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**| RESEARCH ARTICLE**

## **Human Resource Training Programs for Teachers in Enhancing Administrative Efficiency in a Government University in Hunan, China**

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**| ABSTRACT**

This study examined human resource training programs for teachers designed to enhance administrative efficiency at a government university in Hunan, China. Using a descriptive-comparative-correlational design, data were collected from 340 purposively selected teachers using a validated researcher-developed questionnaire. Results showed that teachers generally perceived the training programs as effective, particularly in meeting professional needs, improving teaching practices, and benefiting from trainers' expertise and technology-enhanced delivery. However, they suggested improvements in content organization, schedule flexibility, and post-training support. Administrative efficiency was also rated effective, especially in timely material approvals, open communication, and participatory decision-making. Significant differences were observed in teachers' assessments based on sex, age, educational attainment, and years of service, with more experienced, male, and highly educated teachers viewing administrative operations more positively than younger, less experienced counterparts. The study recommends designing differentiated HR training programs that take into account teachers' demographic and professional profiles. Training content should align with individual development plans, while modular and blended formats can address scheduling constraints. Continuous follow-up through coaching, peer collaboration, and feedback mechanisms is essential to sustain learning outcomes. Regular evaluation cycles and onboarding initiatives for new teachers are likewise encouraged to foster engagement, inclusivity, and sustained administrative efficiency.

**| KEYWORDS**

Human Resource Training; Administrative Efficiency; School Administrators; Teachers' Professional Development

**| ARTICLE INFORMATION**

**ACCEPTED:** 11 October 2025

**PUBLISHED:** 13 November 2025

**DOI:** 10.32996/bjtep.2025.4.6.5

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### **INTRODUCTION**

In China, Human resource (HR) training programs have emerged as a cornerstone for enhancing educators' capabilities and streamlining administrative operations in educational institutions, as the Ministry of Education mandates such programs for government universities. Teachers' perceptions of these programs significantly influence their effectiveness, impacting not only individual performance but also institutional efficiency. Research highlights the intricate relationship between HR training and administrative processes (Moriyama & Etsuko, 2022; Hensley & Taverner, 2021). These studies emphasize that well-executed training initiatives empower teachers to contribute more effectively to institutional goals.

HR teacher's training programs also play a pivotal role in fostering collaborative cultures within schools. Programs emphasizing teamwork and shared decision-making can enhance teachers' sense of inclusion and ownership in administrative processes. A study by Fukui and Nishida (2021) found that HR teachers' training focused on collaborative leadership improved

teacher morale and administrative cohesion. Likewise, researchers Darnell and Worsley (2022) noted that collaborative HR programs encouraged open communication and reduced conflicts, thereby increasing administrative efficiency.

However, challenges persist in implementing HR training programs, particularly in time and resource allocation. Overburdened schedules often prevent teachers from fully engaging in these initiatives. Darnell and Worsley (2022) suggested that flexible scheduling, such as online modules and weekend workshops, could mitigate these barriers. Similarly, Fukui and Nishida (2021) recommended prioritizing training programs that address the most critical issues teachers face, thereby improving participation and outcomes.

The interdependence between HR teachers' training programs and administrative efficiency underscores their mutual benefits. Efficient administrative systems support the consistent delivery of HR teacher training programs, while effective training enhances teachers' contributions to institutional operations. Moriyama and Etsuko (2022) emphasized that a symbiotic relationship between training and administration is essential for achieving organizational goals. Similarly, Latimer and Durand (2023) concluded that teacher engagement in HR training directly correlates with a school's operational success. In line with this, the present study seeks to determine the correlation between teachers' human resource training programs and administrative efficiency, with an aim to develop a basis for a comprehensive human resource training program.

### **Statement of the Problem**

This study determined the relationship between teachers' human resource training programs and administrative efficiency. The study's results served as the basis for a comprehensive human resource training program.

Specifically, the study answered the following questions:

1. What is the demographic profile of the teacher respondents in terms of:
  - 1.1. Sex;
  - 1.2. Age;
  - 1.3. Educational Attainment;
  - 1.4. Years of Service;
2. What is the self-assessment of the teacher respondents of their human resource teacher's training programs in their school in terms of:
  - 2.1. Relevance to professional needs;
  - 2.2. Quality of training content and delivery;
  - 2.3. Accessibility;
  - 2.4. Impact on teaching practice; and
  - 2.5. Provision for feedback Process?
3. Is there a significant difference in the self-assessment of the teacher respondents of their human resource teacher's training programs in their school when they are grouped according to their profile?
4. What is the assessment of the teacher respondents of the administrative efficiency in their school in terms of:
  - 4.1. Timeliness of administrative processes;
  - 4.2. Clarity and accessibility of policies;
  - 4.3. Support for teaching and learning needs;
  - 4.4. Communication and responsiveness; and
  - 4.5. Problem-solving and decision-making?
5. Is there a significant difference in the assessment of the teacher respondents of the administrative efficiency in their school when they are grouped according to their profile?

6. Is there a significant relationship between the teacher respondents' perception of human resource teachers' training programs and administrative efficiency?
7. Based on the results of the study, what comprehensive teacher-leader partnerships program can be proposed?

## **RESEARCH METHODOLOGY**

### **Research Design**

The research employed a descriptive, comparative, and correlational methodology, characterized by precise definitions, meticulous documentation, comprehensive analysis, and a refined understanding of contextual interactions. According to McCombes (2023), descriptive research is designed to systematically identify and examine the core characteristics, behaviors, and attributes of phenomena within their natural settings. Its primary goal is to develop detailed profiles of specific entities or to gain a deeper understanding of the current situation, thereby laying a strong foundation for future studies.

Building on the insights of McCombes (2023), descriptive research is essential to the social sciences and psychology as it offers a profound understanding of natural patterns and behaviors. This approach facilitates the accurate and unbiased collection of data on the beliefs, actions, and traits of target populations, providing valuable perspectives on societal dynamics. Furthermore, Johnson and Christensen (2020) highlight the importance of comparative methods in identifying key variables that influence outcomes across diverse groups or contexts. They assert that correlational analysis plays a crucial role in uncovering potential causal links among variables, thereby enhancing the explanatory power of research designs. In this study, correlational analysis explored the relationships between demographic characteristics and relevant attitudes or behaviors tied to the research issue, contributing to the development of theoretical models and practical intervention strategies.

The descriptive-comparative-correlational approach used in this investigation established a robust framework for analyzing complex relationships between variables and their contexts. By integrating the methodological insights of Johnson and Christensen (2020) with the foundational principles outlined by McCombes (2023), this approach deepened and validated the findings, providing a reliable basis for further research and practical applications in related domains. This study aimed to investigate teachers' perceptions of human resource teacher training programs and their assessment of administrative efficiency in their school. This research approach allowed the researcher to numerically analyze, compare, and correlate the relationships among the dependent variables included in the study.

By utilizing this approach, the researcher was able to find any significant difference or relationship in the teacher respondents' self-assessment of their perception of human resource teacher training programs in their school and their demographic data, such as sex, age, educational attainment, years of service, and seminars attended related to the topic. Also, the researcher found no significant difference or relationship between teachers' assessments of administrative efficiency in their school and their demographic data, including sex, age, educational attainment, years of service, and seminars attended on the topic. The teachers' self-assessments of their perceptions of human resource teacher training programs and of administrative efficiency in their school were then correlated.

### **Participants and Sampling Technique**

The study participants are 340 teacher-respondents who were selected from the 715 teachers at a university in Changsha, Hunan Province, China. In selecting the teacher respondents, a purposive sampling technique was used. Since the study focused on the university's human resource training program, the researcher selected only those teachers who had served the university for more than 3 years and had participated in and witnessed the programs implemented by the university.

### **Participants and Sampling Technique**

In gathering the needed data, the researcher developed questionnaires for the teacher respondents to assess their human resource teacher training programs and the administrative efficiency in their schools. The researcher used face-to-face or on-site administration of this questionnaire.

The questionnaire was composed of the following parts.

Part 1 – This section determined the demographic profile of the teacher respondents.

Part 2 – This section examined the teacher respondents' perceptions of human resource teachers' training programs in their schools.

Part 3 – This section identified the teacher respondents' assessment of the administrative efficiency in their school.

**Perception of Human Resource Training Programs****Scale****Verbal Interpretation**

3.51 - 4.00

**Very Effective***If the statements are very factual about the HR Training Programs at their School, the effectiveness level is 76%-100%.*

2.51 -3.50

**Effective***If the statements are factual about the HR Training Programs in their School, the effectiveness is at the 51%-75% level.*

1.51 -2.50

**Somewhat Effective***If the statements are slightly factual about the HR Training Programs in their School, the effectiveness level is 26%-50 %.*

1.00-1.50

**Not Effective***If the statements are not factual about the HR Training Programs in their School, the effectiveness is at the 1%-25% level.***Administrative Efficiency****Scale****Verbal Interpretation**

3.51 - 4.00

**Very Efficient***If the statements are very true of their administrators, the efficiency level is 76%-100%.*

2.51 -3.50

**Efficient***If the statements are factual about their administrators, the efficiency level is 51%-75%.*

1.51 -2.50

**Somewhat Efficient***If the statements are slightly factual about their administrators, the efficiency level is 26%-50%.*

1.00-1.50

**Not Efficient***If the statements are not factual about their administrators, the efficiency level is 1%-25%.*

The researcher-developed questionnaire was subjected to content validation by experts in the field. The experts' suggestions were incorporated into the instrument. The same instrument was submitted for face validation with at least three experts. The questionnaires were pilot-tested to assess reliability. Pilot testing was computed using Cronbach's Alpha in the Statistical Package for the Social Sciences (SPSS). The researcher welcomed the experts' suggestions and made the necessary revisions to ensure the instruments were valid.

The overall reliability of the questionnaire was Cronbach's Alpha = 0.996, indicating remarkably consistent results across all items. The reliability test result indicated that the research instrument was statistically reliable.

### **Data Gathering Procedure**

The researcher obtained permission from the Principal's Office of Hunan Women's University in Changsha, Hunan Province, China. Upon approval, the researcher sought consent from the school heads and distributed consent forms to the teacher respondents, who signed and returned them. The purpose of the study and the instructions for completing the survey were then clearly explained to the participants before administering the questionnaire face-to-face. Respondents were given sufficient time to complete the surveys, and the completed surveys were collected afterward.

The gathered data were tallied, encoded, and analyzed using the Statistical Package for the Social Sciences (SPSS). The results were interpreted and used to propose a sustainability and revenue diversification program. Finally, the findings, conclusions, and recommendations were summarized and presented.

### **Statistical Treatment of the Data**

The responses to the survey questionnaire were tallied in SPSS and then tabulated and organized accordingly. The data were presented, analyzed, and interpreted using frequency and percentage, mean and standard deviation, independent-samples t-tests, one-way ANOVA, and Pearson's r correlation.

1. For research question 1, descriptive statistics such as frequency counts and percentages were used to treat responses in the demographic profile of the teacher respondents.
2. For research questions 2 and 4, weighted means were utilized to treat the self-assessment of the teacher respondents of their perception of human resource teacher's training programs in their school in terms of relevance to professional needs, quality of training content and delivery, accessibility and inclusivity, impact on teaching practice, and opportunities for feedback and follow-up.
3. Weighted mean was also used to assess the teacher respondents' administrative efficiency in their school, in terms of timeliness of administrative processes, clarity and accessibility of policies, support for teaching and learning needs, communication and responsiveness, and problem-solving and decision-making.
4. For research questions 3 and 5, one-way ANOVA with post-hoc analysis (Scheffe) was used to determine significant differences in their perceptions of human resource teachers' training programs and their assessments of administrative efficiency in their schools.
5. For research question 6, Pearson's r correlation analysis was utilized to determine the significant relationship between the teacher respondents' perception of human resource teacher training programs and administrative efficiency.

### **Ethical Considerations**

The researcher carefully observed and followed the ethical principles necessary to protect the rights, welfare, and dignity of all respondents. The following were the ethical considerations observed in the conduct of this study:

#### **Conflict of Interest**

The researcher ensured that no conflict of interest existed throughout the study. The purpose of the research was clearly communicated to all respondents, and personal information collected was used solely for academic purposes. All data gathered was handled responsibly and was not used in any way that could exploit or disadvantage the participants. The researcher remained faithful to the study's objectives and ethical standards.

#### **Privacy and Confidentiality**

Prior to data collection, respondents were assured that all information collected would be kept strictly confidential. The survey results were not shared with anyone other than the researcher. Respondents' names and identifying details were omitted in the presentation of findings to protect their anonymity. No clues or references were included that could reveal or link the data to specific individuals.

#### **Informed Consent Process**

Before administering the survey, the researcher obtained written consent from each respondent, confirming that they understood the purpose, procedures, and objectives of the study. The researcher explained the process thoroughly and transparently, without deception. Participants were also informed of the minimal risks associated with the study and were assured that their participation was voluntary.

## Recruitment

Participation in the study was entirely voluntary. Respondents had the right to accept or decline participation without any coercion or negative consequence. They were also informed that they could withdraw from the study at any time.

## Risk

The researcher ensured that no physical, psychological, or social risks were involved in participating in this study. Participants were assured that the data collected would not harm their reputation or well-being. They were also informed that they could stop answering questions at any time if they felt uncomfortable, harassed, or if any question appeared too personal or intrusive.

## RESULTS AND DISCUSSIONS

### I. Profile of the Respondents

Table 1 presents the frequency distribution of the teacher respondents' profiles by sex, age, educational attainment, and years of service.

**Table 1**

**Frequency Distribution of Respondents' Demographic Profiles**

	Frequency	Percentage
<b>Sex</b>		
Male	62	18.2%
Female	278	81.8%
<b>Total</b>	<b>340</b>	<b>100%</b>
<b>Age</b>		
Less than 25 years old	29	8.5%
26-35 years old	23	6.8%
36-45 years old	124	36.5%
46-55 years old	123	36.2%
More than 55 years old	41	12.1%
<b>Total</b>	<b>340</b>	<b>100%</b>
<b>Educational Attainment</b>		
Bachelor' degree	40	11.8%
Master's degree	226	66.5%
Doctoral degree	74	21.8%
<b>Total</b>	<b>340</b>	<b>100%</b>
<b>Years of Service</b>		
Less than 5 years	29	8.5%
5-10 years	30	8.8%
11-15 years	113	33.2%
16-20 years	123	36.2%
More than 20 years	45	13.2%
<b>Total</b>	<b>340</b>	<b>100%</b>

**Sex.** Sixty-two (62) of the teacher respondents, or approximately 18.2%, were male, while 278 (81.8%) were female. This indicates that the majority of the teacher respondents were female. Such distribution suggests that, among the respondents, the teaching profession is predominantly composed of women—a pattern that aligns with broader trends in gender representation in the education sector.

**Age.** Twenty-nine (29) or about 8.5% of the respondents are less than 25 years old, twenty-three (23) or 6.8% are 26 to 35 years old, one hundred twenty-four (124) or 36.5% are 36 to 45 years old, one hundred twenty-three (123) or 36.2% are 46 to 55 years old, and forty-one (41) or 12.1% are more than 55 years old. This means that the majority of the teacher respondents

are between 36 and 45 years old, showing that most respondents are in mid-career, likely with substantial teaching experience and professional maturity.

**Educational Attainment.** Forty (40) or 11.8% of the respondents hold a bachelor's degree, two hundred twenty-six (226) or 66.5% hold a master's degree, and seventy-four (74) or 21.8% hold a doctoral degree. This means that the majority of the teacher respondents hold a master's degree. This illustrates that most teachers have completed postgraduate studies, indicating a strong inclination toward professional and academic advancement.

**Years of Service.** Twenty-nine (29) or 8.5% have less than 5 years of experience, thirty (30) or 8.8% have 5 to 10 years, one hundred thirteen (113) or 33.2% have 11 to 15 years, one hundred twenty-three (123) or 36.2% have 16 to 20 years, and forty-five (45) or 13.2% have more than 20 years of experience. This means that the majority of the teacher respondents have 16 to 20 years of teaching experience. This illustrates that a large portion of the respondents are seasoned educators who have likely developed deep instructional competence and professional stability over the years.

## II. Self-Assessment of the Teacher Respondents of their Human Resource Teacher's Training Programs

**Table 2. Self-Assessment of the Teacher Respondents of their Human Resource Teacher's Training Programs**

Human Resource Training Programs in their School	Mean	SD	Qualitative Description	Interpretation	Rank
1. Relevance to Professional Needs	3.27	.56	Agree	Effective	5
2. Quality of Training Content and Delivery	3.33	.53	Agree	Effective	3.5
3. Accessibility	3.35	.50	Agree	Effective	1.5
4. Impact on Teaching Practice	3.35	.50	Agree	Effective	1.5
5. Provision for Feedback Process	3.33	.52	Agree	Effective	3.5
<b>Over-all Mean</b>	3.33	.50	<b>Agree</b>	<b>Effective</b>	

Legend: 3.51–4.00 Strongly Agree/Very Effective; 2.51–3.50 Agree/ Effective; 1.51–2.50 Disagree/Somewhat Effective; 1.00–1.50 Strongly Disagree/Not Effective

Table 2 summarizes the self-assessment by teacher respondents of their school's human resource teacher training programs, in terms of relevance to professional needs, quality of training content and delivery, accessibility, impact on teaching practice, and provision for feedback. The highest-rated dimensions in the self-assessment of the teacher respondents are *Accessibility* and *Impact on Teaching Practice*, both with a mean of 3.35 and a standard deviation of 0.50. These are described as "Agree" and interpreted as "Effective." This indicates that teachers perceive the human resource teacher training programs as easily accessible and directly beneficial to their teaching performance. The programs' flexibility, inclusivity, and technological support, along with their practical classroom impact, are key strengths. The equal top scores for *Accessibility* and *Impact on Teaching Practice* indicate that teachers view HR training as both reachable and directly useful in their instructional work. This interpretation is strongly supported: technology-enabled and blended delivery increases access and retention (Iskandar & Setiawan, 2021; Okuda & Shimizu, 2023), while tailored, role-relevant programs translate quickly into instructional gains (Moriyama & Etsuko, 2022; Latimer & Durand, 2023). Fernandes et al. (2024) and Fukui and Nishida (2021) further show that digital tools and collaborative program designs not only improve administrative efficiency but also open avenues for active, learner-centered pedagogies that teachers can adopt immediately.

The lowest-rated dimension is *Relevance to Professional Needs*, with a mean of 3.27 and a standard deviation of 0.56. Although still interpreted as "Effective," this result suggests that some teachers feel a slight disconnect between their specific professional development goals and the training programs' focus. This highlights an opportunity to improve alignment with individual needs and teaching contexts to increase perceived value. Lwin and Khin (2023) emphasize that engagement and transfer increase when training is explicitly mapped to teachers' day-to-day challenges and institutional priorities. Adebayo and Olatunji (2021) and Latimer and Durand (2023) recommend multi-level or tiered professional development to address the differing needs of novice and experienced teachers. Njoroge and Wanjiru (2023) also note that follow-up supports and resource allocation are necessary for teachers to implement context-specific strategies.

The overall composite mean of 3.33 and standard deviation of 0.50 indicate consistent “Agree” and “Effective” evaluations across all dimensions. This suggests that teacher respondents generally view their human resource training programs positively. The programs are accessible, well-delivered, and impactful, though enhancing their relevance to individualized professional needs could further improve their effectiveness. The optimistic view of HR training programs is consistent with studies on HRD and school management, which link systematic HRD, leadership support, and technology to improved teacher performance and institutional outcomes (Manzoor & Shah, 2021; Moriyama & Etsuko, 2022; Libâneo, Oliveira, & Toschi, 2022; Fernandes et al., 2024). The modest standard deviation indicates general agreement but also room for targeted improvement. Drawing on the reviewed studies, actionable steps include: (1) conducting formal needs assessments and mapping professional development to teacher roles (Lwin & Khin, 2023); (2) adopting tiered, sustained PD pathways with coaching and follow-up (Latimer & Durand, 2023; Njoroge & Wanjiru, 2023; Moriyama & Etsuko, 2022); (3) consolidating blended and asynchronous options to maintain accessibility (Iskandar & Setiawan, 2021; Okuda & Shimizu, 2023); and (4) ensuring leadership endorsement and resource backing so that relevance and application are reinforced institutionally (Libâneo et al., 2022; Fernandes et al., 2024).

**Table 3. Summary of the Assessment of the Teacher Respondents of the Administrative Efficiency**

Administrative Efficiency in their School	Mean	SD	Qualitative Description	Interpretation	Rank
1. Timeliness of Administrative Processes	3.32	.49	Agree	Efficient	1
2. Clarity and Accessibility of Policies	3.18	.59	Agree	Efficient	4
3. Support for Teaching and Learning Needs	3.18	.59	Agree	Efficient	4
4. Communication and Responsiveness	3.18	.59	Agree	Efficient	4
5. Problem-Solving and Decision-Making	3.23	.57	Agree	Efficient	2
<b>Over-all Mean</b>	<b>3.22</b>	<b>.54</b>	<b>Agree</b>	<b>Efficient</b>	

Legend: 3.51-4.00 Strongly Agree/Very Effective; 2.51-3.50 Agree/ Effective; 1.51-2.50 Disagree/Somewhat Effective; 1.00-1.50 Strongly Disagree/Not Effective

Table 3 presents a summary of teacher respondents' assessments of administrative efficiency in their schools, including the *timeliness of administrative processes*, *clarity and accessibility of policies*, *support for teaching and learning needs*, *communication and responsiveness*, and *problem-solving and decision-making*. The highest-rated dimension in the assessment of administrative efficiency is *Timeliness of Administrative Processes*, with a mean of 3.32 and a standard deviation of 0.49. This result, interpreted as “Agree” and “Efficient,” suggests that teacher respondents generally experience timely support from the school administration. Processes such as approvals, responses to requests, and administrative tasks are perceived as handled promptly, minimizing disruptions to teaching and learning. Fernandes et al. (2024) and Narciso et al. (2024) argue that adopting streamlined administrative practices and digital tools accelerates bureaucratic workflows and reduces delays in the implementation of decisions. Similarly, Okuda and Shimizu (2023) and Brierley and Paxton (2022) found that technology-driven initiatives improve the speed and accuracy of administrative tasks. These studies help explain why teachers perceive administrative processes—such as approvals and responses—as timely: when administrations adopt clear procedural systems and technological supports, disruptions are minimized and operational efficiency increases.

The lowest-rated dimensions, all ranked equally at number five, are *Clarity and Accessibility of Policies*, *Support for Teaching and Learning Needs*, and *Communication and Responsiveness*, each with a mean of 3.18 and a standard deviation of 0.59. While still rated “Agree” and “Efficient,” these results indicate areas of relative weakness in administrative operations. Teachers may be encountering inconsistencies in policy clarity, the adequacy of instructional support, and the effectiveness of communication and responsiveness from the administration. Towell (2022) and Hoffmann (2024) stress that institutional evaluation and formalized protocols are essential to translate managerial intent into consistent practice; without these systems, policy messages may be unevenly interpreted. Libâneo, Oliveira, and Toschi (2022) likewise emphasize that effective school management requires not only the existence of policies but also their clarity and participatory dissemination to ensure consistent implementation. Thus, the modest score on policy clarity and accessibility likely reflects an environment in which policies exist but are not consistently presented or operationalized with sufficient precision or accessibility.



The overall composite mean for *Administrative Efficiency in Their School* is 3.22, with a standard deviation of 0.54, interpreted as “Agree” and “Efficient.” This reflects a generally positive perception among teacher respondents regarding the overall efficiency of their school administration. However, the lower ratings in specific dimensions highlight opportunities for improvement, particularly in strengthening communication, clarifying policies, and ensuring consistent support for teaching and learning. Addressing these areas may contribute to a more effective and cohesive administrative system. Moriyama and Etsuko (2022), Okuda and Shimizu (2023), and Brierley and Paxton (2022) show that visible resource provision and targeted training enhance teachers’ perceptions of administrative support—explaining why respondents may find their basic needs adequately met. At the same time, Latimer and Durand (2023), and Njoroge and Wanjiru (2023) emphasize that teachers respond most positively when professional development is tailored, sustained, and supported through follow-up. The relatively lower composite ratings thus suggest that while administrative systems meet general needs promptly, there remains a need to deepen individualized professional development, continuous coaching, and leadership advocacy to fully align administrative efficiency with instructional growth.

**Table 14. Differences in the Self-Assessment of the Teacher Respondents on their Human Resource Training Programs Based on Sex**

Human Resource Training Programs in their School	Sex	Mean	SD	Computed t-value	df	Decision on Ho	Interpretation
1. Relevance to Professional Needs	Male	3.44	0.56	.69	10	Rejected	Significant
	Female	3.24	0.55				
2. Quality of Training Content and Delivery	Male	3.53	0.50	0.61	26	Rejected	Significant
	Female	3.29	0.52				
3. Accessibility	Male	3.56	0.47	3.23	85	Rejected	Significant
	Female	3.31	0.50				
4. Impact on Teaching Practice	Male	3.56	0.46	3.81	95	Rejected	Significant
	Female	3.30	0.49				
5. Provision for Feedback Process	Male	3.56	0.49	4.01	75	Rejected	Significant
	Female	3.28	0.52				
<b>Over-all</b>	Male	3.53	0.47	2.49	51	Rejected	Significant
	Female	3.28	0.49				

Table 4 presents the differences in the self-assessment of the teacher respondents regarding their human resource training programs when their sex is taken as the test factor. The null hypothesis is rejected across all dimensions, indicating significant differences in the self-assessment of teacher respondents based on sex. The highest overall mean is observed among

teachers aged 46–55 years, with a composite mean of 3.49. This age group also consistently rated each dimension the highest or among the highest—for instance, *Relevance to Professional Needs* (3.49), *Quality of Training Content and Delivery* (3.53), and *Impact on Teaching Practice* (3.47). These findings suggest that more experienced and senior teachers perceive the human resource training programs as highly relevant, well-structured, accessible, and effective in enhancing their teaching practices. Their responses reflect a strong alignment between the training provided and their professional needs and expectations.

**Table 5. Differences in the Self-Assessment of the Teacher Respondents on their Human Resource Training Programs Based on Age**

Human Resource Training Programs in their School	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Relevance to Professional Needs	< 25 years old	2.45	.48	30.44	.000	Rejected	Significant
	26-35 years old	2.98	.32				
	36-45 years old	3.25	.48				
	46-55 years old	3.49	.50				
	> 55 years old	3.44	.49				
2. Quality of Training Content and Delivery	< 25 years old	2.64	.53	22.43	.000	Rejected	Significant
	26-35 years old	3.12	.32				
	36-45 years old	3.30	.47				
	46-55 years old	3.53	.47				
	> 55 years old	3.42	.47				
3. Accessibility	< 25 years old	2.86	.52	11.21	.000	Rejected	Significant
	26-35 years old	3.13	.34				
	36-45 years old	3.36	.47				
	46-55 years old	3.48	.49				
	> 55 years old	3.42	.48				
4. Impact on Teaching Practice	< 25 years old	2.86	.55	11.13	.000	Rejected	Significant

	26-35 years old	3.15	.35				
	36-45 years old	3.35	.45				
	46-55 years old	3.47	.48				
	> 55 years old	3.46	.47				
5. Provision for Feedback Process	< 25 years old	2.84	.60	10.87	.000	Rejected	Significant
	26-35 years old	3.11	.35				
	36-45 years old	3.32	.49				
	46-55 years old	3.47	.49				
	> 55 years old	3.43	.50				
Over-all	< 25 years old	2.73	.45	18.02	.000	Rejected	Significant
	26-35 years old	3.10	.29				
	36-45 years old	3.32	.45				
	46-55 years old	3.49	.47				
	> 55 years old	3.43	.47				

**Table 5** presents the differences in the self-assessment of the teacher respondents regarding their human resource training programs when their *age* is taken as the test factor. The null hypothesis is rejected across all dimensions, indicating significant differences in the self-assessment of teacher respondents based on age. The highest overall mean is observed among teachers aged 46–55 years, with a composite mean of 3.49. This age group also consistently rated each dimension the highest or among the highest—for instance, *Relevance to Professional Needs* (3.49), *Quality of Training Content and Delivery* (3.53), and *Impact on Teaching Practice* (3.47). These findings suggest that more experienced and senior teachers perceive the human resource training programs as highly relevant, well-structured, accessible, and effective in enhancing their teaching practices. Their responses reflect a strong alignment between the training provided and their professional needs and expectations.

**Table 6. Differences in the Self-Assessment of the Teacher Respondents on their Human Resource Training Programs Based on Educational Attainment**

Human Resource Training Programs in their School	Educational Attainment	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Relevance to Professional Needs	Bachelor's degree	2.59	.48	42.20	.000	Rejected	Significant

	Master's degree	3.39	.52				
	Doctoral degree	3.30	.45				
2. Quality of Training Content and Delivery	Bachelor's degree	2.80	.56	26.72	.000	Rejected	Significant
	Master's degree	3.42	.49				
	Doctoral degree	3.36	.46				
3. Accessibility	Bachelor's degree	2.97	.53	15.59	.000	Rejected	Significant
	Master's degree	3.43	.48				
	Doctoral degree	3.32	.45				
4. Impact on Teaching Practice	Bachelor's degree	2.97	.55	15.33	.000	Rejected	Significant
	Master's degree	3.43	.47				
	Doctoral degree	3.32	.45				
5. Provision for Feedback Process	Bachelor's degree	2.94	.59	14.25	.000	Rejected	Significant
	Master's degree	3.41	.50				
	Doctoral degree	3.33	.47				
<b>Over-all</b>	Bachelor's degree	2.85	.47	23.88	.000	Rejected	Significant
	Master's degree	3.41	.47				
	Doctoral degree	3.33	.45				

Table 6 presents differences in the self-assessments of teacher respondents regarding their human resource training programs, with educational attainment as the test factor. The null hypothesis is rejected across all variables, indicating significant differences in self-assessment among teacher respondents based on educational attainment. The highest overall mean is recorded among respondents with *Master's degrees*, at 3.41. This group rated all aspects of the human resource training programs highly—for example, *Relevance to Professional Needs* (3.39), *Quality of Training Content and Delivery* (3.42), and *Impact on Teaching Practice* (3.43). These ratings suggest that teachers pursuing graduate studies find the training programs highly relevant, accessible, and effective in improving their teaching. Their active engagement in advanced learning is likely to enhance their appreciation for structured training aligned with educational and professional goals.

**Table 7. Differences in the Self-Assessment of the Teacher Respondents on their Human Resource Training Programs Based on Years of Service**

Human Resource Training Programs in their School	Educational Attainment	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Relevance to Professional Needs	Less than 25 years old	2.45	.48	31.09	.000	Rejected	Significant
	26-35 years old	2.99	.30				
	36-45 years old	3.26	.49				
	46-55 years old	3.48	.50				
	More than 55 years old	3.48	.49				
2. Quality of Training Content and Delivery	Less than 25 years old	2.64	.53	22.60	.000	Rejected	Significant
	26-35 years old	3.12	.30				
	36-45 years old	3.31	.48				
	46-55 years old	3.51	.47				
	More than 55 years old	3.48	.48				
3. Accessibility	Less than 25 years old	2.86	.52	11.58	.000	Rejected	Significant
	26-35 years old	3.14	.35				
	36-45 years old	3.37	.47				
	46-55 years old	3.47	.49				
	More than 55 years old	3.47	.48				
4. Impact on Teaching Practice	Less than 25 years old	2.86	.55	11.51	.000	Rejected	Significant
	26-35 years old	3.16	.35				
	36-45 years old	3.35	.45				
	46-55 years old	3.45	.48				
	More than 55 years old	3.50	.48				
5. Provision for Feedback Process	Less than 25 years old	2.84	.60	11.41	.000	Rejected	Significant
	26-35 years old	3.11	.38				
	36-45 years old	3.33	.49				
	46-55 years old	3.45	.49				
	More than 55 years old	3.48	.50				
<b>Over-all</b>	Less than 25 years old	2.73	.45	18.49	.000	Rejected	Significant

	26-35 years old	3.10	.29				
	36-45 years old	3.33	.46				
	46-55 years old	3.47	.47				
	More than 55 years old	3.48	.47				

**Table 7** presents differences in the self-assessments of the teacher respondents regarding their human resource training programs, with years of service as the test factor. Since the null hypothesis is rejected across all variables, there are significant differences in the self-assessments of teacher respondents regarding their human resource training programs by years of service. The highest overall mean is recorded among teachers with *more than 55 years of service*, with a composite mean of 3.48. This group consistently gave high ratings across all dimensions—for instance, *Impact on Teaching Practice* (3.50), *Provision for Feedback Process* (3.48), and *Relevance to Professional Needs* (3.48). These results suggest that the most experienced teachers find the HR training programs highly relevant, applicable, and effective in supporting their teaching roles. Their extensive professional experience may enable them to contextualize and fully appreciate the value of structured training in enhancing classroom performance and promoting continuous professional growth.

#### Differences in the Assessment of the Teacher Respondents on Administrative Efficiency Based on Profile

Tables 8 to 11 present the differences in the assessment of the teacher respondents' administrative efficiency in their school when sex, age, educational attainment, and years of service are used as test factors.

**Table 8. Differences in the Assessment of the Teacher Respondents on Administrative Efficiency Based on Sex**

Administrative Efficiency in the School	Sex	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
1. Timeliness of Administrative Processes	Male	3.57	.45	21.543	.414	Rejected	Significant
	Female	3.26	.48				
2. Clarity and Accessibility of Policies	Male	3.45	.50	17.179	.687	Rejected	Significant
	Female	3.11	.59				
3. Support for Teaching and Learning Needs	Male	3.44	.52	15.482	.349	Rejected	Significant
	Female	3.12	.59				
4. Communication and Responsiveness	Male	3.45	.50	16.357	.656	Rejected	Significant
	Female	3.12	.59				
5. Problem-Solving and Decision-Making	Male	3.49	.48	16.575	.880	Rejected	Significant
	Female	3.17	.57				
Over-all	Male	3.48	.48	18.490	.497	Rejected	Significant
	Female	3.16	.54				

**Table 8** presents the differences in the assessment of the teacher respondents regarding the administrative efficiency in their school when their sex is taken as the test factor. Since the null hypothesis is rejected across all dimensions, there are significant differences in the assessment of administrative efficiency based on the sex of the teacher respondents. The highest mean is observed among *male teachers* in the Problem-Solving and Decision-Making dimension, with a mean of 3.49. This suggests that male respondents perceive the administration as highly capable of addressing challenges, making informed

decisions, and involving teachers in resolving school-related issues. The consistently high ratings given by male teachers across all dimensions reflect their more favorable perception of the school administration's overall efficiency and responsiveness.

**Table 9. Differences in the Assessment of the Teacher Respondents of the Administrative Efficiency as to Age**

<b>Administrative Efficiency in the School</b>	<b>Age</b>	<b>Mean</b>	<b>SD</b>	<b>Computed F-value</b>	<b>Sig</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
1. Timeliness of Administrative Processes	Less than 25 years old	2.83	.54	10.60	.000	Rejected	Significant
	26-35 years old	3.18	.34				
	36-45 years old	3.32	.45				
	46-55 years old	3.43	.46				
	More than 55 years old	3.40	.49				
2. Clarity and Accessibility of Policies	Less than 25 years old	2.56	.64	11.01	.000	Rejected	Significant
	26-35 years old	3.08	.42				
	36-45 years old	3.18	.56				
	46-55 years old	3.30	.56				
	More than 55 years old	3.28	.52				
3. Support for Teaching and Learning Needs	Less than 25 years old	2.56	.67	10.96	.000	Rejected	Significant
	26-35 years old	3.03	.37				
	36-45 years old	3.19	.54				
	46-55 years old	3.31	.57				
	More than 55 years old	3.25	.53				
4. Communication and Responsiveness	Less than 25 years old	2.60	.64	9.96	.000	Rejected	Significant
	26-35 years old	3.08	.40				
	36-45 years old	3.18	.55				
	46-55 years old	3.31	.58				
	More than 55 years old	3.27	.51				
5. Problem-Solving and Decision-Making	Less than 25 years old	2.57	.68	14.45	.000	Rejected	Significant
	26-35 years old	3.12	.37				
	36-45 years old	3.23	.54				

	46-55 years old	3.38	.51				
	More than 55 years old	3.32	.47				
<b>Over-all</b>	Less than 25 years old	2.62	.61	12.21	.000	Rejected	Significant
	26-35 years old	3.10	.36				
	36-45 years old	3.22	.51				
	46-55 years old	3.35	.52				
	More than 55 years old	3.31	.48				

Table 9 presents differences in the assessment of teacher respondents' administrative efficiency in their schools, with age as a test factor. Since the null hypothesis is rejected across all categories, there are significant differences in the assessment of administrative efficiency in the school when teacher respondents' age is taken into account. The highest overall assessment comes from teachers aged 46–55 years old, who recorded a composite mean of 3.35. This age group consistently rated the dimensions the highest or near-highest—for instance, *Timeliness of Administrative Processes* (3.43) and *Problem-Solving and Decision-Making* (3.38). These results suggest that teachers within this age bracket, likely at the peak of their professional maturity, perceive the school administration as effective, responsive, and supportive of teaching and learning needs. Their extensive institutional familiarity and professional experience may also make them more confident in navigating, interpreting, and evaluating administrative systems.

**Table 10. Differences in the Assessment of the Teacher Respondents on Administrative Efficiency Based on Educational Attainment**

Administrative Efficiency in the School	Educational Attainment	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Timeliness of Administrative Processes	Bachelor's degree	2.96	.56	14.66	.000	Rejected	Significant
	Master's degree	3.39	.45				
	Doctoral degree	3.29	.46				
2. Clarity and Accessibility of Policies	Bachelor's degree	2.73	.67	14.40	.000	Rejected	Significant
	Master's degree	3.25	.56				
	Doctoral degree	3.17	.49				
	Bachelor's degree	2.73	.67	14.91	.000	Rejected	Significant



3. Support for Teaching and Learning Needs	Master's degree	3.26	.56				
	Doctoral degree	3.17	.52				
4. Communication and Responsiveness	Bachelor' degree	2.76	.67	13.03	.000	Rejected	Significant
	Master's degree	3.26	.56				
	Doctoral degree	3.17	.51				
5. Problem-Solving and Decision-Making	Bachelor' degree	2.75	.70	18.34	.000	Rejected	Significant
	Master's degree	3.31	.54				
	Doctoral degree	3.25	.44				
<b>Over-all</b>	Bachelor' degree	2.78	.63	16.10	.000	Rejected	Significant
	Master's degree	3.30	.52				
	Doctoral degree	3.21	.47				

**Table 10** presents the differences in the assessment of the teacher respondents regarding the administrative efficiency in their school when their *educational attainment* is taken as the test factor. Since the null hypothesis is rejected across all variables, there are significant differences in the assessment of administrative efficiency based on the educational attainment of the teacher respondents. The highest overall mean is recorded among teachers with *Master's units*, who rated administrative efficiency at 3.30. Their scores are the highest across all dimensions, including *Timeliness of Administrative Processes* (3.39) and *Problem-Solving and Decision-Making* (3.31). This suggests that teachers pursuing or holding graduate-level education perceive school administration as generally effective, timely, and responsive. Their advanced academic preparation may enable them to better understand institutional systems, policies, and governance frameworks, allowing them to engage more constructively with administrative processes.

**Table 11. Differences in the Assessment of the Teacher Respondents on Administrative Efficiency Based on Years of Service Factor**

Administrative Efficiency in the School	Educational Attainment	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Timeliness of Administrative Processes	Less than 25 years old	2.83	.54	10.89	.000	Rejected	Significant
	26-35 years old	3.18	.34				
	36-45 years old	3.32	.45				
	46-55 years old	3.42	.46				

	More than 55 years old	3.44	.49				
2. Clarity and Accessibility of Policies	Less than 25 years old	2.56	.64	11.24	.000	Rejected	Significant
	26-35 years old	3.09	.42				
	36-45 years old	3.17	.56				
	46-55 years old	3.30	.57				
	More than 55 years old	3.32	.51				
3. Support for Teaching and Learning Needs	Less than 25 years old	2.56	.67	11.19	.000	Rejected	Significant
	26-35 years old	3.03	.35				
	36-45 years old	3.19	.55				
	46-55 years old	3.30	.58				
	More than 55 years old	3.29	.53				
4. Communication and Responsiveness	Less than 25 years old	2.60	.64	10.06	.000	Rejected	Significant
	26-35 years old	3.09	.41				
	36-45 years old	3.18	.56				
	46-55 years old	3.30	.58				
	More than 55 years old	3.33	.52				
5. Problem-Solving and Decision-Making	Less than 25 years old	2.57	.68	14.44	.000	Rejected	Significant
	26-35 years old	3.13	.36				
	36-45 years old	3.23	.54				
	46-55 years old	3.37	.52				
	More than 55 years old	3.37	.48				
<b>Over-all</b>	Less than 25 years old	2.62	.61	12.38	.000	Rejected	Significant
	26-35 years old	3.10	.36				
	36-45 years old	3.22	.51				
	46-55 years old	3.34	.52				
	More than 55 years old	3.35	.48				

**Table 11** presents the differences in the assessment of the teacher respondents regarding the administrative efficiency in their school when their *years of service* is taken as the test factor. Since the null hypothesis is rejected across all dimensions,

there are significant differences in the assessment of administrative efficiency by teachers' length of service. Teachers with *more than 55 years of service* reported the highest overall mean of 3.35, closely followed by those with *46–55 years of service* at 3.34. These respondents also recorded the highest ratings across multiple dimensions, such as *Timeliness of Administrative Processes* (3.44), *Clarity and Accessibility of Policies* (3.32), and *Communication and Responsiveness* (3.33). This consistent pattern of high assessments suggests that more experienced teachers perceive the school's administrative operations as efficient, timely, and responsive. Their extensive exposure to institutional systems may have cultivated greater familiarity, adaptability, and trust in administrative mechanisms.

### Relationship Between the Self-Assessment of the Teacher Respondents on Their Human Resource Training Programs and the Administrative Efficiency of their School

**Table 22. Relationship between the Self-Assessment of the Teacher Respondents of their Human Resource Training Programs in their School and the Administrative Efficiency in their School**

HR Training Programs	Administrative Efficiency in the School	Computed r	Sig	Decision on Ho	Interpretation
1. Relevance to Professional Needs	Timeliness of Administrative Processes	.768	.000	Rejected	Significant
	Clarity and Accessibility of Policies	.685	.000	Rejected	Significant
	Support for Teaching and Learning Needs	.695	.000	Rejected	Significant
	Communication and Responsiveness	.708	.000	Rejected	Significant
	Problem-Solving and Decision-Making	.772	.000	Rejected	Significant
	<b>Average</b>	.749	.000	<b>Rejected</b>	<b>Significant</b>
2. Quality of Training Content and Delivery	Timeliness of Administrative Processes	.837	.000	Rejected	Significant
	Clarity and Accessibility of Policies	.756	.000	Rejected	Significant
	Support for Teaching and Learning Needs	.762	.000	Rejected	Significant
	Communication and Responsiveness	.785	.000	Rejected	Significant
	Problem-Solving and Decision-Making	.834	.000	Rejected	Significant
	<b>Average</b>	.820	.000	<b>Rejected</b>	<b>Significant</b>
3. Accessibility	Timeliness of Administrative Processes	.876	.000	Rejected	Significant
	Clarity and Accessibility of Policies	.759	.000	Rejected	Significant
	Support for Teaching and Learning Needs	.775	.000	Rejected	Significant
	Communication and Responsiveness	.789	.000	Rejected	Significant
	Problem-Solving and Decision-Making	.834	.000	Rejected	Significant
	<b>Average</b>	.831	.000	<b>Rejected</b>	<b>Significant</b>
4. Impact on Teaching Practice	Timeliness of Administrative Processes	.890	.000	Rejected	Significant
	Clarity and Accessibility of Policies	.769	.000	Rejected	Significant

	Support for Teaching and Learning Needs	.793	.000	Rejected	Significant
	Communication and Responsiveness	.808	.000	Rejected	Significant
	Problem-Solving and Decision-Making	.849	.000	Rejected	Significant
	<b>Average</b>	.847	.000	<b>Rejected</b>	<b>Significant</b>
5. Provision for Feedback Process	Timeliness of Administrative Processes	.907	.000	Rejected	Significant
	Clarity and Accessibility of Policies	.785	.000	Rejected	Significant
	Support for Teaching and Learning Needs	.807	.000	Rejected	Significant
	Communication and Responsiveness	.828	.000	Rejected	Significant
	Problem-Solving and Decision-Making	.875	.000	Rejected	Significant
	<b>Average</b>	.866	.000	<b>Rejected</b>	<b>Significant</b>
<b>Overall Human Resource Training Programs</b>	<b>Overall Administrative Efficiency</b>	.860	.000	<b>Rejected</b>	<b>Significant</b>

Table 12 presents the relationship between the teacher respondents' self-assessment of their human resource training programs and the administrative efficiency of their schools. As shown in the table, there is a strong, significant positive relationship between the teacher respondents' self-assessments of their human resource training programs and the administrative efficiency of their schools. All computed  $r$  values range from 0.685 to 0.907, and all corresponding  $p$ -values ( $sig.$ ) are .000, indicating that the correlations are statistically significant at the 0.05 level. Thus, the null hypothesis is rejected in all cases.

Overall, these results strongly suggest that improvements in the quality and effectiveness of human resource training programs are associated with higher levels of perceived administrative efficiency. This underscores the importance of investing in **well-structured, relevant, accessible, and feedback-oriented HR training** as a strategic approach to strengthening school governance and operational effectiveness. The consistently strong, positive correlations across all HR training dimensions and measures of administrative efficiency align with the existing literature, which shows that well-designed HRD programs both depend on and reinforce effective administration. Tailored, relevant training increases teachers' ability to align classroom practice with institutional goals (Moriyama & Etsuko, 2022; Latimer & Durand, 2023), while clear follow-up and feedback mechanisms enhance administrative responsiveness and informed decision-making—precisely what the high correlations for “Provision for Feedback Process” and its link to *Timeliness* and *Problem-Solving* demonstrate (Njoroge & Wanjiru, 2023; Vreeland & Corson, 2021; Brierley & Paxton, 2022).

### Conclusion

Based on the foregoing findings, the following conclusions were derived:

1. The demographic profile of the teacher respondents shows that they are primarily female, aged 36 to 45 years old, master's degree holders, and have 16 to 20 years of teaching experience.
2. Teacher respondents found the human resource training programs effective, especially in addressing their professional needs and improving teaching practices. They valued the trainers' expertise and the inclusive, tech-supported delivery, though they noted areas for improvement in content organization, scheduling flexibility, and post-training follow-up. Overall, the trainings were seen as relevant, accessible, and impactful.
3. Teachers generally assessed administrative efficiency in their school as effective, particularly in the timely approval of materials, open communication, and inclusive decision-making.
4. The data revealed that significant differences exist in the teacher respondents' self-assessment of their human resource training programs across all demographic variables—sex, age, educational attainment, and years of service.

5. The findings reveal significant differences in teachers' assessments of administrative efficiency based on sex, age, educational attainment, and years of service, indicating that more experienced, male, and highly educated teachers perceive administration more positively, while younger, less experienced, and bachelor's-level teachers express greater challenges—highlighting the need for inclusive, differentiated administrative support and communication strategies.
6. The findings reveal a strong and significant positive relationship between teachers' self-assessment of their HR training programs and their perception of administrative efficiency, emphasizing that well-designed, accessible, and feedback-driven training is closely associated with more effective and responsive school administration.

### **Recommendations**

Based on the conclusions cited, the following are recommended:

1. Design human resource training programs that consider teachers' age, educational attainment, sex, and years of service.
2. Ensure that HR training content is not only relevant to general teaching needs but also aligned with individual teachers' professional development plans.
3. While trainers are perceived as competent, improving the organization, pacing, and coherence of training content can make sessions more impactful. Include practical demonstrations, clear session outlines, and scaffolded progression of content.
4. Address scheduling concerns by offering modular, asynchronous, or blended learning formats that accommodate teachers' varying workloads and schedules. Utilize technology to expand access and inclusivity.
5. Strengthen follow-up procedures such as coaching, peer collaboration, and resource sharing to sustain learning. Implement regular evaluation cycles to assess training effectiveness and gather teacher input for continuous improvement.
6. Revise and standardize policy documents to ensure clarity, especially for new and younger teachers. Offer regular orientations and policy briefings that use teacher-friendly language and real-life examples.
7. Address gender and age-based differences in perception by promoting open, responsive, and participatory communication practices across all staff levels. Provide clear instructions and updates on school operations and decisions.
8. Develop structured onboarding programs and actively involve newer teachers in school committees and decision-making forums to build familiarity and engagement with administrative processes.

Use insights from HR training feedback to inform school management strategies, especially in improving response times, resource allocation, and policy implementation.

## **PROPOSED COMPREHENSIVE TEACHER-LEADER PARTNERSHIPS PROGRAM**

### **Rationale of the Program**

The proposed comprehensive teacher-leader partnerships program is grounded in the recognition that effective schools are built upon strong, collaborative relationships between teachers and administrators. As highlighted in the preceding analysis, the interdependence of human resource training and administrative effectiveness reflects broader educational scholarship that underscores the need for professional development and leadership to be aligned to foster teacher growth, improve student outcomes, and enhance institutional performance. This proposed program is therefore anchored in the principles of participatory governance, shared accountability, and distributed leadership, which emphasize that sustainable school improvement is achieved when teachers are treated not as passive implementers but as active partners in shaping instructional and organizational practices.

The rationale for the program is supported by studies demonstrating that relevant, needs-based training, coupled with clear administrative support, increases teacher satisfaction, efficacy, and retention. By providing differentiated professional development and systematic mentoring, the program ensures that teachers across career stages are equipped with the

knowledge and skills to thrive in their roles. This aligns with adult learning theories, which emphasize the importance of contextually relevant, career-responsive training in fostering meaningful professional growth.

The inclusion of structured mentoring, feedback mechanisms, and reflective practices reflects best practices in teacher development, where ongoing support and continuous dialogue bridge the gap between training and classroom realities. Moreover, the emphasis on policy orientation, inclusive leadership, and communication channels responds to the need for transparency and accessibility in school governance. These initiatives institutionalize shared decision-making, ensure timely administrative responsiveness, and promote trust between teachers and leaders—conditions identified by research as critical to school effectiveness.

Furthermore, the program's commitment to innovation support and recognition mechanisms acknowledges the role of teacher agency and motivation in sustaining instructional excellence. By funding teacher-led innovations and recognizing collaborative achievements, the program builds a culture of empowerment and professional pride. The integration of feedback into policy and planning processes also ensures that administrative decisions are evidence-based and responsive to teacher experiences, thereby creating a feedback loop that strengthens both leadership and teaching practices.

Taken as a whole, the program represents a comprehensive and strategic framework for fostering teacher-leader partnerships. It not only addresses immediate gaps in training and communication but also establishes a systemic culture of collaboration, innovation, and shared governance. In doing so, it contributes to the creation of schools that are not only administratively efficient but also pedagogically responsive, professionally nurturing, and collectively accountable for student success.

## I. Objectives

This proposed comprehensive teacher-leader partnerships program aims to equip teachers with the skills they can use to optimize their inherent role. Specifically, the proposed comprehensive teacher-leader partnerships program below needs to be implemented, monitored, and evaluated for all the concerned stakeholders.

Key Result Area	Activities	Persons Involved	Performance Indicators	Budget
1. Personalized Professional Development	Conduct needs-based training aligned with career stage and specialization	School Head, HR Officer, Master Teachers	Training modules differentiated by teacher profiles; 90% satisfaction in post-training surveys	RMB 50,000
2. Mentoring and Coaching	Implement structured mentoring for novice teachers by experienced educators	Department Heads, Master Teachers, New Teachers	100% of new teachers assigned a mentor; improved performance in classroom observations	RMB 40,000
3. Feedback and Reflection	Establish regular feedback sessions post-training and during implementation of learned strategies	Teachers, HR Personnel, School Leaders	80% of teachers attend reflection sessions; documented feedback and coaching records	RMB 30,000
4. Policy Orientation and Accessibility	Conduct biannual policy orientation and provide teacher-friendly policy manuals	School Leaders, Guidance Officer	Increased policy awareness (pre/post-orientation scores); simplified manuals distributed	RMB 20,000
5. Inclusive Leadership Participation	Involve teachers in school improvement planning, committees, and decision-making forums	Principal, Teachers' Association, Coordinators	100% of departments represented in decision-making bodies; action plans co-developed	RMB 50,000
6. Innovation Support	Launch a "Classroom Innovation Fund" to	School Head, Budget Officer, Teachers	At least 5 funded classroom innovation proposals annually	RMB 70,000

	support teacher-led instructional improvements			
7. Communication and Responsiveness	Set up digital communication channels and response tracking system for administrative concerns	Admin Staff, ICT Coordinator, Teachers	90% response rate to teacher concerns within 48 hours	RMB 40,000
8. Continuous Administrative Feedback Integration	Use HR training feedback to inform school policies and administrative improvements	HR Officer, Principal, Teachers	Integration of training feedback in annual school development plans	RMB 40,000
9. Recognition and Empowerment	Recognize exemplary teacher-leader collaboration efforts during school events	Principal, HR Officer, Awards Committee	At least 3 teacher-leader partnerships recognized each year	RMB 30,000
10. Orientation for Early-Career Teachers	Design and implement a comprehensive onboarding program covering admin procedures and teaching support	HR Officer, School Leader, Master Teachers	100% participation of newly hired teachers; positive evaluation of onboarding experience	RMB 50,000

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