Mediating Effect of Technical Support on Human Capital Management and Teachers' Eagerness for School Initiatives

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Abstract:- The main purpose of this study is to evaluate whether technical support teachers have significant mediating effect on the relationship between human capital management and teachers' eagerness for school initiatives. In this study, the researcher selected the 210 public elementary school teachers in Maa District, Davao City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Partial Correlation, and Multiple Regression Analysis. Descriptive analysis showed that human capital management, teachers' eagerness for school initiatives, and technical support in Maa District, Davao City were described as moderately extensive. Further, correlation analysis demonstrated that there is significant relationship among human capital management, teachers' eagerness for school initiatives, and technical support in Maa District, Davao City. Evidently, Multiple Regression Analysis proved that technical support have significant mediating effect on the relationship between human capital management and teachers' eagerness for school initiatives in Maa District, Davao City. The study, therefore, was conducted for further utilization of findings through publication in reputable research journal.

Keywords:- Educational Management, Human Capital Management, Teachers' Eagerness For School Initiatives, Technical Support, Mediation Analysis, Philippines.

I. INTRODUCTION

In this study, the researcher aimed to evaluate the mediating effect of technical support on the relationship between human capital management and teachers' eagerness for school initiatives. The study was conducted in Maa District in Davao City, Philippines, using a quantitative approach. The primary objective was to understand the role of technical support in enhancing teachers' enthusiasm for school initiatives, and how it is influenced by effective human capital management.

The researcher selected 210 elementary school teachers as respondents through stratified random sampling. Modified and enhanced survey questionnaires were used to gather data, ensuring high reliability and internal consistency. The study aimed to fill the research gap in the Philippine setting, particularly in Maa District, by examining the relationship between human capital management, technical support, and teachers' eagerness for school initiatives.

Ethical considerations were given utmost importance throughout the study. The researcher provided clear and comprehensive information about the study to potential respondents, ensuring informed consent. Transparency was maintained in all communication related to the research, and the welfare of the participants was safeguarded. The researcher also acknowledged the contribution of all individuals involved in the study and shared the results with the community through various platforms.

Data analysis was conducted using statistical tools such as mean and Pearson Product Moment Correlation. The mean was used to characterize human capital management, teachers' eagerness for school initiatives, and technical support in Maa District. Pearson Product Moment Correlation was used to assess the significant relationship among these variables.

The study was anchored on the Transformational Leadership Theory by Burns (1978), which emphasizes the role of leaders in inspiring and motivating their followers through a shared vision and individualized support. The theoretical framework provided a basis for understanding the study and interpreting the data.

Overall, this study aimed to contribute to the existing literature on human capital management, technical support, and teachers' eagerness for school initiatives. By understanding the mediating effect of technical support, educational leaders can enhance teachers' enthusiasm and create a positive and vibrant school culture. The findings of this study have implications for school administrators, policymakers, and educators in promoting effective supervision and support systems that foster teachers' active participation in school activities.

Research could focus on implementing strategies to enhance technical support and evaluating their impact on students' learning outcomes. References: - Dhanavandan, S. (2016). Technical support in educational institutions: A review. International Journal of Educational Science, 18(1), 456-469. - Tuimur, W., & Chemwe, D. (2015). The role of

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II. METHOD

The researcher utilized quantitative descriptive-correlational technique. This method focuses on the objective measurement and analysis of numerical data to draw conclusions and make inferences about a specific population or phenomenon. The researcher utilized surveys as a data collection technique to gather numerical data that can be quantified and statistically analyzed. The questionnaire used a 5-Likert scale for respondents to indicate their level of agreement or disagreement with statements related to human capital management, teachers' eagerness for school initiatives, and technical support.

The research design employed in this study is a descriptive correlational design. This design aims to describe the relationship between variables without manipulating them. The researcher aimed to evaluate the mediating effect of technical support on the relationship between human capital management and teachers' eagerness for school initiatives.

The research instrument used in this study was a modified and enhanced survey questionnaire. The questionnaire was pilot-tested in a nearby school to ensure high reliability and internal consistency. The Cronbach's alpha value obtained from the pilot test indicated a high level of internal consistency.

Data analysis in this study involved the use of statistical tools such as mean and Pearson Product Moment Correlation. Mean was used to characterize the human capital management, teachers' eagerness for school initiatives, and technical support. Pearson Product Moment Correlation was used to assess the significant relationship among these variables.

In conclusion, the research method used in this study is quantitative descriptive-correlational technique. The research design is a descriptive correlational design, and the research instrument is a modified survey questionnaire. Data analysis involved the use of mean and Pearson Product Moment Correlation.

III. RESULTS AND DISCUSSIONS

This section presents the results and discussions based on the data gathered in the study. The research design used in this study was a quantitative descriptive-correlational technique, which aimed to gather data on human capital management, teachers' eagerness for school initiatives, and technical support in Maa District, Davao City.

The extent of human capital management in terms of inclusive decision-making was assessed by the respondents as moderately extensive, with a mean rating of 3.36. This means that inclusive decision-making is sometimes observed by the teachers in Maa District, Davao City. The different items within this dimension had mean ratings ranging from 2.39 to 3.88. For example, the item "The school head uses data to inform their decision-making processes" had a mean rating of 2.39, indicating that it is less extensive and seldom observed by the respondents. On the other hand, the item "Inclusive decision-making promotes a sense of belonging in the school community" had a mean rating of 3.88, indicating that it is extensive and oftentimes observed by the teachers.

The extent of human capital management in terms of fair evaluation was rated by the respondents as moderately extensive, with a mean rating of 3.38. This means that fair evaluation is sometimes observed by the teachers in Maa District, Davao City. The different items within this dimension had mean ratings ranging from 2.75 to 3.92. For example, the item "Teachers are given opportunities for self-assessment and reflection" had a mean rating of 2.75, indicating that it is less extensive and seldom observed by the respondents. On the other hand, the item "Teachers' performance is evaluated based on clear and transparent criteria" had a mean rating of 3.92, indicating that it is extensive and oftentimes observed by the teachers.

The extent of human capital management in terms of alignment with ethical standards was rated by the respondents as moderately extensive, with a mean rating of 3.42. This means that alignment with ethical standards is sometimes observed by the teachers in Maa District, Davao City. The different items within this dimension had mean ratings ranging from 2.92 to 3.88. For example, the item "Teachers are provided with professional development opportunities to enhance their ethical practices" had a mean rating of 2.92, indicating that it is less extensive and seldom observed by the respondents. On the other hand, the item "Teachers demonstrate ethical behavior in their interactions with students, colleagues, and parents" had a mean rating of 3.88, indicating that it is extensive and oftentimes observed by the teachers.

The extent of human capital management in terms of community engagement was rated by the respondents as moderately extensive, with a mean rating of 3.34. This means that community engagement is sometimes observed by the teachers in Maa District, Davao City. The different items within this dimension had mean ratings ranging from 2.75 to 3.88. For example, the item "Teachers collaborate

with parents and community members in developing school programs and initiatives" had a mean rating of 2.75, indicating that it is less extensive and seldom observed by the respondents. On the other hand, the item "Teachers actively participate in community activities and events" had a mean rating of 3.88, indicating that it is extensive and oftentimes observed by the teachers.

Teachers' eagerness for school initiatives in Maa District, Davao City, was rated as moderately extensive, with a mean rating of 3.42. This means that teachers' eagerness for school initiatives is sometimes observed by the teachers in Maa District. The different items within this dimension had mean ratings ranging from 2.92 to 3.88. For example, the item "Teachers actively participate in professional development activities offered by the school" had a mean rating of 2.92, indicating that it is less extensive and seldom observed by the respondents. On the other hand, the item "Teachers willingly take on leadership roles in school initiatives" had a mean rating of 3.88, indicating that it is extensive and oftentimes observed by the teachers.

The mediating effect of technical support on the relationship between human capital management and teachers' eagerness for school initiatives was assessed. The results showed that technical support partially mediates the relationship between these variables. About 4.93% of the total effect is mediated by other variables not included in the model.

IV. CONCLUSION

Overall, the findings of this study indicate that human capital management, teachers' eagerness for school initiatives, and technical support in Maa District, Davao City, are moderately extensive. Inclusive decision-making, fair evaluation, alignment with ethical standards, and community engagement are sometimes observed by the teachers. Teachers' eagerness for school initiatives is also sometimes observed. Technical support partially mediates the relationship between human capital management and teachers' eagerness for school initiatives.

These findings provide insights into the current state of human capital management and teachers' eagerness for school initiatives in Maa District, Davao City. They can serve as a basis for further research and the development of strategies to enhance these areas in order to improve the overall quality of education in the district.

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