



Human Resource Practices and Teachers Resilience in Tertiary Education

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Abstract: Human resource management (HRM) practices play a critical role in shaping employees' work environment and well-being, including teachers in the tertiary education sector. This study examines the relationship between specific HRM practices and the resilience of teachers in Philippine tertiary institutions. The study examines the impact of HRM practices such as workload management, communication and recognition, stress management and mental health resources, opportunities for growth, and social support on key dimensions of teacher resilience, including emotional resilience, self-efficacy, work engagement, and motivation. Using a quantitative, descriptive research design, the study surveyed 100 teachers randomly selected from the Philippine College Foundation and Central Mindanao University—a researcher-developed questionnaire captured demographic information, perceptions of HR practices, and measures of teacher resilience. Data analysis involving descriptive statistics, correlation analysis, and regression analysis aims to uncover the linkages between HRM interventions and various aspects of teacher resilience. The findings are expected to provide valuable insights into best practices for tertiary institutions to foster a resilient teaching workforce through effective human resource management strategies. Ultimately, this research seeks to contribute to understanding the critical role HRM plays in supporting the well-being and effectiveness of teachers, which is crucial for the long-term success of higher education institutions.

IndexTerms - Human Resource Management (HRM) Practices, Teacher Resilience, Tertiary Education

INTRODUCTION

Human Resource Management (HRM) practices shape employees' work environment and overall well-being across various sectors. In tertiary education, where teachers face unique challenges and pressures, effective HRM practices are essential for fostering resilience among educators. This research explores the impact of HRM practices on teachers' resiliency in tertiary education institutions, focusing on how specific HRM strategies can enhance teachers' emotional resilience, self-efficacy, work engagement, and motivation.

Despite the growing recognition of the importance of teacher resilience, limited research examines explicitly how HRM practices influence this resilience in the context of tertiary education. Understanding this relationship is crucial, as resilient teachers are better equipped to handle the stresses and demands of their profession, ultimately leading to improved educational outcomes. This study aims to fill this gap by investigating the following dependent variables of teacher resiliency: emotional resilience, the ability of teachers to manage their emotions and cope with stress effectively (Le Cornu, 2013); self-efficacy, teachers' belief in their capacity to achieve desired outcomes and manage classroom challenges (Skaalvik & Skaalvik, 2014); work engagement, the extent to which teachers are committed, enthusiastic, and absorbed in their work (Perera et al., 2018); and motivation, the internal drive that influences teachers' commitment to their profession and their willingness to invest effort in their teaching activities (Skaalvik & Skaalvik, 2018).

The study focuses on various HRM practices as independent variables, examining their relationship with the aforementioned aspects of teacher resiliency. The HRM practices under investigation include workload management programs, which aim to balance teachers' workloads to prevent burnout and ensure they have sufficient time for professional development and personal activities. Clear communication and recognition establish transparent communication channels and recognize teachers' achievements to foster a supportive and appreciative work environment. Stress management and mental health resources provide access to resources that help teachers manage stress and maintain their mental health, such as counseling services, wellness programs, and stress management workshops. Opportunities for growth offer professional development opportunities, career advancement programs,

and continuous learning initiatives to support teachers' professional growth and development. Social support creates a collaborative and supportive community among teachers, encouraging peer support and mentorship programs and fostering a sense of belonging. By exploring these HRM practices, this research aims to provide valuable insights into how tertiary education institutions can enhance teachers' resiliency. This, in turn, can lead to a more positive work environment, higher job satisfaction, and improved educational outcomes. Understanding the interplay between HRM practices and teacher resiliency will offer practical recommendations for administrators and policymakers to support and retain resilient, motivated, and engaged teachers in the tertiary education sector.

A recent study by Jiang et al. (2023) in the United States examined the impact of HRM practices on teacher resilience in the context of higher education institutions. The researchers found that HRM strategies focused on stress management and mental health resources, such as providing counseling services and wellness programs, were significantly associated with increased emotional resilience and work engagement among tertiary education teachers.

Another recent international study by Aboramadan et al. (2020) in Palestine investigated the relationship between HRM practices and teacher motivation in tertiary education. The results reveal that HRM practices significantly impact employee organizational commitment in higher education. In addition, work engagement showed a significant mediating effect between performance appraisal and organizational commitment on the one hand and between rewards and compensation and organizational commitment on the other hand.

The study by Paller and Quirap (2024) examined the relationship between human resource practices and teacher resilience in tertiary education institutions in Cagayan de Oro City. Their findings suggest that supportive HR policies, such as professional development opportunities, mental health support, and flexible work arrangements, were positively associated with higher levels of resilience among tertiary-level faculty. The researchers posit that investment in human resource management to enhance teacher wellbeing can be crucial in fostering resilience. This is particularly important given educators' demands and stresses in the tertiary education sector. These insights align with the focus of my research on the intersection of human resource practices and teacher resilience in the tertiary context.

The primary purpose of this research study is to examine the relationship between the human resource management (HRM) practices employed by tertiary education institutions and the resilience of their teaching staff. I aim to identify the key HRM strategies, policies, and programs that support and develop teachers and to investigate how these practices impact the emotional, cognitive, and behavioral resilience of educators in the higher education sector. By analyzing the specific linkages between HRM interventions and various dimensions of teacher resilience, I hope to uncover best practices and recommendations that can guide tertiary institutions in fostering a resilient teaching workforce through effective HRM approaches. Ultimately, this study aspires to contribute to understanding the critical role that HRM plays in sustaining the well-being and effectiveness of teachers, which is crucial for the long-term success of higher education institutions.

This research study will be conducted between June and July 2024 within the context of the Philippine College Foundation and Central Mindanao University. The timing of this study has been carefully chosen to coincide with the approval process required from these academic institutions.

By conducting the research in the middle of the calendar year, the researchers aim to capture a crucial period when tertiary education institutions actively review and refine their human resource management practices to support their teaching faculty. This timeframe will enable the researchers to gather timely and relevant data on the current state of HRM strategies and their impact on teacher resilience, allowing for the development of practical recommendations that can be readily implemented by the participating universities and potentially shared across the broader tertiary education sector. The researchers are confident that the insights from this study, carried out within the specific contexts of the Philippine College Foundation and Central Mindanao University, will contribute valuable knowledge to understanding this important topic.

Objectives of the Study:

1. Assess the level of human resource management practices in the tertiary education setting, specifically in terms of:
 - 1.1. Workload Management Programs
 - 1.2. Clear Communication and Recognition
 - 1.3. Stress Management and Mental Health Resources
 - 1.4. Opportunities for Growth
 - 1.5. Social Support
2. Evaluate the level of teachers' resilience, including:
 - 2.1. Emotional Resilience
 - 2.2. Self-Efficacy
 - 2.3. Work Engagement
 - 2.4. Motivation
3. Examine the relationship between the human resource management practices and teachers' resilience levels.

RESEARCH METHODOLOGY

This research employs a quantitative approach, utilizing a descriptive design to investigate the relationship between human resource practices and teachers' resilience in tertiary education. The study was conducted at the Philippine College Foundation and Central Mindanao University, two prominent regional institutions known for their commitment to educational excellence.

100 teachers from these institutions participated in the study, selected through random sampling to ensure representation across various departments and levels of teaching experience. This approach aimed to capture a comprehensive perspective on how HR practices influence resilience among educators.

The primary research instrument utilized in this study was a researcher-made questionnaire carefully designed to encompass demographic information, perceptions of HR practices, and measures of resilience among teachers. Before full-scale implementation, the questionnaire underwent a pilot test involving 30 participants to assess its reliability and validity. The reliability was evaluated using Cronbach's alpha, demonstrating high internal consistency and ensuring the questionnaire's reliability in capturing the intended constructs.

The data-gathering procedure involved distributing the questionnaires to the selected participants, both online and in person, to facilitate higher response rates and accommodate the participants' preferences. The data collection period lasted four weeks, during which follow-up reminders were sent to ensure maximum participation.

Descriptive statistics, including mean, standard deviation, and frequency distribution, were employed to summarize the critical variables for the statistical analysis. These techniques provided a clear and comprehensive understanding of the data, enabling robust conclusions regarding the impact of human resource practices on teachers' resilience in the context of tertiary education.

RESULTS AND DISCUSSION

Table 1. Level of human resource management practices in terms of workload management programs

WORKLOAD MANAGEMENT PROGRAMS	Mean	Std. Deviation	Qualitative Interpretation
I am satisfied with my current teaching load	3.10	0.798	Implemented
The course allocation system at my institution is fair	3.23	0.468	Implemented
My teaching workload allows time for course prep and student support.	3.30	0.674	Highly Implemented
I am not aware of course release opportunities at my institution.	2.20	0.779	Moderately Implemented
I do not have enough teaching assistants for my needs.	2.28	0.753	Moderately Implemented
TOTAL	2.82	0.438	Implemented

Legend:

Scale	Range	Qualitative Interpretation
4	3.25-4.00	Highly Implemented
3	2.50-3.24	Implemented
2	1.75-2.49	Moderately Implemented
1	1.00-1.74	Poorly Implemented

The results presented in table 1 indicated that, on average, the respondents are somewhat satisfied with their current teaching load (Mean = 3.10, SD = 0.798). The course allocation system at their institutions is generally perceived as fair (Mean = 3.23, SD = 0.468), and their teaching workload allows time for course preparation and student support (Mean = 3.30, SD = 0.674). However, the respondents seem to be moderately aware of course release opportunities at their institutions (Mean = 2.20, SD = 0.779), and they also report a moderate level of teaching assistant support for their needs (Mean = 2.28, SD = 0.753). Overall, the workload management programs at their institutions are perceived as moderately implemented (Mean = 2.82, SD = 0.438).

The highest-rated aspect of the workload management programs is the time allotted for course preparation and student support (Mean = 3.30, SD = 0.674), which is categorized as "Highly Implemented" based on the qualitative interpretation. This finding aligns with recent research suggesting that providing adequate time for teaching-related activities can enhance faculty members' well-being and job satisfaction (Jiang et al., 2022). By allowing sufficient time for lesson preparation and student support, the institutions can help mitigate the risk of burnout and foster a more sustainable work environment for their faculty. Thus, the institutions should prioritize maintaining or even increasing the time allotted for course preparation and student support to support the resilience and engagement of their faculty members.

The lowest-rated aspect is the moderate awareness of course release opportunities (Mean = 2.20, SD = 0.779). This is concerning, as recent research has shown that access to course release opportunities can improve faculty members' work-life balance and support their professional development (Devine et al., 2021). Lack of awareness about such support mechanisms can hinder faculty members from accessing resources that could enhance their resilience. This indicates that the institutions should ensure that faculty members are well-informed about available support mechanisms, such as course release options, to promote a more resilient and engaged teaching workforce.

Table 2. Level of human resource management practices regarding clear communication and recognition.

CLEAR COMMUNICATION AND RECOGNITION	Mean	Std. Deviation	Qualitative Interpretation
My institution has a clear and transparent criterion for course release.	3.26	0.485	Highly Implemented
My institution provides clear and timely communication about opportunities in professional development	3.37	0.485	Highly Implemented
My institution effectively recognizes and rewards faculty achievements in teaching, research, and service.	3.42	0.496	Highly Implemented
My institution does not provide regular feedback on my performance and areas for improvement	1.96	0.724	Moderately Implemented
I do not feel that my contributions and achievements are valued by my institution.	1.85	0.716	Moderately Implemented
TOTAL	2.77	0.264	Implemented

The results presented in table 2 indicated that the human resource management practices at the tertiary institutions are generally perceived as "Highly Implemented" in terms of clear communication and recognition. The institutions have a clear and transparent criterion for course release (Mean = 3.26, SD = 0.485), provide clear and timely communication about professional development opportunities (Mean = 3.37, SD = 0.485), and effectively recognize and reward faculty achievements in teaching, research, and service (Mean = 3.42, SD = 0.496). However, the respondents moderately feel that their institutions value their contributions and achievements (Mean = 1.85, SD = 0.716), and the institutions do not provide regular feedback on their performance and areas for improvement (Mean = 1.96, SD = 0.724).

The highest-rated aspect is the effective recognition and reward of faculty achievements in teaching, research, and service (Mean = 3.42, SD = 0.496), which is categorized as "Highly Implemented" based on the qualitative interpretation. This finding aligns with research suggesting that recognizing and rewarding faculty members' contributions can enhance their job satisfaction, motivation, and resilience (Devine et al., 2021). By effectively acknowledging and rewarding faculty achievements, the institutions can foster a positive work environment and promote a sense of value among their teaching staff. Thus, the result implicated that the institutions should continue prioritizing and strengthening their recognition and reward systems to maintain a resilient and engaged faculty workforce.

The lowest-rated aspect is the respondents' feeling that their institution does not adequately value their contributions and achievements (Mean = 1.85, SD = 0.716). This is concerning, as recent research has shown that a perceived lack of value and appreciation can negatively impact faculty members' well-being, job satisfaction, and resilience (Jiang et al., 2022). When faculty members do not feel that their efforts and accomplishments are recognized and valued, it can lead to disengagement and a diminished commitment to the institution. This suggests that institutions should implement more effective mechanisms to demonstrate their appreciation for faculty contributions and achievements, as this can play a crucial role in promoting a resilient and engaged teaching workforce.

Table 3 The level of human resource management practices in terms of stress management and mental health resources

STRESS MANAGEMENT AND MENTAL HEALTH RESOURCES	Mean	Std. Deviation	Qualitative Interpretation
The mental health resources offered by my institution are easily accessible and confidential.	3.1	0.59	Implemented
The stress management resources at my institution have helped me manage my work-related stress.	3.07	0.66	Implemented
The mental health resources offered by my institution positively impact faculty well-being.	3.01	0.64	Implemented
I am unaware of the mental health resources available to faculty at my institution.	2.08	0.75	Moderately Implemented
There is a lack of a culture of support and understanding among faculty regarding mental health concerns.	2.16	0.71	Moderately Implemented
TOTAL	2.68	0.36	Implemented

The results presented in Table 3 indicate that the human resource management practices related to stress management and mental health resources at the respondents' institutions are generally perceived as "Implemented." The mental health resources offered by the institutions are easily accessible and confidential (Mean = 3.10, SD = 0.59), and the stress management resources have helped

manage work-related stress (Mean = 3.07, SD = 0.66). Additionally, the mental health resources offered by the institutions positively impact faculty well-being (Mean = 3.01, SD = 0.64). However, the respondents are moderately aware of the available mental health resources (Mean = 2.08, SD = 0.75), and there is a perceived lack of a culture of support and understanding among faculty regarding mental health concerns (Mean = 2.16, SD = 0.71).

The highest-rated aspect is the accessibility and confidentiality of the mental health resources offered by the institutions (Mean = 3.10, SD = 0.59). This finding is consistent with research suggesting that the accessibility and confidentiality of mental health resources are crucial factors in promoting their utilization among faculty members (Saleh et al., 2021). By ensuring the confidentiality and ease of access to these resources, the institutions can help reduce the stigma associated with seeking support and encourage faculty members to prioritize their mental well-being. This implies that institutions should maintain and potentially expand the accessibility and confidentiality of their mental health resources to foster a more supportive and resilient faculty workforce.

The lowest-rated aspect is the lack of a culture of support and understanding among faculty regarding mental health concerns (Mean = 2.16, SD = 0.71). This finding is concerning, as research has shown that a lack of a supportive and understanding culture within an institution can act as a significant barrier to faculty members seeking help for their mental health needs (Moquin et al., 2022). Without a strong culture of support, faculty members may hesitate to access the available resources, limiting the effectiveness of the institutions' efforts to promote mental well-being. Thus, Institutions should prioritize fostering a more supportive and understanding culture among faculty members regarding mental health concerns. This may involve implementing awareness campaigns, training managers, and encouraging open dialogues about mental health within the institution.

Table 4 The level of human resource management practices in terms of opportunities for growth

OPPORTUNITIES FOR GROWTH	Mean	Std. Deviation	Qualitative Interpretation
My institution has an easy and convenient process of applying for and participating in training programs.	3.29	0.52	Highly Implemented
Attending conferences has been a valuable way to stay up-to-date in my field and grow professionally.	3.48	0.5	Highly Implemented
My institution encourages and supports faculty research activities.	3.5	0.73	Highly Implemented
I am not aware of the different training programs available to faculty.	1.83	0.68	Moderately Implemented
My workload does not allow me sufficient time for research alongside teaching.	2.03	0.69	Moderately Implemented
TOTAL	2.83	0.25	Implemented

The results presented in Table 4 indicate that the human resource management practices related to opportunities for growth at the respondents' institutions are generally perceived as "Highly Implemented." The institutions have an easy and convenient process for applying and participating in training programs (Mean = 3.29, SD = 0.52), and attending conferences has been a valuable way for faculty to stay up-to-date in their field and grow professionally (Mean = 3.48, SD = 0.50). Additionally, the institutions encourage and support faculty research activities (Mean = 3.50, SD = 0.73). However, the respondents are moderately aware of the different training programs available to faculty (Mean = 1.83, SD = 0.68), and their workload does not allow them sufficient time for research alongside teaching (Mean = 2.03, SD = 0.69).

The highest-rated aspect is the institutions' encouragement and support of faculty research activities (Mean = 3.50, SD = 0.73). This finding aligns with research suggesting that providing opportunities for professional development and research can enhance faculty members' job satisfaction, motivation, and resilience (Shin & Jung, 2014). By actively supporting and encouraging faculty research, the institutions can foster a culture of intellectual engagement and growth, contributing to a more resilient and innovative faculty workforce. Thus, the institutions should maintain and potentially expand their efforts to support and encourage faculty research activities, as this can be a critical factor in promoting a resilient and engaged teaching workforce.

The lowest-rated aspect is the respondents' awareness of the different training programs available to faculty (Mean = 1.83, SD = 0.68). This finding is concerning, as research has shown that a lack of awareness and access to professional development opportunities can hinder faculty members' ability to acquire new skills and knowledge, negatively impacting their job satisfaction and resilience (Soh et al., 2022). If faculty members are unaware of the available training programs, they may miss out on valuable opportunities for growth and development. This implies that institutions should make a concerted effort to improve the visibility and communication of their training programs to ensure that all faculty members know the available opportunities for professional development. This may involve implementing more effective marketing strategies, providing clear and accessible program information, and actively encouraging faculty participation.

SOCIAL SUPPORT	Mean	Std. Deviation	Qualitative Interpretation
Collaboration with colleagues has been a valuable aspect of my professional development.	3.56	0.54	Highly Implemented
Mentorship opportunities at my institution are readily available and accessible to all faculty.	3.33	0.55	Highly Implemented
There are opportunities for faculty to socialize and build relationships outside of work settings.	3.45	0.5	Highly Implemented
My institution does not have a well-established mentorship program for new faculty members.	2	0.7	Moderately Implemented
I do not feel a sense of belonging and connection with my colleagues at this institution.	1.76	0.62	Moderately Implemented
TOTAL	2.82	0.22	Implemented

Table 5 The level of human resource management practices in terms of social support

The results presented in Table 5 indicate that the human resource management practices related to social support at the respondents' institutions are generally perceived as "Highly Implemented." Collaboration with colleagues has been a valuable aspect of the respondents' professional development (Mean = 3.56, SD = 0.54), and mentorship opportunities in their institution are readily available and accessible to all faculty members (Mean = 3.33, SD = 0.55). Additionally, there are opportunities for faculty to socialize and build relationships outside of work settings (Mean = 3.45, SD = 0.50). However, the respondents moderately feel that their institution does not have a well-established mentorship program for new faculty members (Mean = 2.00, SD = 0.70), and they also moderately feel a lack of a sense of belonging and connection with their colleagues at the institution (Mean = 1.76, SD = 0.62).

The highest-rated aspect is the opportunities for faculty to socialize and build relationships outside of work settings (Mean = 3.45, SD = 0.50). This finding aligns with research suggesting that fostering social connections and community among faculty members can enhance their job satisfaction, well-being, and resilience (Kezar & Gehrke, 2016). By providing opportunities for faculty to interact and build relationships beyond the confines of their work, the institutions can help create a supportive and nurturing environment that can contribute to a more resilient faculty workforce. With this, the institutions should maintain and potentially expand their efforts to create opportunities for faculty to socialize and build relationships outside of the work setting, as this can be a critical factor in promoting a resilient and engaged teaching workforce.

The lowest-rated aspect is the respondents' lack of belonging and connection with their colleagues at the institution (Mean = 1.76, SD = 0.62). This finding is concerning, as research has shown that a lack of a sense of belonging and community among faculty members can negatively impact their job satisfaction, well-being, and resilience (O'Meara et al., 2021). Without a strong sense of belonging and connection, faculty members may feel isolated and disconnected from their colleagues, hindering their ability to thrive in the academic environment. This implies that institutions should prioritize fostering a stronger sense of belonging and community among faculty members. This may involve implementing targeted initiatives, such as mentorship programs, peer support groups, and social events, to help faculty members feel more connected and integrated within the institution.

Table 6 The summary of level of human resource management practice

SUMMARY	Mean	Std. Deviation	Qualitative Interpretation
Workload Management Programs	2.82	0.44	Implemented
Clear communication and recognition	2.77	0.26	Implemented
Stress management and mental health resources	2.68	0.36	Implemented
Opportunities for growth	2.83	0.25	Implemented
Social support	2.82	0.22	Implemented

The summary table 6 provides an overview of the level of human resource management practices in the respondents' institutions. The results indicate that the institutions have implemented various programs and initiatives to support faculty in different areas. Workload Management Programs (Mean = 2.82, SD = 0.44) and Social support (Mean = 2.82, SD = 0.22) are the highest-rated aspects, suggesting that the institutions have managed faculty workloads and fostered a supportive work environment. Clear communication and recognition (Mean = 2.77, SD = 0.26), Stress management and mental health resources (Mean = 2.68, SD = 0.36), and growth opportunities (Mean = 2.83, SD = 0.25) are also perceived as being implemented by the institutions.

Workload Management Programs are the highest-rated aspect (Mean = 2.82, SD = 0.44). This finding aligns with research suggesting that effective workload management is crucial for faculty well-being and resilience (Specht & Courtney, 2018). By implementing programs to help faculty manage their workloads, the institutions can mitigate the risk of burnout and contribute to a more sustainable and resilient teaching workforce. Thus, the institutions should continue to prioritize and invest in their Workload Management Programs, ensuring that they provide faculty the necessary support and resources to manage their responsibilities effectively. This can help foster a more balanced and sustainable work environment for the faculty.

The lowest-rated aspect is Social support (Mean = 2.82, SD = 0.22). While the Social support aspect is still perceived as being implemented, the relatively lower rating suggests that there may be room for improvement in the institutions' efforts to foster a sense of community and belonging among faculty members. Research has shown that lacking social support can negatively impact faculty well-being, job satisfaction, and resilience (Kezar & Gehrke, 2016). This implies that the institutions should explore ways to enhance the social support available to faculty, such as by implementing mentorship programs, organizing social events, and encouraging peer-to-peer collaboration. The institutions can potentially contribute to a more resilient and engaged teaching workforce by strengthening the sense of community and belonging among faculty.

Table 7. The level of teacher's resiliency in terms of emotional resilience

EMOTIONAL RESILIENCE	Mean	Std. Deviation	Qualitative Interpretation
My institution's mental health resources help me manage stress and maintain well-being.	3.09	0.47	Effective
My institution's professional development opportunities enhance my competence and resilience.	3.34	0.57	Highly Effective
A supportive and collaborative faculty culture helps me cope with challenges.	3.38	0.78	Highly Effective
My institution does not support me in managing my workload and maintaining a healthy work-life balance.	1.86	0.8	Somewhat Effective
My institution's current workload allocation system contributes to my feelings of burnout.	2.14	0.92	Somewhat Effective
TOTAL	2.76	0.3	Effective

Legend:

Scale	Range	Qualitative Interpretation
4	3.25-4.00	Highly Effective
3	2.50-3.24	Effective
2	1.75-2.49	Somewhat Effective
1	1.00-1.74	Ineffective

Table 7 presents the respondents' perceptions of their institution's support for emotional resilience among faculty members. The overall level of emotional resilience is rated as "Effective" (Mean = 2.76, SD = 0.30). The respondents perceive their institution's mental health resources as "Effective" in helping them manage stress and maintain well-being (Mean = 3.09, SD = 0.47). Additionally, the respondents feel that their institution's professional development opportunities enhance their competence and resilience (Mean = 3.34, SD = 0.57) and that the supportive and collaborative faculty culture helps them cope with challenges (Mean = 3.38, SD = 0.78). However, the respondents only feel "Somewhat Effective" in their institution's contribution to their work-life balance (Mean = 2.14, SD = 0.92) and their sense of being supported in managing their workload (Mean = 1.86, SD = 0.80).

The highest-rated aspect is the supportive and collaborative faculty culture that helps respondents cope with challenges (Mean = 3.38, SD = 0.78). This finding aligns with research suggesting that a positive and collaborative work environment is crucial for nurturing faculty resilience (Kezar & Gehrke, 2016). When faculty members feel supported by their colleagues and can work together to address challenges, they are more likely to develop the necessary coping mechanisms and resources to maintain their emotional well-being. Thus, the institutions should continue to foster a supportive and collaborative culture among faculty members, as this appears to be a key factor in promoting emotional resilience. This may involve facilitating opportunities for faculty to engage in peer support, cross-disciplinary collaboration, and sharing best practices.

The lowest-rated aspect is the respondents' sense of being supported in managing their workload (Mean = 1.86, SD = 0.80). This finding suggests that the institutions may need to enhance their efforts to support faculty in managing their workloads, as research has shown that workload-related stress can significantly impact faculty well-being and resilience (Specht & Courtney, 2018). Without adequate support in managing their responsibilities, faculty members may be more prone to burnout, which can undermine their overall emotional resilience. This implies that the institutions should prioritize developing and implementing more effective workload management strategies, such as providing targeted training, resources, and tools to help faculty members prioritize their tasks, delegate responsibilities, and maintain a healthy work-life balance. Additionally, the institutions should consider reviewing and adjusting faculty workload policies and practices to ensure they are sustainable and supportive of faculty resilience.

Table 8. The level of teacher's resiliency in terms of self- efficacy

SELF-EFFICACY	Mean	Std. Deviation	Qualitative Interpretation
Having a manageable workload does not allow me to feel confident in my ability to deliver effective instruction	2.2	0.84	Somewhat Effective
Access to necessary resources reinforces my confidence in creating a positive learning environment for students.	3.28	0.6	Highly Effective
The institutional support does not boost my teaching confidence.	1.83	0.74	Somewhat Effective
Institutional recognition for my teaching achievements strengthens my sense of effectiveness as a teacher.	3.28	0.65	Highly Effective
Colleague collaboration on teaching projects offers insights and boosts confidence in instructional practices.	3.31	0.61	Highly Effective
TOTAL	2.78	0.28	Effective

Table 8 presents the respondents' perceptions of their self-efficacy as teachers, which is an essential aspect of their overall resilience. The overall level of self-efficacy is rated as "Effective" (Mean = 2.78, SD = 0.28). The respondents feel that access to necessary resources reinforces their confidence in creating a positive learning environment for students (Mean = 3.28, SD = 0.60). Their institutional recognition of teaching achievements strengthens their sense of effectiveness as a teacher (Mean = 3.28, SD = 0.65). Additionally, the respondents perceive that collaborative work with colleagues on teaching projects offers insights and boosts their confidence in instructional practices (Mean = 3.31, SD = 0.61). However, the respondents only feel "Somewhat Effective" in their ability to deliver effective instruction due to their manageable workload (Mean = 2.20, SD = 0.84) and their perception that the institutional support does not boost their teaching confidence (Mean = 1.83, SD = 0.74).

The highest-rated aspect is the collaborative work with colleagues on teaching projects, which offers insights and boosts confidence in instructional practices (Mean = 3.31, SD = 0.61). This finding aligns with research suggesting that collaborative professional development opportunities are crucial for enhancing teachers' self-efficacy and resilience (Zeichner & Liston, 2014). When teachers can engage in peer learning, share best practices, and receive constructive feedback, they can develop more confidence in their instructional abilities. With this, the institutions should continue to foster a culture of collaboration among faculty members, providing ample opportunities for them to work together on teaching projects, exchange ideas, and learn from one another. This collaborative approach can help strengthen the respondents' self-efficacy and resilience in facing challenges.

The lowest-rated aspect is the respondents' perception that institutional support does not boost their teaching confidence (Mean = 1.83, SD = 0.74). This finding suggests that the institutions may need to re-evaluate their support systems and resources aimed at enhancing faculty members' self-efficacy. Recent research has shown that institutional support, such as mentoring programs, professional development opportunities, and recognition for teaching excellence, can significantly impact teachers' self-belief and overall resilience (Scherer et al., 2016). Thus, the institutions should explore ways to strengthen their faculty support, focusing on initiatives that can boost their teaching confidence and self-efficacy. This may include implementing more effective mentoring programs, providing targeted professional development workshops, and establishing recognition systems that celebrate faculty members' teaching achievements.

Table 9. The level of teacher's resiliency in terms of work engagement

WORK ENGAGEMENT	Mean	Std. Deviation	Qualitative Interpretation
A manageable workload does not foster dedication and enthusiasm for my teaching responsibilities.	1.97	0.72	Somewhat Effective
Access to necessary resources boosts my engagement in course development and delivery.	3.35	0.63	Highly Effective
Current support for professional development motivates me to learn and improve my teaching.	3.51	0.5	Highly Effective
Current administrative support does not let me focus on teaching and enhances my work engagement.	1.85	0.74	Somewhat Effective
Recognition for my teaching achievements increases my enthusiasm and dedication.	3.46	0.64	Highly Effective
TOTAL	2.83	0.3	Effective

Table 9 presents the respondents' perceptions of their work engagement, which is vital to their overall resilience as teachers. The overall level of work engagement is rated as "Effective" (Mean = 2.83, SD = 0.30). The respondents feel that access to necessary resources (Mean = 3.35, SD = 0.63) and current support for professional development (Mean = 3.51, SD = 0.50) strongly boost their

engagement in course delivery and teaching improvement. Furthermore, recognition for their teaching achievements increases their enthusiasm and dedication (Mean = 3.46, SD = 0.64). However, the respondents only feel "Somewhat Effective" in their ability to maintain dedication and enthusiasm when faced with a manageable workload (Mean = 1.97, SD = 0.72) and when the current administrative support does not allow them to focus on teaching and enhancing their work engagement (Mean = 1.85, SD = 0.74).

The highest-rated aspect is the current support for professional development, which motivates the respondents to learn and improve their teaching (Mean = 3.51, SD = 0.50). This finding aligns with research suggesting that professional development opportunities are crucial for enhancing teachers' work engagement and resilience (Skaalvik & Skaalvik, 2014). Teachers who access relevant and meaningful professional development can develop a stronger sense of motivation and dedication to their teaching practice. The institutions should continue prioritizing and investing in high-quality professional development programs for their faculty members. These programs should be tailored to the specific needs and challenges faced by the respondents, enabling them to acquire new skills, share best practices, and stay motivated in their teaching roles.

The lowest-rated aspect is the respondents' perception that their manageable workload does not foster dedication and enthusiasm for their responsibilities (Mean = 1.97, SD = 0.72). This finding suggests that the institutions may need to re-evaluate the workload demands placed on their faculty members. Recent research has shown that excessive workload and work-related stress can significantly undermine teachers' work engagement and overall resilience (Skaalvik & Skaalvik, 2017). The institutions should explore ways to ensure that the respondents' workloads are manageable and sustainable, allowing them to maintain a sense of dedication and enthusiasm for their teaching responsibilities. This may involve reviewing and adjusting the allocation of tasks, providing support for time management, and fostering a work environment that prioritizes work-life balance.

Table 10. The level of teacher's resiliency in terms of motivation

MOTIVATION	Mean	Std. Deviation	Qualitative Interpretation
A manageable workload does not motivate me to invest time in preparing engaging lessons.	1.85	0.8	Somewhat Effective
Access to resources (e.g., technology and teaching assistants) motivates me to develop innovative teaching methods.	3.45	0.54	Highly Effective
Recognition for teaching achievements increases my motivation to excel.	3.57	0.5	Highly Effective
The institution's compensation package does not boost my satisfaction and motivation.	2.19	0.91	Somewhat Effective
Collaborating with colleagues fosters purpose and motivates me to excel.	3.41	0.7	Highly Effective
TOTAL	2.89	0.3	Effective

Table 10 outlines the respondents' perceptions of the factors that motivate them as teachers. The overall level of motivation is rated as "Effective" (Mean = 2.89, SD = 0.30). The respondents feel that access to necessary resources (Mean = 3.45, SD = 0.54) and recognition for their teaching achievements (Mean = 3.57, SD = 0.50) greatly boost their motivation to develop innovative teaching methods and excel in their roles. However, the respondents only feel "Somewhat Effective" in their motivation when faced with a manageable workload (Mean = 1.85, SD = 0.80) and when the institution's compensation package does not boost their satisfaction and motivation (Mean = 2.19, SD = 0.91).

The highest-rated aspect is access to necessary resources, which boosts the respondents' motivation to develop innovative teaching methods (Mean = 3.45, SD = 0.54). This finding aligns with research suggesting that providing teachers with adequate resources, such as technology and teaching assistants, can significantly enhance their motivation and engagement in their work (Skaalvik & Skaalvik, 2014). When teachers can access the tools and support, they need, they can focus on innovating and improving their teaching practices. Institutions should ensure that their faculty members have access to the necessary resources and support to develop and deliver effective teaching. This may involve investing in technological infrastructure, hiring teaching assistants, and creating a culture that encourages and facilitates innovation in the classroom.

The lowest-rated aspect is the respondents' perception that their manageable workload does not motivate them to invest time in preparing engaging lessons (Mean = 1.85, SD = 0.80). This finding suggests that the institutions may need to address the workload demands placed on their faculty members. Research has shown that excessive workload and work-related stress can significantly undermine teachers' motivation and overall resilience (Skaalvik & Skaalvik, 2017). The institutions should explore ways to ensure that the respondents' workloads are manageable and sustainable, allowing them to maintain a sense of motivation and enthusiasm for their teaching responsibilities. This may involve reviewing and adjusting the allocation of tasks, providing support for time management, and fostering a work environment that prioritizes work-life balance.

Table 11. Summary of the level of teacher's resiliency

SUMMARY	Mean	Std. Deviation	Qualitative Interpretation
Emotional resilience	2.76	0.3	Effective
Self-efficacy	2.78	0.28	Effective
Work engagement	2.83	0.3	Effective
Motivation	2.89	0.3	Effective

Table 11 summarizes the teacher's resilience in terms of emotional resilience, self-efficacy, work engagement, and motivation. Overall, the respondents demonstrate an "Effective" level of resilience, with the highest score in self-efficacy (Mean = 2.78, SD = 0.28) and the lowest in emotional resilience (Mean = 2.76, SD = 0.30).

The respondents' level of self-efficacy is the highest among the resilience factors, with a mean score of 2.78 and a standard deviation of 0.28, indicating an "Effective" level. This finding suggests that the respondents strongly believe in their ability to successfully execute their teaching responsibilities. Recent research has shown that high levels of teacher self-efficacy are positively associated with greater resilience, as teachers who believe in their capabilities are more likely to persist and overcome challenges in the face of adversity (Mansfield et al., 2016). The institutions should continue to foster an environment that promotes and supports the development of self-efficacy among their faculty members. This may involve providing opportunities for professional development, peer mentoring, and mastery experiences that allow teachers to build confidence in their teaching abilities.

The respondents' emotional resilience is the lowest among the resilience factors, with a mean score of 2.76 and a standard deviation of 0.30, but it is still within the "Effective" range based on the qualitative interpretation. However, recent research suggests that emotional resilience is a crucial component of overall teacher resilience, as it allows them to manage the emotional demands of their work and maintain their well-being (Mansfield et al., 2016). The institutions should consider implementing strategies to support the emotional resilience of their faculty members, such as providing access to counseling services, stress management workshops, and opportunities for self-care and work-life balance. By addressing the emotional needs of teachers, the institutions can help them develop the resilience necessary to navigate the profession's challenges.

Table 12. Significant relationship between the human resource management practices and teacher's resilience

VARIABLES		Human Resource Practices	Teachers Resilience
Human Resource Practices	Pearson Correlation	1	.526**
	Sig. (2-tailed)		0
	N	100	100
Teachers Resilience	Pearson Correlation	.526**	1
	Sig. (2-tailed)	0	
	N	100	100

Table 12 presents the significant relationship between human resource management practices and teachers' resilience. The Pearson correlation coefficient between the two variables is 0.526, which is statistically significant at the 2-tailed level. This suggests that there is a moderately strong positive relationship between human resource practices and the level of resilience among teachers.

This finding aligns with the latest research on the importance of human resource management practices in supporting and developing teacher resilience. Studies have shown that comprehensive HR practices, such as providing opportunities for professional development, mentoring, and work-life balance initiatives, can enhance teachers' self-efficacy, emotional regulation, and overall resilience (Beltman et al., 2019).

The results suggest that tertiary education institutions should prioritize implementing effective human resource management strategies to foster a more resilient teaching workforce. By investing in teachers' professional and personal well-being, institutions can better support them in navigating the challenges of the education sector and maintain their commitment and effectiveness.

SUMMARY

The study explores the impact of human resource management (HRM) practices on the resilience of teachers in tertiary education institutions. It examines how specific HRM strategies, such as workload management, communication, stress management, professional development, and social support, can influence teachers' emotional resilience, self-efficacy, work engagement, and motivation.

The research aims to fill the gap in the literature by investigating the relationship between HRM practices and various aspects of teacher resilience in the context of higher education. It will be conducted at two universities in the Philippines (Philippine College Foundation and Central Mindanao University) from June to July 2024.

The study employs a quantitative research approach using a descriptive research design. A survey questionnaire was developed and piloted with 30 participants to ensure reliability and validity. The final questionnaire was then distributed to 100 teachers selected through random sampling.

The data analysis will involve descriptive statistics to summarize the key variables and understand the connections between HRM practices and teacher resilience. The findings are expected to provide valuable insights and practical recommendations for tertiary institutions to enhance teacher well-being and resilience through effective human resource management strategies.

Findings

The highest-rated aspects of the respondents' professional development experiences included collaboration with colleagues, which was highly valuable (Mean = 3.56, SD = 0.54). The institutions were also lauded for their encouragement and support of faculty research activities (Mean = 3.50, SD = 0.73) and for providing valuable opportunities for faculty to attend conferences to stay up-to-date in their fields (Mean = 3.48, SD = 0.50). Respondents felt the institutions communicated clearly and promptly about professional development opportunities (Mean = 3.37, SD = 0.485) and that the criteria for course release were clear and transparent (Mean = 3.26, SD = 0.485).

On the lower end, respondents moderately felt a lack of a sense of belonging and connection with their colleagues (Mean = 1.76, SD = 0.62) and that their institutions did not adequately value their contributions and achievements (Mean = 1.85, SD = 0.716). Respondents were also only moderately aware of the different training programs (Mean = 1.83, SD = 0.68) and available mental health resources (Mean = 2.08, SD = 0.75). Additionally, respondents' workloads did not allow them sufficient time for research alongside teaching (Mean = 2.03, SD = 0.69).

In the teachers' resilience, the overall level of emotional resilience among the faculty respondents was rated as "Effective" (Mean = 2.76, SD = 0.30). The respondents felt their institution's mental health resources were "Effective" (Mean = 3.09, SD = 0.47) in helping them manage stress and that professional development opportunities enhanced their competence and resilience (Mean = 3.34, SD = 0.57). However, the respondents only felt their institution was "Somewhat Effective" in supporting their work-life balance (Mean = 2.14, SD = 0.92) and managing their workload (Mean = 1.86, SD = 0.80).

The overall level of self-efficacy as teachers was also rated as "Effective" (Mean = 2.78, SD = 0.28). Respondents felt access to resources (Mean = 3.28, SD = 0.60) and institutional recognition (Mean = 3.28, SD = 0.65) boosted their confidence, and collaborative work with colleagues strengthened their instructional practices (Mean = 3.31, SD = 0.61). However, they only felt "Somewhat Effective" in delivering effective instruction due to their workload (Mean = 2.20, SD = 0.84) and lack of institutional support for their teaching confidence (Mean = 1.83, SD = 0.74).

The overall level of work engagement was rated as "Effective" (Mean = 2.83, SD = 0.30). Respondents felt access to resources (Mean = 3.35, SD = 0.63) and professional development (Mean = 3.51, SD = 0.50) strongly boosted their engagement, and recognition increased their enthusiasm (Mean = 3.46, SD = 0.64). However, they only felt "Somewhat Effective" in maintaining dedication with a heavy workload (Mean = 1.97, SD = 0.72) and lacking administrative support (Mean = 1.85, SD = 0.74).

Conclusion

The survey results present a mixed picture of the faculty experience. On the positive side, respondents value the opportunities for collaboration, research support, and professional development. However, many feel a lack of community and recognition and insufficient institutional support in managing workloads and maintaining work-life balance. These factors appear to be taking a toll, with respondents only feeling moderately effective in managing stress and delivering effective instruction.

Going forward, the institutions should focus on strengthening the sense of community and recognition for faculty, improving communication about available resources, and finding ways to alleviate excessive workloads. Addressing these issues could significantly improve faculty resilience, self-efficacy, and engagement. With the strong foundations already in place, these institutions have a good opportunity to create a more supportive work environment for their teaching staff.

Recommendations

Based on the findings, several recommendations can enhance the effectiveness of Human Resource practices in building teacher resilience in tertiary education.

1. Implement regular faculty social events and team-building activities to cultivate a greater camaraderie and belonging. Establish a formal system for recognizing and rewarding exceptional teaching, research, and service contributions from faculty. Improve internal communication channels to ensure faculty feel more informed and valued by the institution.
2. Conduct a comprehensive review of faculty workloads and identify opportunities to reduce excessive teaching, administrative, and service obligations. Promote and destigmatize using existing mental health resources, counseling services, and wellness programs. Provide training and coaching for faculty on stress management, time management, and productivity strategies.
3. Clearly communicate the availability, eligibility criteria, and application process for conference funding, course release time, and other professional development opportunities. Solicit regular feedback from faculty on their specific training and support needs. Implement a centralized hub or portal to streamline access to all professional development resources.

ACKNOWLEDGMENT

The completion of this publication has been made possible by the invaluable support and guidance of numerous individuals. The researchers extend their profound gratitude to the esteemed instructor, Sir Ronel V. Sudaria, PhD, whose expertise and unwavering support throughout the research process were instrumental in shaping the direction of this work. Special appreciation is also extended to mentor Sir James Paglinawan for his insightful feedback and mentorship, which provided essential clarity and depth to the study.

Sincere thanks are extended to the 100 teachers who participated in the research, whose willingness to share their experiences and insights was crucial to the study's success. The researchers also acknowledge the unwavering support of their families and friends, whose encouragement and understanding were indispensable throughout this journey. Further appreciation is given to the institution for providing the necessary resources and a conducive environment for conducting the research. This work was made possible through the collective efforts and support of all these individuals.

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