager sets up an organization's vision or strategy or acts non-defensively, it positively influences work engagement (Shuck et al., 2019).

According to Bakker (2019), an engaged employee is energetic, resilient, involved, enthusiastic, driven, and focused. Cobb (2021) added that work engagement is distinct in that it includes pleasure, proactivity, and a condition that varies based on external and internal variables. However, Hopstaken et al. (2020) elaborated that highly engaged employees performed better because they could focus all their attention and energy on a challenging task. Hence, corporate sectors know that work engagement is essential to organizational success, but they still have a long way to go in figuring out how to ensure it happens (Fox, 2019).

Work engagement, according to Petrovi et al. (2017), is a positive affective-motivational state of work-related well-being characterized by energy, devotion, and absorption. According to Bakker (2019), vigor is described as an increase in energy, mental fortitude, and effort investment; devotion is defined as a commitment to one's job and a feeling of enthusiasm; and absorption is defined as total focus and fixation on one's work. Additionally, vigor is defined as a willingness to exert effort, mental fortitude, and work-related energy (Flores, 2021). In addition, in the study of Swords (2020), vigor is defined as a positive affective reaction to one's continuing encounters with essential components in one's employment and work environment that includes sensations of physical strength, emotional energy, and cognition.

Vigor has been related to several positive outcomes, including improved health, a lower risk of death and diabetes, and more work satisfaction (Shirom et al., 2019). However, just as burnout occurs when a worker's energy resources are depleted at work, vigor is more likely to happen when the work environment encourages resource acquisition (Nahrgang et al., 2019). On the other hand, increasing vigor may encourage positive outcomes, just as minimizing burnout may aid in preventing bad ones (Swords, 2020).

Moreover, according to Shirom (2019), burnout and vigor are most likely separate. However, they can happen at the same time. Unlike burnout, vigor is thought to be a part of the behavioral enabling system, which stimulates pleasure or reward-oriented behavior and encourages a person to respond enthusiastically to circumstances where rewards and resources are likely to be acquired. Bakker (2019) emphasized that even though vigor and burnout have significant differences, the two emotional states are thought to be independent.

On the other hand, dedication is described as pride in one's work and acknowledging that one's work is meaningful or significant and that one's work matters (Swords, 2020). Employees are proficient in their jobs but need more energy and passion for their work. People may be proficient at their jobs but need more motivation and passion (Mejalli, 2020). Thus, employee dedication and energy are key factors that influence and result in employee engagement (Smith & Wallace, 2018).

Johnson et al. (2018) explored how certain communication business executives engage their staff to boost profitability. Moreover, organizational cohesiveness and productivity improved for business executives who studied and implemented effective employee engagement techniques (Osborne & Hammoud, 2021). Further, the study by Vandenabeele (2020) stated that employee dedication had been proven to be related to employee satisfaction. Hence, meaningful work helps workers see how important they are to the company, which keeps them engaged (Ladyshewsky & Taplin, 2018).

Lastly, absorption is described as fascinating by one's job and finding it difficult to separate oneself from the activity at hand (Flores, 2021). According to Carleton et al. (2020), absorption is a distinctive personality attribute that may be examined, and there is ambiguity around the personality traits linked to the absorption feature. However, there seems to be a strong basis for knowing what absorbent individuals are likely to do; little is known about the personality attributes that may explain why they engage in the ways that they do (Riley, 2018).

Methodology

Research Design

This study used correlation and regression analysis in a quantitative, non-experimental approach. The researchers identified the association between HRM

practices, organizational commitment, and work engagement of the teachers at Tacurong National High School, making this study's design and methodology the most suitable.

Correlational research also identifies connections between two or more variables within the same population (Curtis et al., 2016). In a correlational research study, the researcher is interested in determining the strength of the association or relationship between variables. As a result, it is important to determine whether and to what extent there is a relationship between HRM practices, organizational commitment, and work engagement of teachers at Tacurong National High School. In research, the conclusion is assumed to be caused by an independent variable. According to Bridgmon and Martin (2012), changes in the independent variable result in changes in the dependent variable. The resultant behavior or effect of HRM practices and organizational commitment is work engagement, which is assessed.

Population and Sample

Total enumeration sampling was used to choose the study's respondents. Studying the complete population of interest is part of the purposive sampling method known as total enumeration sampling. When the whole population is under control, as in a well-defined subset of a larger population, it is most practical. It enables scientists to draw a clearer picture and greatly reduces speculation. It does away with the possibility of biased sample selection, which is often present in random research samples (Singh, 2022).

At present, there are a total of 171 Junior and Senior High School teachers at Tacurong National High School who were selected to be the respondents of the study. However, in the study's actual conduct, only 138 public school teachers were surveyed due to the inclusion, exclusion, and withdrawal criteria.

Inclusion Criteria. Teachers who have taught at least three months in Tacurong National High School are considered respondents.

Exclusion Criteria. Only newly appointed teachers with three months of service will be included.

Withdrawal Criteria. Respondents have the right to leave a survey anytime they feel uneasy or intimidated or if they believe they may suffer actual or imagined bodily, psychological, or emotional damage.

Research Instrument

Primary information regarding the constructs, such as HRM practices, organizational commitment, and work engagement, was acquired for the research. The survey questions were modified and contextualized to match the respondents in the study using data from several relevant studies. The instrument has been restructured to make it more appropriate to the local environment.

The HRM practices survey was modified from Jafri (2013). The modified instrument's four categories of training and development, performance evaluation, work-life balance, and incentives and benefits are used to assess HRM practices. The survey tool for organizational commitment was modified based on Piong's (2016) research. The instrument's three domains—affective, continuation, and normative commitment—are used to assess perceived organizational commitment. The survey instrument for measuring work engagement is based on research by Petrovic et al. The instrument is designed to measure work engagement based on three domains: vigor, dedication, and absorption. Using a Likert-type scale with a range of 1 to 5, the respondents expressed their responses using the words "strongly agree" or "strongly disagree."

Data Collection

Numerous methods were used to collect the data required for the investigation. The first step was to gain approval to carry out the research, which was granted by the Tacurong City Schools Division Superintendent's Office and the principals of Tacurong National High School and Tacurong City Schools Division, respectively. Following approval, the researchers checked the instrument's suitability. It received a 4.36 out of 5 stars, or Very Good, from two business management specialists who confirmed it. Following validation, a pilot test with 23 senior high school teachers from Tacurong National High School was carried out. The researcher adhered to the barest minimal of health requirements for COVID-19 prevention given the danger of the disease. The following metrics were utilized to test the questionnaire's reliability: HRM practices (0.925), organizational commitment (0.905), and work engagement (0.830). According to Taber (2018), the Cronbach alpha consistency co-efficient often falls between zero and one. The coefficient had no lower bound, however. The greater the internal consistency of the scale's items, the closer the Cronbach's alpha coefficient is to one (Gliem & Gliem, 2019).

Cronbach's alpha is also used to assess the reliability of questionnaires, and Darren and Mallery (1999)

suggested the following rule of thumb: if the result is greater than or equal to 0.9, it is excellent; greater than or equal to 0.8 is good; greater than or equal to 0.7 is acceptable; greater than or equal to 0.6 is questionable; greater than or equal to 0.5 is poor; and greater than or equal to 0.4 is unacceptable.

Statistical Treatment

The following statistical methods were used to total and process the data obtained from the questionnaires:

Mean. It determines the HRM practices, organizational commitment, and work engagement level.

Pearson Product Moment Correlation. It is used to demonstrate the importance of the link between work engagement, organizational commitment, and HRM practices. The researchers employed Parvez Ahammad's Pearson correlation interpretation table, which was given by Jaadi (2019). The Pearson correlation interpretation was utilized to determine the association between HRM practices, organizational commitment, and teachers' work engagement.

Ethical Consideration

The study was carried out in accordance with all ethical guidelines and regulations. In particular, they managed the population and data according to the following guidelines, according to the research protocol evaluations and defined criteria:

Voluntary Participation. The respondents to this survey were given the freedom to choose whether or not to take part. The respondents were given a thorough explanation of the study's goals and advantages, and their right to decide whether or not to participate in it was carefully reviewed and respected.

Privacy and Confidentiality. The researcher followed the RA 10173 of the Data Privacy Act by including a signed note with the questionnaire informing respondents that the information obtained was kept private and confidential. In addition, the data collected was only utilized for academic reasons and, if required, was destroyed when the research was over.

The Informed Consent Process. The study's respondents were requested to participate by gaining consent, which was critical in ensuring they were treated with respect by offering deliberate agreement for a voluntary act. The study questionnaires were given in the same manner, with authorization from the approved channel of authority.

Risks. The survey did not cover high-risk situations, despite the present pandemic, thus the respondents were not at danger in terms of their health, wellbeing, or socioeconomic status. If the respondents weren't there or weren't accessible, the researchers first asked when would be the best time to do the survey, or they just left the questionnaires with them and retrieved them when they were finished. Both the researchers and the respondents followed the IATF protocol.

Benefits. The study greatly advances our understanding of the level of job engagement among instructors in educational institutions. The results of this research are advantageous to the education sector since they provide some insights that may be used to the formulation of policies in the pursuit of more consistent and superior teaching services.

Authorship. Their authorship in this research publication was indicated by their individual contributions to the investigation and reporting. The co-authors must get approval from the other co-authors before using the research.

Results and Discussion

The information in these sections is presented together with a breakdown of the conclusions based on the respondents' comments on their involvement at Tacurong National High School. Level of HRM practices, organizational commitment, and work engagement were the subheadings that determined the order of the conversations. The impact on HRM procedures, employee engagement, organizational commitment, and employee engagement is thereby substantial. The impact of HRM practices and organizational commitment on work engagement was also studied using regression analysis.

Level of HRM Practices

The extent of HRM procedures at Tacurong National High School is shown in Table 1. The total mean score for HRM practices was 3.96, which is considered to be very high. It indicates that HRM is often used. The mean ratings for the four indicators, which received high descriptions, are as follows: Work-life balance received a mean rating of 3.95, rewards and benefits received a mean rating of 3.98, performance assessment received a mean rating of 3.96, and training and development received a mean rating of 3.94.

Table 1. *Level of HRM Practices*

Indicator	Mean	Descriptive level
Training and Development	3.96	High
Performance Appraisal	3.94	High
Work-life Balance	3.95	High
Rewards and Benefits	3.98	High
Overall	3.96	High

The high level of HRM procedures is credited to all indicators, training and development, performance appraisal, work-life balance, and rewards and benefits. Tacurong National High School teachers often practice in HRM activities. These events are an articulation of the pronouncements of Roh (2019) that HRM practices influence diversity within organizations and impact teachers' performance. Also, as a crucial component of HRM practices to enhance present and future performances, training and development improve teachers' knowledge, skills, and attitudes (Jafri, 2013).

Level of Organizational Commitment of Teachers

Table 2 lists the organizational commitment levels of the teachers at Tacurong National High School. The total mean score for organizational commitment was 3.92, which is considered high. It implies that the teachers are often committed to the school. In particular, the three indicators received high descriptions, and the mean ratings are as follows: Affective commitment had a mean value of 4.11, continuation commitment received a mean rating of 3.99, and normative commitment received a mean rating of 3.67.

Table 2. *Level of Organizational Commitment of Teachers*

Indicator	Mean	Descriptive level
Affective Commitment	4.11	High
Continuance Commitment	3.99	High
Normative Commitment	3.67	High
Overall	3.92	High

The result of the respondents' high ratings for emotional, continuation, and normative commitment on the variable's assessment is the overall high degree of organizational commitment. It shows that respondents rated organizational commitment as often committed in the organization across all variable assessment components.

The result aligns with the study of de la Rosa (2019)

that improved organizational commitment is undoubtedly a result of responsive and fair institutions that treat teachers and their conduct with respect and dignity. Moreover, highly committed employees are more likely to put in more effort and provide better service (Floerchinger, 2019). Also, Oloyede (2020) emphasized that people who are happy and motivated have more positive feelings, attitudes, and behaviors about their professions and are more likely to use their optimism to forward the aims of the organizations.

Level of Work Engagement of Teachers

In Table 3, Tacurong National High School teachers' degrees of work engagement are shown. Work engagement overall had a high mean score of 4.18. It implies that educators are often engaged with their task. The work engagement metrics have the following mean score: The average score for vigor was 4.02, the average for dedication was 4.34, and the average for absorption was 4.19.

Table 3. *Level of Work Engagement of Teachers*

Indicator	Mean	Descriptive level
Vigor	4.02	High
Dedication	4.34	Very High
Absorption	4.19	High
Overall	4.18	High

The respondents' high scores for the variable's measurement, namely vigor and absorption, explain the overall high degree of work engagement. On the other hand, dedication achieved a very high outcome. It shows that respondents rated their level of work engagement for each variable measurement construct as often engaged.

Based on Smith and Wallace's (2018) research, staff dedication and energy have a significant impact on and are responsible for producing employee engagement. Moreover, work engagement is positively impacted when administrators establish an organization's vision or goal or when they operate non-defensively. (Shuck et al., 2019). It also substantiates the study of Thoele (2018) work engagement enhances the value of one's work as perceived by the individual, which affects self-consciousness and, consequently, self-esteem. Also, high-engagement workers were better at their jobs because they could devote all their attention and energy to complex tasks (Hopstaken et al., 2020).

Correlation between HRM Practices and Work

Engagement

Data on the relationships between HRM practices and work engagement are shown in Table 4. The aggregate r-value obtained from the foregoing measurements is 0.342, and the null hypothesis that there is no significant relation is rejected with a p-value less than 0.05.

Additionally, it was shown that when associated to vigor, training and development, performance apprasail, work-life balance, and rewards and benefits serve as indications of HRM practices. With p>0.05 and an overall r-value of 0.155, it is not significant. The total r-value is 0.325 with a p-value of 0.05, which is significant when the hands of HRM practices are associated to dedication. The indicators of HRM practices relate to absorption, and as a result, the total r-value is 0.326 with a p-value of 0.05, making it significant.

Table 4. *Significant Relationship between HRM Practices and Work Engagement of Teachers*

| HRM Practices | Work Engagement | | | |
	Vigor	Dedication	Absorption	Overall
Training and Development	.205*	.254**	.278**	.313**
	(.016)	(.003)	(.001)	(.000)
Performance Appraisal	.091	.306**	.220**	.259**
	(.290)	(.000)	(.009)	(.002)
Work-life Balance	.127	.288**	.307*	.308*
	(.138)	(.001)	(.000)	(.000)
Rewards and Benefits	.098	.238**	.279**	.263**
	(.251)	(.005)	(.001)	(.002)
Overall	.155	.325**	.326**	.342**
	(.070)	(.000)	(.000)	(.000)

The null hypothesis of the research is rejected because of the variable relationship test, which demonstrates a crucial link between HRM practices and work engagement. This proves that there is a connection between HRM practices and work engagement. Engagement at work is substantially connected with the overall outcome of HRM practices. Work engagement is linked to training and development, performance appraisal, work-life balance, and, rewards and benefits.

The result aligns with the Human Resource Theory of Hewett and Shantz (2021) that human resources might redefine organizational success as the simultaneous attainment of commercial, environmental, and social goals. The study's results confirm Suan and Nasurdin's findings from 2018 that proactive behavior is favorably and substantially impacted by human resource management techniques, and that aggressive behavior directly affects professionals' degree of engagement at work.

Correlation between Organizational Commitment and Work Engagement

Data on the relationships between organizational commitment and work engagement are shown in Table 5. The null hypothesis of no significant relationship is rejected by the aggregate r-value of 0.375 with p < 0.05, which is significant.

Additionally, when strength was considered, it was shown that affective, continuation, and normative commitment acted as markers of organizational commitment. Significant because the total r-value is 0.249 and has a p-value of 0.05. The total r-value is 0.295 with a p-value of 0.05, making it significant when organizational commitment and dedication are correlated. The total r-value is 0.341 with a significance level of 0.05 due to the organizational commitment indicators' correlation with absorption. Significant but mild correlations were seen in the probability values.

Table 5. *Significant Relationship between Organizational Commitment and Work Engagement of Teachers*

| Organizational Commitment | Work Engagement | | | |
	Vigor	Dedication	Absorption	Overall
Affective Commitment	.268**	.493**	.367**	.473**
	(.001)	(.000)	(.000)	(.000)
Continuance Commitment	.249**	.230**	.271**	.317**
	(.003)	(.007)	(.001)	(.000)
Normative Commitment	.080	.015	.166	.115
	(.348)	(.862)	(.052)	(.180)
Overall	.249**	.295**	.341**	.375**
	(.003)	(.000)	(.000)	(.000)

The null hypothesis of the research is rejected because of the test for relationships between variables showing a significant association between organizational commitment and work engagement. It suggests that engagement at work and organizational commitment are related. Work engagement is substantially connected with the overall outcome of teachers' organizational commitment. In one instance, work engagement relates to affective and continuance commitment.

The result of the study is supported by Cesário and Chambel (2019) that organizations have frequently identified solid organizational commitment and high work engagement as crucial success factors for obtaining improved performance. Also, in the shifting environment of today, employee commitment and

involvement are becoming increasingly important (Abu-Shamaa et al., 2018).

Multiple Regression Analysis of the Influence of HRM practices Domains on Work Engagement

The analysis of job engagement is shown in Table 6 as a function of training and development, performance appraisal, work-life balance, and rewards and benefits. The regression analysis demonstrates how modifications to work engagement are correlated with modifications to training and development, performance appraisal, work-life balance, and rewards and benefits.

According to the analysis's findings, factors such as work-life balance, rewards and benefits, performance appraisal, and training and development have no influence on how engaged teachers are at work. Their t-values of 1.795,.073, 1.860, and.095, as well as their respective p-values of 0.075,.942,.065, and.924 (all more than 0.05), are clear indications of this.

Table 6. *Multiple Regression Analysis of the Influence of HRM Practices Domains towards Work Engagement*

| HRM Practices | Work Engagement | | | |
	B	Beta	t-value	p-value
(Constant)	3.107		11.840	.000
Training and Development	.143	.203	1.795	.075
Performance Appraisal	.007	.009	.073	.942
Work-life Balance	.114	.195	1.860	.065
Rewards and Benefits	.008	.012	.095	.924
R^2	.129			
F-value	4.923			
P-value	.001			

It was discovered that work engagement is not influenced by training and development, performance appraisal, work-life balance, or rewards and benefits. Conferring to the research done by Lai et al. (2020), most choices pertaining to the management of people and work are made on an informal basis, sometimes without the help of human resources departments or employment experts. This is further supported by the findings of the research by Lai et al. (2020), which found that when responding to economic change, the availability of competent professional human resources has a more significant influence on employment and organizational infrastructure. Effective HRM policies and practices thereby increase organizational performance in key areas (Hayton et al., 2020).

Multiple Regression Analysis of the Influence of Organizational Commitment Domains on Work Engagement

The analysis of work engagement is shown in Table 7 as a regression on emotional, continuance, and normative commitment. Affective commitment, according to the research, accounts for around 22.9 or 23 percent of the difference in work engagement. It should be noted that there is a 0.44 rise in work engagement for every unit of emotional commitment.

However, continuance and normative commitment may like to have no influence to teachers' work engagement. It is evident in their t-values of .564 and .451, with their p-values of 0.574 and .653, respectively, greater than 0.05. The result demonstrates further that emotional commitment has a big impact on job engagement. Considering this, the null hypothesis that there is no insluence is rejected. Given that F= 13.252 and a p-value of 000 show that the findings showed a solid model,

Table 7. *Multiple Regression Analysis of the Influence of Organizational Commitment Domains towards Work Engagement*

| Organizational Commitment | Work Engagement | | | |
	B	Beta	t-value	p-value
(Constant)	2.674		10.211	.000
Affective Commitment	.311	.436	4.712	.000
Continuance Commitment	.039	.057	.564	.574
Normative Commitment	.020	.038	.451	.653
R^2	.229			
F-value	13.252			
P-value	.000			

It has been shown that work engagement is not influenced by continuance or normative commitment. Affective commitment, however, has an influence on work engagement. Affective commitment, which has a positive effect on employees' professional effectiveness and lowers the risk of burnout and withdrawal behavior, was found to be the most advantageous aspect of organizational commitment for organizations in the study conducted by Geneviit-Janonien and Endriulaitien (2019). The findings of Griego's 2019 research, which showed that an individual's income and length of employment have been connected to organizational commitment, further support this claim. However, organizational commitment may be undermined by reactions from companies that do not treat individuals fairly or with respect, as highlighted by Janssen and Gao (2018).

Conclusion

(1) The findings indicated that there is a high degree of HRM practices, organizational commitment, and work engagement, which is indicative of often practice, commitment, and engagement on the part of the organization and teachers, respectively.(2) Work engagement has a considerable association with organizational commitment and HRM practices. (3) There is no significant influence between the following HRM practices domains: training and development, performance appraisal, work-life balance, and rewards and benefits with work engagement.(4) Only affective commitment of organizational commitment significantly influences work engagement.

Based on the results of the study, the researchers proposed the following recommendations: (1) The high-level rating of HRM practices, organizational commitment, and work engagement of teachers in Tacurong National High School suggests that there is room for improvement by raising them to a very high level. The school should instigate training and activities to help teachers grow and engage.(2) The significant relationship between the two variables: HRM practices and organizational commitment toward work engagement, indicates that the school must sustain these variables because a higher level of these variables will result in a higher level of work engagement. It can be done by continuously setting HRM practices by ensuring that teachers have efficient and effective training and development, performance appraisal, work-life balance, and rewards and benefits.(3) Since the study shows that HRM practice domains have no significant influence on teachers' work engagement, the researchers highly recommend that school administrators align their HRM practices based on the developmental needs of the teachers.(4) The school should also consider teachers' organizational commitment focusing on affective commitment because it influences teachers' work engagement and improves continuance and normative commitment.(5)Future researchers should explore other variables and indicators that may have an influence and relationship to work engagement.

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