



# Human Resource Development Practices and Teacher Motivation in Public Secondary Schools

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## Abstract

This study examined the relationship between Human Resource Development (HRD) practices and teacher motivation among public secondary school Science teachers in Kabankalan City, Negros Occidental, Philippines. Using a descriptive-relational census-based design, the study involved 63 teacher-respondents from five school districts during the School Year 2025–2026. Data were gathered through a validated survey questionnaire covering demographic profile, HRD practices, and teacher motivation. HRD practices included training and professional development, mentoring and coaching, performance appraisal and evaluation, recognition and rewards, and wellness and support programs, while teacher motivation focused on intrinsic motivation, professional growth, and external regulation. Descriptive statistics and relational analysis were employed to interpret the data. Findings revealed that teachers were predominantly mid-career, female, married, and academically qualified, with most holding master's units or degrees. HRD practices were generally rated high, particularly in training and professional development and performance appraisal, whereas recognition and wellness programs received comparatively lower ratings. Teacher motivation was found to be very high, driven mainly by intrinsic motivation and professional growth. The study further established a positive relationship between HRD practices and teacher motivation, highlighting the importance of structured professional development, mentoring systems, and supportive organizational practices in sustaining teacher engagement, motivation, and professional commitment.

## Keywords

Human resource development; Teacher motivation; Professional growth; Public teachers; Educational leadership

## Citation

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## Author Contributions

The author contributed to conceptualization, methodology, investigation, writing—original draft preparation, writing—review and editing, and supervision. The author approved the final manuscript.

## Ethics Statement

This study was conducted in accordance with ethical standards.

## INTRODUCTION

Education continues to stand as one of the most powerful instruments of social transformation, human development, and national progress. Across the globe, the quality of education is deeply connected to the competence, motivation, and well-being of teachers who serve at the heart of learning institutions. In recent years, educational systems have increasingly recognized that motivated teachers are more likely to demonstrate commitment, resilience, creativity, and professional effectiveness in addressing the changing needs of learners and communities. Human Resource Development (HRD) practices such as professional training, mentoring, leadership support, organizational learning, appraisal systems, and wellness

initiatives have therefore become essential mechanisms in strengthening teacher motivation and institutional performance (Ballenas et al., 2024; Wang & Doty, 2022; Collie, 2023). Studies further revealed that intrinsic and extrinsic motivation significantly influence teacher engagement, retention, and instructional performance (Deci & Ryan, 2000; Ismail et al., 2023; Sala, 2022; Layek & Koodamara, 2024). Likewise, research on quality culture, organizational commitment, leadership transparency, and school climate highlighted that supportive professional environments cultivate stronger teacher motivation and long-term professional commitment (Iqbal et al., 2023; Shao et al., 2025; Baog & Cueme, 2026; Abonero & Guhao, 2026).

In the Philippine context, public secondary schools continue to face persistent educational challenges brought about by increasing workloads, limited institutional resources, diverse learner needs, and evolving curricular expectations. Teachers often carry responsibilities that extend beyond classroom instruction, requiring emotional resilience, professional adaptability, and sustained commitment to their vocation. Despite these realities, many educators continue to demonstrate dedication in fostering meaningful learning experiences among students. Research has shown that leadership practices, organizational culture, mentoring systems, and professional development opportunities significantly contribute to teacher engagement, job satisfaction, and performance within schools (Balatero & Bauyot, 2024; Olaivar & Loayon, 2022; Lacaza & Dioso, 2025). Similarly, studies emphasized that teacher motivation is strengthened when schools provide supportive environments that recognize teachers' contributions, encourage collaboration, and promote professional growth (Sariakin et al., 2025; Candrasa et al., 2025; Gao et al., 2025). In rural and resource-constrained educational settings, teachers' motivation has also been linked to life satisfaction, school culture, and sense of purpose, demonstrating that institutional support remains crucial in sustaining educational quality despite challenges (Dahlan et al., 2025). Moreover, emerging studies on teacher performance, work engagement, and organizational commitment suggest that HRD-related practices greatly influence how teachers experience fulfillment and stability within the profession (Habibi et al., 2025; Nini & Guhao, 2026; Casinillo et al., 2024). These realities reveal that teacher motivation is deeply shaped by both institutional structures and lived professional experiences within schools.

Although several studies have explored teacher motivation, school leadership, organizational culture, and professional development, there remains limited empirical research directly examining how Human Resource Development practices influence teacher motivation in Philippine public secondary schools. Existing literature frequently discusses HRM practices from administrative or managerial perspectives, while fewer studies focus on the developmental and motivational dimensions of HRD interventions such as mentoring, coaching, appraisal systems, recognition programs, wellness initiatives, and reflective professional learning (Keltu, 2024; Hewitt, 2024; Sa'ajiz, 2023). Furthermore, while studies highlighted the importance of organizational culture, emotional intelligence, resilience, and leadership support in improving teacher performance and engagement, there remains insufficient understanding of how these HRD mechanisms systematically shape teachers' intrinsic and extrinsic motivation within public educational institutions (Mebratie et al., 2025; Panagiotidou et al., 2025; Al-Oun & Al-Khasawneh, 2025). Research on technology integration and professional learning likewise emphasized that meaningful developmental opportunities enhance teachers' professional identity and motivation, yet these dimensions remain underexplored within many local school contexts (Gómez-Trigueros et al., 2024). Additionally, studies involving Filipino educators and pre-service teachers highlighted ongoing struggles related to professional adjustment, institutional support, and educational demands, pointing to the continuing need for responsive HRD systems within schools (Augusto et al., 2026; Cariaga et al., 2025). Consequently, a significant gap persists regarding which HRD practices most effectively sustain teacher motivation and professional commitment among public secondary school teachers in the Philippine educational setting.

Thus, this study seeks to examine the relationship between Human Resource Development practices and teacher motivation among public secondary school teachers. Specifically, it aims to determine how HRD interventions such as training and professional development, mentoring and coaching, performance appraisal, recognition systems, and wellness programs influence teachers' intrinsic and extrinsic motivation. The study is significant because it hopes to provide school leaders, educational policymakers, and administrators with evidence-based insights that may guide the development of more responsive and human-centered HRD programs for educators. More importantly, this study recognizes teachers not only as professionals tasked with delivering instruction but as individuals whose motivation, well-being, and professional fulfillment profoundly influence the quality of learning within schools and communities. By understanding how institutional support systems shape teacher motivation, the study contributes to strengthening teacher retention, professional growth, and sustainable educational development while reinforcing the essential role of educators in nation-building and social transformation.

## **METHODOLOGY**

### **Design**

This study utilized a descriptive-relational research design using a census-based approach to determine the level of Human Resource Development (HRD) practices and teacher motivation, as well as the relationship between these variables among public secondary school teachers. The design was appropriate because it allowed the researchers to describe existing conditions and examine possible associations among the variables included in the study.

### **Locale**

The study was conducted in selected public secondary schools within the five districts of the Schools Division Office of Kabankalan City, Negros Occidental. The locale was chosen because it provided varied educational settings where teachers experience different HRD opportunities and motivational conditions within the context of Philippine public education.

## Respondents

The respondents of the study were public secondary school Science teachers from the five districts of Kabankalan City. Using total enumeration, all 81 teachers were targeted as respondents; however, only 63 participated in the study, yielding a response rate of 77.78%. The respondents were selected because they directly experience Human Resource Development practices within their schools.

## Instrument

The study used a structured survey questionnaire composed of three parts: respondents' demographic profile, Human Resource Development practices, and teacher motivation. The instrument measured the extent of HRD implementation and the level of intrinsic and extrinsic motivation among teachers. The research instrument underwent expert validation to ensure content validity and obtained a Content Validity Index (CVI) of 0.971, indicating excellent validity. A pilot test was also conducted, and the questionnaire achieved a Cronbach's Alpha of 0.857, which signified good reliability and internal consistency.

## Procedure

The researchers secured approval from the Schools Division Office and school principals before conducting the study. After the orientation of respondents, the questionnaires were distributed personally or through online platforms. Retrieved responses were checked, organized, and encoded for statistical analysis while ensuring accuracy and completeness of data.

## Data Analysis

The data gathered were analyzed using descriptive and inferential statistics. Frequency, percentage, mean, and standard deviation were used to describe the respondents' profile and determine the levels of HRD practices and teacher motivation. Appropriate statistical tools were also used to determine the relationship between HRD practices, demographic profile, and teacher motivation.

## Ethical Considerations

The study strictly observed ethical standards throughout the research process. Participation of the respondents was voluntary, and informed consent was secured before data collection. The researchers assured the confidentiality and privacy of all responses by withholding the identities of the participants and using the data solely for academic purposes. Respondents were also informed of their right to withdraw from the study at any time without penalty.

## RESULTS AND DISCUSSION

The demographic profile of the respondents in Table 1 revealed that most secondary school Science teachers belonged to the mid-career age bracket, suggesting that the majority already possess substantial classroom experience while still maintaining professional adaptability and engagement. Teachers at this stage are often more involved in professional development and collaborative learning because they seek career growth, instructional improvement, and long-term stability. Studies have shown that mid-career educators commonly demonstrate stronger professional commitment and intrinsic motivation when schools provide meaningful Human Resource Development (HRD) opportunities such as mentoring, leadership support, and professional training (Ballenas et al., 2024; Layek & Koodamara, 2024; Sala, 2022). The findings also revealed that female teachers comprised most of the respondents, reflecting the common gender distribution in public schools. In addition, most respondents were married, indicating the importance of HRD programs that promote wellness, work-life balance, and emotional support systems to sustain teacher motivation and job satisfaction. Existing studies emphasize that supportive organizational climates and wellness initiatives positively influence teachers' motivation and professional commitment (Deci & Ryan, 2000; Ismail et al., 2023).

In terms of educational attainment, the majority of respondents possessed Master's units or completed Master's degrees, indicating a highly qualified teaching workforce that values continuous professional growth and academic advancement. Likewise, most teachers occupied mid-level teaching positions and had moderate teaching experience, suggesting that they are professionally established and actively engaged in collaborative learning and instructional improvement initiatives. Studies consistently show that teachers with advanced qualifications and moderate teaching experience demonstrate higher levels of intrinsic motivation and stronger participation in professional development activities (Gómez-Trigueros et al., 2024; Iqbal et al., 2023). Furthermore, the distribution of respondents across different school districts highlighted the importance of school culture, leadership practices, and HRD opportunities in shaping teacher motivation and engagement. Research consistently demonstrates that supportive school environments characterized by effective leadership, collaborative culture, and accessible HRD opportunities foster stronger teacher commitment, motivation, and retention (Collie, 2023; Gao et al., 2025; Sariakin et al., 2025).

Table 1  
Demographic Profile of the Respondents

Profile Variable	Category	Frequency (f)	Percentage (%)	Interpretation
Age	22–31 years old	12	19.0	Early-career teachers
	32–36 years old	21	33.0	Mid-career teachers
	37–41 years old	23	36.0	Majority of respondents
	42–46 years old	3	5.0	Late-career teachers
	47–51 years old	3	5.0	Senior teachers
	52–56 years old	1	2.0	Near-retirement teachers
Sex	Male	21	33.3	Minority
	Female	42	66.7	Majority
Civil Status	Single	22	35.0	Moderate proportion

Profile Variable	Category	Frequency (f)	Percentage (%)	Interpretation
Highest Educational Attainment	Married	41	65.0	Majority
	Bachelor's Degree	5	7.9	Few respondents
	Master's Units	30	47.6	Majority
	Master's Degree	25	39.7	High proportion
Teaching Experience	Doctorate Units/Degree	3	4.8	Very few respondents
	1-5 years	6	9.5	Early-career teachers
	6-10 years	23	36.5	Experienced teachers
	11-15 years	26	41.3	Majority
Teaching Position/Rank	16 years and above	8	12.7	Senior teachers
	Teacher I	17	27.0	Entry-level teachers
	Teacher II	16	25.4	Mid-level teachers
	Teacher III	29	46.0	Majority
School District	Master Teacher I	1	1.6	Very few respondents
	Kabankalan 1	8	12.7	Lowest representation
	Kabankalan 2	9	14.3	Moderate representation
	Kabankalan 3	12	19.0	Moderate representation
	Kabankalan 4	16	25.4	High representation
	Kabankalan 5	18	28.6	Highest representation

Table 2 presents the level of implementation of Human Resource Development (HRD) practices among public secondary school teachers, revealing an overall mean of 3.89 interpreted as High. This indicates that teachers generally perceive HRD practices positively, suggesting that schools provide opportunities that support professional growth, motivation, and workplace engagement. The finding supports previous studies emphasizing that HRD practices strengthen organizational effectiveness through employee development, engagement, and job satisfaction (Keltu, 2024; Olaivar & Loayon, 2022; Wang & Doty, 2022). Among the HRD dimensions, Training and Professional Development obtained the highest mean, indicating that teachers strongly value opportunities for seminars, advanced studies, and continuous learning. This finding aligns with studies showing that sustained professional development enhances instructional effectiveness, teacher competence, and professional confidence (Ballenas et al., 2024; Hewitt, 2024; Sa'ajiz, 2023). Mentoring and Coaching also yielded a High level of implementation, highlighting the importance of collegial support and collaboration in schools. This finding supports literature emphasizing that mentoring and collaborative practices improve teacher retention, instructional effectiveness, and organizational commitment (Abonero & Guhao, 2026; Ingersoll & Strong, 2011). Likewise, Performance Appraisal and Evaluation received a High mean, indicating that teachers perceive evaluation systems as fair, developmental, and supportive of professional growth, consistent with studies emphasizing that constructive appraisal systems positively influence teacher motivation and job satisfaction (Collie, 2023; Lacaza & Dioso, 2025).

Recognition and Awards obtained a High interpretation, although teachers expressed relatively lower agreement regarding incentives and tangible rewards for performance. This suggests that while teachers appreciate acknowledgment from school administrators, formal recognition systems may still require enhancement. The finding supports studies emphasizing that recognition and motivational support significantly influence teacher engagement and instructional performance (Gao et al., 2025; Sala, 2022). Furthermore, Self-Determination Theory explains that recognition strengthens intrinsic motivation by satisfying individuals' psychological need for competence and relatedness (Deci & Ryan, 2000). Meanwhile, Wellness and Support Programs received the lowest mean, indicating that emotional and psychological support mechanisms remain areas for improvement. Teachers particularly reported lower perceptions regarding counseling and stress management programs. This finding is supported by studies emphasizing the importance of supportive organizational environments and school climate in promoting teacher well-being, resilience, and professional efficacy (Nini & Guhao, 2026; Panagiotidou et al., 2025; Shao et al., 2025). These findings imply that strengthening wellness initiatives, counseling services, and mental health support may further enhance teacher satisfaction, resilience, and organizational commitment.

Table 2  
Consolidated Summary of the Level of Implementation of Human Resource Development (HRD) Practices

HRD Practices	Mean	SD	Interpretation
Training and Professional Development	4.12	0.13	High
Mentoring and Coaching	3.90	0.22	High
Performance Appraisal and Evaluation	4.11	0.10	High
Recognition and Awards	3.78	0.16	High
Wellness and Support Programs	3.55	0.27	High
Overall	3.89	0.24	High

The results revealed that secondary school Science teachers possess a Very High level of motivation overall (M = 4.33, SD = 0.27), indicating that teachers remain highly engaged, committed, and professionally driven in performing their roles. Among the dimensions, Professional Growth obtained the highest mean, while Recognition and Rewards received the lowest, though still interpreted as High. The findings suggest that teachers are more motivated by opportunities for professional

learning, self-improvement, and student success rather than external incentives alone (Layek & Koodamara, 2024; Sala, 2022). This supports previous studies emphasizing that intrinsic motivation and professional growth opportunities significantly influence teachers' instructional quality, commitment, and professional engagement (Gómez-Trigueros et al., 2024; Iqbal et al., 2023). The findings also align with Self-Determination Theory, which explains that autonomy, competence, and personal fulfillment are stronger and more sustainable motivational factors than external rewards (Deci & Ryan, 2000).

The findings further revealed a connection between Human Resource Development (HRD) practices and teacher motivation. Training and Professional Development and Mentoring and Coaching contributed positively to teachers' motivation by providing learning opportunities, collegial support, and professional guidance. This finding is consistent with studies showing that supportive leadership, mentoring systems, and collaborative school cultures enhance teacher engagement and professional commitment (Balatero & Bauyot, 2024; Ingersoll & Strong, 2011; Sariakin et al., 2025). However, Recognition and Awards and Wellness Programs received comparatively lower ratings, suggesting that external incentives and support systems may still need improvement. Overall, the findings indicate that teacher motivation is best sustained when schools provide continuous professional development, supportive work environments, and opportunities for professional fulfillment (Collie, 2023; Habibi et al., 2025; Wang & Doty, 2022).

Table 3  
Consolidated Summary of the Level of Motivation of Secondary School Science Teachers

Motivation Dimensions	Mean	SD	Interpretation
Intrinsic Motivation	4.43	0.17	Very High
Professional Growth	4.54	0.08	Very High
Recognition and Rewards (External Regulation)	4.03	0.23	High
Overall	4.33	0.27	Very High

Table 4 presents the comparative patterns between Human Resource Development (HRD) practices and teacher motivation among secondary school Science teachers. The findings revealed that HRD practices generally obtained High levels of implementation, while teacher motivation was interpreted as Very High, suggesting that effective HRD initiatives contribute positively to teachers' professional engagement, instructional commitment, and overall motivation. This finding supports previous studies emphasizing that HRD practices such as training, mentoring, leadership support, and professional development opportunities significantly influence teacher motivation, performance, and retention (Habibi et al., 2025; Keltu, 2024; Wang & Doty, 2022). Among the HRD dimensions, Training and Professional Development obtained the highest mean, while Professional Growth emerged as the highest motivation domain, indicating that opportunities for learning and professional enhancement strongly motivate teachers to improve their instructional competencies and achieve personal teaching goals. This finding aligns with studies showing that continuous professional development strengthens teachers' competence, confidence, and workplace engagement (Gómez-Trigueros et al., 2024; Iqbal et al., 2023; Sa'ajiz, 2023). Likewise, Mentoring and Coaching were positively associated with teachers' intrinsic motivation, highlighting the importance of collegial support and collaborative professional cultures in sustaining teacher engagement and commitment (Balatero & Bauyot, 2024; Ingersoll & Strong, 2011; Sariakin et al., 2025).

Performance Appraisal and Evaluation also obtained a High implementation level, suggesting that fair and constructive evaluation systems positively influence teachers' professional growth and motivation. This supports literature emphasizing that developmental appraisal systems strengthen instructional improvement, accountability, and engagement among teachers (Collie, 2023; Hewitt, 2024). Meanwhile, Recognition and Awards received the lowest motivation-related dimension, indicating that while rewards and acknowledgment positively influence morale and satisfaction, teachers remain more motivated by intrinsic fulfillment and professional growth than by external incentives alone. This finding supports Self-Determination Theory, which explains that intrinsic motivation and personal accomplishment are more sustainable motivators than external rewards (Deci & Ryan, 2000). Furthermore, Wellness and Support Programs received the lowest HRD mean, suggesting that counseling services, stress management programs, and emotional support systems may still require enhancement within schools. Existing studies emphasize that supportive work environments and wellness initiatives improve teachers' resilience, job satisfaction, and long-term professional commitment (Dahlan et al., 2025; Panagiotidou et al., 2025). Overall, the findings demonstrate that effective HRD practices play a significant role in sustaining teacher motivation, engagement, and professional fulfillment within public secondary schools.

Table 4  
Comparative Patterns between Human Resource Development (HRD) Practices and Teacher Motivation

HRD Practices	Mean (SD)	Interpretation	Teacher Motivation Domain	Mean (SD)	Interpretation	Interpretation
Training and Professional Development	4.12 (0.13)	High	Professional Growth	4.54 (0.08)	Very High	Access to relevant and updated training programs strengthens teachers' professional growth and motivation to improve instructional practices.
Mentoring and Coaching	3.90 (0.22)	High	Intrinsic Motivation	4.43 (0.17)	Very High	Mentoring and peer collaboration enhance teachers' confidence, fulfillment, and enthusiasm toward teaching.
Performance Appraisal and Evaluation	4.11 (0.10)	High	Professional Growth	4.54 (0.08)	Very High	Constructive and transparent appraisal systems encourage continuous professional improvement and motivation.

HRD Practices	Mean (SD)	Interpretation	Teacher Motivation Domain	Mean (SD)	Interpretation	Interpretation
Recognition and Awards	3.78 (0.16)	High	Recognition and Rewards	4.03 (0.23)	High	Recognition systems positively influence motivation, although intrinsic factors remain stronger motivators.
Wellness and Support Programs	3.55 (0.27)	High	Overall Motivation	4.33 (0.27)	Very High	Wellness initiatives contribute to teacher well-being, though counseling and stress management support may still be improved.
Overall HRD Practices	3.89 (0.24)	High	Overall Teacher Motivation	4.33 (0.27)	Very High	Strong HRD practices are associated with higher levels of teacher motivation, particularly in professional growth and intrinsic engagement.

Table 5 presents the observed patterns between the demographic profile of the respondents and teacher motivation. The findings revealed that most teachers belonged to the mid-career stage, possessed moderate teaching experience, and had pursued postgraduate studies or professional advancement, which were associated with very high levels of professional growth and intrinsic motivation. This suggests that teachers with professional maturity tend to be more engaged in instructional improvement and continuous learning (Ballenas et al., 2024; Layek & Koodamara, 2024). Age was strongly associated with professional growth motivation, indicating that mid-career teachers remain highly motivated to improve their competencies and pursue career advancement. This finding supports studies emphasizing that teachers at this stage value professional recognition, skill enhancement, and organizational support for continuous improvement (Casinillo et al., 2024; Sala, 2022). Likewise, teachers with higher educational attainment demonstrated stronger motivation toward professional growth, supporting literature that postgraduate studies and professional learning opportunities enhance teachers' confidence, instructional capability, and engagement in professional development (Gómez-Trigueros et al., 2024; Iqbal et al., 2023).

The findings also showed that female teachers demonstrated very high intrinsic motivation, particularly in relation to personal fulfillment and student success, suggesting that teachers are strongly driven by passion for teaching and commitment to learners. This aligns with Self-Determination Theory, which explains that intrinsic motivation is strengthened by meaningful work experiences, competence, and supportive environments (Deci & Ryan, 2000; Ismail et al., 2023). Teaching experience and teaching position also demonstrated positive relationships with teacher motivation, indicating that professional maturity and career progression contribute to stronger workplace engagement and instructional commitment. Existing studies emphasize that experienced teachers are more likely to engage in mentoring, collaboration, and reflective professional practice (Hewitt, 2024; Ingersoll & Strong, 2011). Despite differences in school districts and educational contexts, teacher motivation remained Very High, implying that supportive leadership, organizational culture, and HRD initiatives positively influence teacher engagement across diverse school environments (Collie, 2023; Gao et al., 2025; Sariakin et al., 2025).

Table 5

Comparative Patterns Between Human Resource Development (HRD) practices and teacher motivation among secondary school Science teachers

Demographic Variable	Mean (SD)	Teacher Motivation Domain	Mean (SD)	Interpretation
Age	3.52 (1.242)	Professional Growth	4.54 (0.08)	Mid-career teachers demonstrate strong motivation toward professional development and instructional improvement.
Sex	1.67 (0.475)	Intrinsic Motivation	4.43 (0.17)	The predominance of female teachers reflects strong intrinsic fulfillment and commitment to student success.
Civil Status	1.65 (0.481)	Professional Growth	4.54 (0.08)	Teachers prioritize career advancement and professional development regardless of civil status.
Highest Educational Attainment	2.45 (0.769)	Professional Growth	4.54 (0.08)	Teachers with postgraduate studies demonstrate stronger motivation toward continuous learning and skill enhancement.
Teaching Experience	2.53 (0.873)	Intrinsic Motivation	4.43 (0.17)	Teachers with moderate teaching experience exhibit high intrinsic motivation and professional commitment.
Teaching Position	2.20 (0.879)	Professional Growth	4.54 (0.08)	Mid-level teaching positions are associated with stronger professional growth motivation and instructional improvement.
School District	3.45 (1.358)	Overall Motivation	4.33 (0.27)	Teacher motivation remains consistently high across different school districts despite contextual differences.

### Conclusion and Recommendations

The study concluded that secondary school Science teachers in Kabankalan City demonstrate a Very High level of motivation, particularly in terms of professional growth and intrinsic motivation. Teachers are primarily driven by opportunities for continuous learning, personal fulfillment, instructional improvement, and student success rather than by external rewards alone. HRD practices such as training and professional development, mentoring and coaching, and performance appraisal systems were highly implemented, while teachers also reported very high levels of motivation. These results suggest that supportive and developmental school environments may help sustain teachers' professional engagement. However, recognition and rewards as well as wellness and support programs obtained comparatively lower ratings, suggesting the need to further strengthen these HRD dimensions to sustain teachers' well-being and long-term motivation. Overall, the study affirms that structured HRD practices play a vital role in enhancing teacher motivation, professional satisfaction, and educational quality within public secondary schools.

Based on the findings and conclusions of the study, it is recommended that school administrators further strengthen Human Resource Development programs by sustaining accessible training opportunities, mentoring systems, and developmental performance appraisal practices that nurture teachers' professional growth and intrinsic motivation. Schools should also enhance recognition and reward mechanisms through more consistent acknowledgment systems, incentives, and career advancement opportunities to reinforce teachers' morale and commitment. In addition, wellness and support programs should be improved by providing counseling services, stress management activities, and work-life balance initiatives to support teachers' emotional and psychological well-being. Teachers are likewise encouraged to actively participate in professional development activities, collaborative learning, and peer mentoring to continuously improve their instructional practices and maintain high professional motivation. Lastly, future researchers may conduct similar studies involving larger populations, additional variables, or longitudinal approaches to further examine the long-term effects of HRD practices on teacher motivation, performance, and retention.

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