
Human Resource Management Practices, Job Satisfaction, and Employee Performance as Predictors of Service Delivery Effectiveness in Public Schools in Zone 3

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Abstract — Human Resource Management (HRM) practices, job satisfaction, and employee performance are widely recognized as critical determinants of service delivery effectiveness in public educational institutions, particularly in geographically isolated and resource-constrained school contexts. This study examined HRM practices, job satisfaction, and employee performance as predictors of service delivery effectiveness in public schools of Zone 3, Division of Catanduanes, Philippines, during School Year 2025–2026. Specifically, it investigated the levels of HRM practices across recruitment and selection, training and development, performance appraisal, and compensation and benefits; assessed job satisfaction in terms of work itself, supervision, compensation and benefits, and work environment; measured employee performance across task performance, quality of work, efficiency, and work attitude; and evaluated service delivery effectiveness in terms of responsiveness, reliability, accessibility, and client satisfaction. Employing a descriptive-correlational research design with predictive analysis, the study involved

110 non-teaching personnel selected through stratified random sampling from a population of 152 respondents. Data were gathered using a validated researcher-developed questionnaire with a Cronbach's alpha reliability coefficient of 0.95 and analyzed using weighted mean, Pearson's correlation coefficient, and multiple regression analysis.

Findings revealed that HRM practices were highly implemented ($M = 3.66$), job satisfaction was highly satisfactory ($M = 3.71$), employee performance was outstanding ($M = 3.72$), and service delivery effectiveness was highly effective ($M = 3.67$). Significant positive relationships were found between HRM practices ($r = 0.724$), job satisfaction ($r = 0.691$), and employee performance ($r = 0.756$) with service delivery effectiveness. The regression model explained 67.9% of the variance, with employee performance emerging as the strongest predictor ($\beta = 0.402$). The study validates the AMO framework and Herzberg's Two-Factor Theory in geographically isolated public schools, contributing localized empirical evidence to HRM literature and providing practical implications for strengthening human resource systems, enhancing employee satisfaction and performance, and improving service delivery effectiveness in rural and underserved school contexts.

Keywords: human resource management practices, job satisfaction, employee performance, service delivery effectiveness, public schools, non-teaching personnel, Philippines

I. INTRODUCTION

The global agenda or educational reform has shifted from expanding physical infrastructure to strengthening human capital as a driver of quality education. This direction is reflected in the United Nations Sustainable Development Goal 4 (SDG 4), which promotes inclusive, equitable, and quality education through a competent and well-supported education workforce (United Nations, 2023). UNESCO (2022) identified persistent global shortages in teacher quality and supply, underscoring the importance of effective Human Resource Management (HRM) in recruitment, professional development, and retention. Likewise, the OECD (2019) emphasized that robust HR systems improve organizational efficiency, accountability, and employee engagement, while UNESCO (2021) recognized human resources as central to education system

performance. The Ability–Motivation–Opportunity (AMO) Theory further explains that organizational effectiveness depends on employees possessing the necessary competencies, motivation, and opportunities to perform effectively (Appelbaum et al., 2020). Consistent with this perspective, countries such as Finland and Singapore have institutionalized strategic HRM practices that emphasize merit-based recruitment, continuous professional learning, and employee empowerment to achieve high-quality public service (OECD, 2021; SkillsFuture, 2022).

In the Philippines, HRM reforms have been institutionalized through the Civil Service Commission (CSC) and the Department of Education (DepEd) to strengthen meritocracy, professionalism, and organizational performance. Guided by Republic Act No. 6713, Republic Act No. 7041, the 2017 Omnibus Rules on Appointment and Other Human Resource Actions (ORAOHRA), and the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM), government agencies have adopted strategic HR systems emphasizing competency-based recruitment, capability development, performance management, and employee recognition (Civil Service Commission, 2018). Within DepEd, these reforms are reinforced through the MATATAG Agenda, competency-based human resource management, the Performance Management Evaluation System (PMES), the Expanded Career Progression System, and the Comprehensive Employee Welfare and Wellness Program, all of which aim to enhance employee competence, job satisfaction, and service delivery (Alisbo & Belga, 2024; Bacolod & David, 2021; Bautista, 2023; Department of Education, 2023, 2024, 2025; Oducado, 2022; Paguia et al., 2024). These initiatives recognize that professional and well-supported non-teaching personnel are essential to improving school operations and instructional effectiveness.

Despite these policy advancements, important research gaps remain. Existing studies have focused predominantly on teacher performance, instructional leadership, and student outcomes, with limited attention to how HRM practices, job satisfaction, and employee performance collectively influence service delivery effectiveness, particularly among non-teaching personnel in geographically isolated public schools (Appelbaum et al., 2020; Bacolod & David, 2021; Oducado, 2022). Moreover, empirical evidence at the division level remains limited, leaving the implementation and effectiveness of recent HRM reforms insufficiently examined in rural contexts (Alisbo & Belga, 2024; Bautista, 2023; Civil Service Commission, 2018; Paguia et al., 2024; UNESCO, 2022; World Bank, 2022). Addressing these gaps, the present study investigates the

influence of HRM practices, job satisfaction, and employee performance on service delivery effectiveness in public schools in Zone 3, Division of Catanduanes. The findings are expected to provide empirical evidence to strengthen human resource policies, improve organizational performance, and enhance the quality of public education service delivery.

Statement of the Problem. This study aimed to determine whether Human Resource Management Practices, Job Satisfaction, and Employee Performance significantly predicted Service Delivery Effectiveness in Public Schools of Zone 3. Specifically, the study sought to answer the following questions:

1. What is the level of Human Resource Management Practices in public schools of Zone 3 in terms of:
 - 1.1 recruitment and selection,
 - 1.2 training and development,
 - 1.3 performance appraisal, and
 - 1.4 compensation and benefits?
2. What is the level of job satisfaction of employees in public schools of Zone 3?
 - 2.1 work itself,
 - 2.2 supervision,
 - 2.3 compensation and benefits, and
 - 2.4 work environment?
3. What is the level of employee performance in public schools of Zone 3?
 - 3.1 task performance,

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- 3.2 quality of work,
 - 3.3 efficiency, and
 - 3.4 work attitude?
 4. What is the level of service delivery effectiveness in public schools of Zone 3?
 - 4.1 responsiveness,
 - 4.2 reliability,
 - 4.3 accessibility, and
 - 4.4 client satisfaction?
 5. Is there a significant relationship between Human Resource Management Practices and service delivery effectiveness in public schools of Zone 3?
 6. Is there a significant relationship between job satisfaction and service delivery effectiveness in public schools of Zone 3?
 7. Is there a significant relationship between employee performance and service delivery effectiveness in public schools of Zone 3?
 8. Do Human Resource Management Practices, job satisfaction, and employee performance significantly predict service delivery effectiveness in public schools of Zone 3?

Null Hypotheses. The following null hypotheses were tested at the 0.05 level of significance:

1. There is no significant relationship between Human Resource Management Practices and service delivery effectiveness in public schools of Zone 3.
2. There is no significant relationship between job satisfaction and service delivery effectiveness in public schools of Zone 3.

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3. There is no significant relationship between employee performance and service delivery effectiveness in public schools of Zone 3.
 4. Human Resource Management Practices, job satisfaction, and employee performance do not significantly predict service delivery effectiveness in public schools of Zone 3.

Scope of the Study. This study was conducted among non-teaching personnel in public schools of Zone 3 (Viga, Panganiban, and Bagamanoc), Division of Catanduanes, during School Year 2025–2026. It examined human resource management practices, job satisfaction, and employee performance as predictors of service delivery effectiveness based on the respondents' perceptions. The study excluded other potential determinants, such as leadership style, organizational culture, and external environmental factors, to maintain a focused investigation of the specified variables (Creswell & Creswell, 2018; Saunders et al., 2019).

Theoretical / Conceptual Framework. This study was anchored on an integrated theoretical framework that explains how Human Resource Management (HRM) practices, job satisfaction, and employee performance collectively influence service delivery effectiveness in public secondary schools. The primary theoretical foundation is the Ability–Motivation–Opportunity (AMO) Theory, which posits that organizational performance is optimized when employees possess the required competencies, are adequately motivated, and are provided with opportunities to apply their capabilities (Guest, 1997; Marin-Garcia & Tomás, 2016). Within this study, recruitment and selection and learning and development represent the ability dimension, rewards, compensation, wellness, and job satisfaction embody the motivation dimension, while performance management reflects the opportunity dimension. Complementing the AMO framework, Herzberg's Two-Factor Theory explains that employee satisfaction is influenced by both hygiene factors, such as compensation and working conditions, and intrinsic motivators, including recognition, achievement, and responsibility, emphasizing that sustained organizational effectiveness depends on fostering employee motivation beyond merely preventing dissatisfaction (Alfayad & Arif, 2017).

The framework further incorporates Vroom's Expectancy Theory, which explains that employees are more likely to exert greater effort when they perceive that high performance will result in valued rewards and desirable outcomes (Hasan et al., 2024). In the context of public educational institutions, this underscores the importance of transparent performance management, equitable recognition systems, and attainable performance goals in enhancing employee productivity. The study also adopts the SERVQUAL model to explain service delivery effectiveness, viewing organizational success through the dimensions of reliability, responsiveness, assurance, empathy, and tangibles that characterize stakeholders' perceptions of service quality (Rojas & Coluccio, 2021). Moreover, the framework is reinforced by the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) of the Civil Service Commission, which promotes competency-based recruitment, continuous capability development, performance management, and merit-based recognition as essential mechanisms for improving organizational performance and public service delivery (Civil Service Commission, 2017). Collectively, these complementary theories provide a comprehensive explanation of the mechanisms through which HRM practices enhance employee satisfaction and performance, ultimately contributing to effective service delivery in public schools.

Guided by these theoretical perspectives, Figure 1 presents the conceptual framework of the study, illustrating the hypothesized relationships between the independent variables—HRM practices, job satisfaction, and employee performance—and the dependent variable, service delivery effectiveness in public schools of Zone 3. The framework assumes that effective HRM practices create a supportive organizational environment that strengthens employee satisfaction and performance, which together contribute to efficient, responsive, and high-quality public service delivery. The directional relationships depicted in the model indicate the direct contribution of each independent variable to organizational effectiveness, reflecting the shared propositions of the AMO Theory, Herzberg's Two-Factor Theory, Expectancy Theory, SERVQUAL model, and PRIME-HRM framework. Consequently, the conceptual model provides the empirical basis for examining the extent to which HRM practices, job satisfaction, and employee performance explain variations in service delivery effectiveness and supports the development of evidence-based human resource strategies for improving organizational performance in public educational institutions.

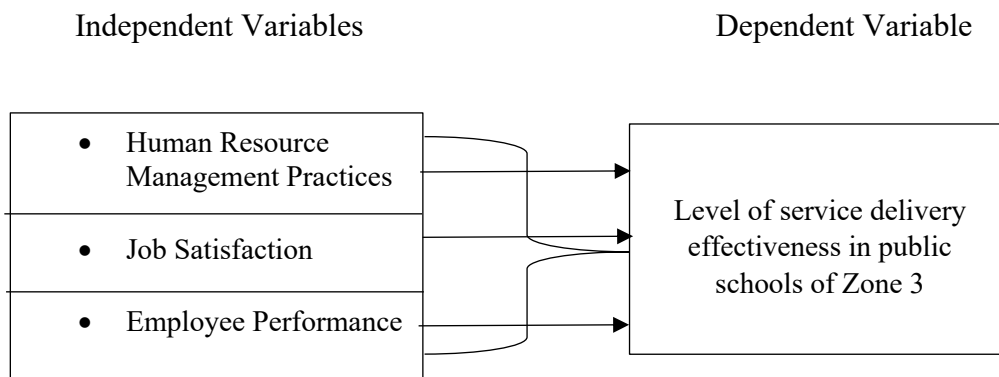


FIGURE 1. CONCEPTUAL MODEL OF THE STUDY

LITERATURES

This chapter presents a comprehensive review of relevant literature and empirical studies that underpin the present research. The synthesis of existing evidence establishes the theoretical and conceptual foundations of the study, identifies key research gaps, and demonstrates the significance and relevance of examining the relationships among the study variables within the contemporary public education context.

Core Human Resource Management Pillars in the Public Sector: Research Gaps

Human resource management (HRM) in the Philippine public sector is anchored on four core pillars: recruitment and selection, learning and development, performance management, and rewards and recognition. Merit-based recruitment, guided by Presidential Decree No. 807, the Merit Selection Plan, and DepEd Order No. 007, s. 2023, promotes competence, transparency, and fairness in personnel selection (2017 ORAOHRA; DepEd, 2023). Likewise, competency-based learning and development, continuous performance management, and the PRAISE rewards system enhance employee capability, accountability, engagement, and service quality (Aguinis, 2025; DepEd Memorandum No. 017, s. 2025; DepEd Order No. 18, s. 2021; DepEd Order No. 40, s.

2020; Jo & Shin, 2025; Matrix, 2026; Mdhlalose, 2026; Noe, 2023; Otoo & Mishra, 2024; Sahijuan et al., 2026; Sarker, 2024; Siddiqui & Ahmed, 2026; UNESCO, 2025; Yakubu, 2026).

Despite these reforms, important research gaps remain. Most studies have examined individual HRM dimensions rather than their integrated effects on employee performance and service delivery, with limited application of the Ability–Motivation–Opportunity (AMO) framework among DepEd non-teaching personnel (Boon et al., 2018; Jiang & Messersmith, 2018; Kellner et al., 2019; Marin-Garcia & Tomas, 2016). Empirical evidence from geographically isolated schools is also limited (Bacolod & David, 2021; Dones & Gatarin, 2025), while the predominance of cross-sectional designs restricts causal interpretation and provides limited insight into mediating factors such as job satisfaction, employee engagement, and organizational commitment (Cherif, 2020; Creswell & Creswell, 2018; Hair et al., 2018; Miao et al., 2021; Soriano, 2025). Furthermore, contextual barriers, culturally validated HRM instruments, and digital HRM practices remain underexplored (Elston et al., 2018; Hilton et al., 2023; Rodriguez & Walters, 2025; Sivapragasam & Raya, 2018; Tran & Kelley, 2024; Vermeeren et al., 2014; Vial, 2019).

This study addresses these gaps by examining the combined effects of the four HRM pillars on service delivery effectiveness among DepEd non-teaching personnel in Zone 3. It adopts an integrated framework that considers the mediating role of job satisfaction while providing evidence from geographically isolated schools using validated instruments and robust statistical analyses (Bacolod & David, 2021; Boon et al., 2018; Cherif, 2020; Dones & Gatarin, 2025; Jiang & Messersmith, 2018; Marin-Garcia & Tomas, 2016; Miao et al., 2021; Sivapragasam & Raya, 2018; Tran & Kelley, 2024). By examining contextual and digital factors influencing HRM implementation, the study contributes to bridging the policy–practice gap and strengthening HRM reforms in Philippine public education (Campbell & Wiernik, 2015; Elston et al., 2018; Hilton et al., 2023; Rodriguez & Walters, 2025; Sonnentag & Frese, 2022; Vial, 2019).

Job Satisfaction among Non-Teaching Personnel: Research Gaps

Job satisfaction is a key determinant of organizational effectiveness among non-teaching personnel in the Philippine public education sector. Studies show that supportive leadership, meaningful work, recognition, and positive workplace relationships enhance employee satisfaction, while compensation, workload, and limited resources remain persistent challenges (American Journal of Arts and Human Science, 2025; Jo & Shin, 2025; Lariosa, 2025; Manalo & Apat, 2025; Psychology and Education, 2025; Sabeng & Mensah, 2023; Sahijuan et al., 2026; Sarker, 2026). Consistent with Herzberg's Two-Factor Theory, both intrinsic and extrinsic factors are essential for sustaining employee motivation, commitment, and service quality.

Despite these findings, notable research gaps remain. Existing studies have largely examined hygiene and motivation factors separately, with limited application of Herzberg's Two-Factor Theory among non-teaching personnel in geographically isolated public schools (Alfayad & Arif, 2017; Alshmemri et al., 2017; Lariosa, 2025; Sarker, 2026). Empirical evidence from rural settings is also limited (Manalo & Apat, 2025; Psychology and Education, 2025), while the dominance of cross-sectional designs restricts causal inference (Creswell & Creswell, 2018; Hair et al., 2018). Moreover, the roles of the psychological contract, organizational commitment, employee engagement, contextual barriers, validated measurement tools, and digital transformation remain insufficiently explored (Allan et al., 2019; Elston et al., 2018; Hilton et al., 2023; Jo & Shin, 2025; Rodriguez & Walters, 2025; Sahijuan et al., 2026; Sivapragasam & Raya, 2018; Vermeeren et al., 2014; Vial, 2019).

The present study addresses these gaps by examining job satisfaction among DepEd Zone 3 non-teaching personnel using an integrated application of Herzberg's Two-Factor Theory. Focusing on geographically isolated public schools, the study investigates the combined influence of hygiene and motivation factors while considering leadership support, resource availability, administrative workload, and digital readiness. Using validated instruments and rigorous analyses, the study contributes context-specific evidence that advances theory, strengthens methodological rigor, and informs evidence-based human resource management in Philippine public education (Alfayad & Arif, 2017; Alshmemri et al., 2017; Allan et al., 2019; Elston et al., 2018; Hilton et al.,

2023; Rodriguez & Walters, 2025; Sahijuan et al., 2026; Sivapragasam & Raya, 2018; Vermeeren et al., 2014; Vial, 2019).

Predictors of Employee Performance: Research Gaps

Employee performance is a critical determinant of service quality in public schools and is shaped by technical competencies, adaptive capacity, digital literacy, work environment, and job satisfaction (Diamantidis & Chatzoglou, 2019). Recent studies highlight that digital competence, ethical governance, problem-solving skills, and organizational support enhance administrative efficiency, while resource limitations and workload continue to constrain performance in geographically isolated schools (Almazan, 2025; Bautista & Lopez, 2026; Gernale & De la Rosa, 2026; Mendoza, 2025; Panganiban & Reyes, 2026; Soriano, 2025; Surban, 2025; Tria, 2025; Villanueva, 2026).

Despite these findings, important research gaps remain. Existing studies have primarily examined employee performance determinants independently, with limited evidence on their combined effects among non-teaching personnel in geographically isolated public schools (Almazan, 2025; Bautista & Lopez, 2026; Diamantidis & Chatzoglou, 2019). Moreover, most studies rely on cross-sectional and self-reported data and provide limited insights into the roles of job satisfaction, organizational commitment, contextual barriers, culturally validated instruments, and digital transformation in shaping employee performance (Creswell & Creswell, 2018; Dela Cruz, 2026; Elston et al., 2018; Gernale & De la Rosa, 2026; Hair et al., 2018; Panganiban & Reyes, 2026; Sivapragasam & Raya, 2018; Soriano, 2025; Surban, 2025; Tria, 2025; Villanueva, 2026).

The present study addresses these gaps by examining the integrated influence of technical competencies, adaptive performance, and job satisfaction on employee performance among DepEd Zone 3 non-teaching personnel. By focusing on geographically isolated schools and employing validated instruments with rigorous statistical analyses, the study provides context-specific evidence to strengthen performance frameworks and support evidence-based human resource management in Philippine public education (Almazan, 2025; Bautista & Lopez, 2026; Diamantidis

& Chatzoglou, 2019; Dela Cruz, 2026; Elston et al., 2018; Gernale & De la Rosa, 2026; Panganiban & Reyes, 2026; Sivapragasam & Raya, 2018; Soriano, 2025; Surban, 2025; Tria, 2025; Villanueva, 2026).

II. METHODOLOGY

Research Design. This study employed a descriptive-correlational research design with predictive analysis to examine the relationships among human resource management (HRM) practices, job satisfaction, employee performance, and service delivery effectiveness in public schools. The descriptive component was used to determine the prevailing levels of the study variables, while the correlational approach assessed the strength and direction of their associations without manipulating the research setting. Furthermore, multiple regression analysis was employed to determine the extent to which HRM practices, job satisfaction, and employee performance significantly predicted service delivery effectiveness, thereby identifying the most influential predictors of service quality. This design is appropriate for investigating naturally occurring relationships among variables and for developing evidence-based predictive models that inform organizational decision-making and management interventions (Creswell & Creswell, 2018; Hair et al., 2022).

Population of the Study. The study population comprised 152 non-teaching personnel, including Administrative Officers, Administrative Assistants, Bookkeepers, Disbursing Officers, and Administrative Aides assigned to public schools in Viga, Panganiban, and Bagamanoc, Zone 3, Division of Catanduanes. A sample of 110 respondents was determined using Slovin's formula, while stratified random sampling was employed to ensure proportional representation of respondents across the participating schools and to improve the representativeness of the sample (Sharma, 2017; Taherdoost, 2016).

Instrumentation and Validation. A self-developed, four-part questionnaire was used as the primary data collection instrument. Part I measured Human Resource Management (HRM) practices across four dimensions: recruitment and selection, learning and development, performance management, and rewards and compensation. Part II assessed the respondents' level of job satisfaction, Part III measured employee performance, and Part IV evaluated the service delivery effectiveness of non-teaching personnel in public schools in Zone 3. The instrument was developed based on the study's theoretical framework and an extensive review of relevant literature to ensure that the indicators adequately represented the constructs under investigation (DeVellis & Thorpe, 2021; Hair et al., 2019).

To establish content validity, the questionnaire underwent expert evaluation by a panel of specialists in educational management, human resource management, and research methodology, who assessed the relevance, clarity, and appropriateness of the items within the local Department of Education (DepEd) context. Their recommendations were incorporated to improve the instrument before field administration (Polit & Beck, 2021). A pilot test involving **30** non-teaching personnel who were excluded from the actual study was subsequently conducted to determine the instrument's reliability. Internal consistency was assessed using Cronbach's alpha, yielding an overall reliability coefficient of **0.95**, indicating excellent reliability and confirming that the instrument was appropriate for measuring the study variables with a high degree of consistency (Taber, 2018). The strong reliability coefficient demonstrated that the questionnaire was suitable for the full-scale investigation of HRM practices, job satisfaction, employee performance, and service delivery effectiveness. The evaluation and scoring scheme used in the study is presented in

TABLE 1.
EVALUATION AND INTERPRETATION OF THE 4-POINT LIKERT SCALE

Assigned Score	Mean Range	Response	Human Resource Management Practices	Job Satisfaction	Employee Performance	Service Delivery Effectiveness
4	3.25–4.00	Strongly Agree	Highly Implemented	Highly Satisfied	Outstanding	Highly Effective
3	2.50–3.24	Agree	Implemented	Satisfied	Very Satisfactory	Effective
2	1.75–2.49	Disagree	Slightly Implemented	Less Satisfied	Satisfactory	Less Effective
1	1.00–1.74	Strongly Disagree	Not Implemented	Least Satisfied	Needs Improvement	Least Effective

Note. The weighted mean for each construct was interpreted using a four-point Likert scale. Response categories ranged from 1 (Strongly Disagree) to 4 (Strongly Agree). Descriptive interpretations were adapted to correspond with the specific construct being measured.

Data Collection. After obtaining approval from the Schools Division Superintendent of the Division of Catanduanes, permission was secured from the Public Schools District Supervisors and school heads of the participating public schools in Zone 3. Non-teaching personnel were then oriented regarding the study's objectives, voluntary participation, informed consent, and confidentiality. Data were collected during School Year 2025–2026 using a validated self-administered questionnaire distributed in both printed and Google Forms formats. Completed questionnaires were retrieved through manual collection or electronic submission, and all responses were securely stored and used solely for research purposes in accordance with

established ethical principles for research involving human participants (American Psychological Association, 2020; World Medical Association, 2018).

Data Analysis. The collected data were analyzed using descriptive and inferential statistics. Weighted mean was employed to determine the levels of human resource management (HRM) practices, job satisfaction, employee performance, and service delivery effectiveness. Pearson's product-moment correlation coefficient (r) was used to examine the relationships between HRM practices, job satisfaction, employee performance, and service delivery effectiveness. Furthermore, multiple linear regression analysis was performed to determine the extent to which HRM practices, job satisfaction, and employee performance individually and collectively predicted service delivery effectiveness. All statistical analyses were conducted using appropriate statistical software, with statistical significance evaluated at the 0.05 level (Field, 2018; Hair et al., 2022).

Ethical Considerations. The study adhered to established ethical standards for research involving human participants. Prior to data collection, permission was obtained from the appropriate educational authorities, and informed consent was secured from all respondents after explaining the study's purpose, procedures, voluntary nature of participation, and right to withdraw at any time without penalty. Participant anonymity and data confidentiality were maintained throughout the study by excluding personal identifiers and securely storing all research records in compliance with the Philippine Data Privacy Act of 2012 (Republic Act No. 10173). The collected data were used exclusively for academic purposes, ensuring that the rights, dignity, privacy, and welfare of all participants were protected in accordance with internationally recognized research ethics principles (American Psychological Association, 2020; World Medical Association, 2018).

III. RESULTS

This section presents the results and discussion of the study based on the research questions. The findings describe the levels of Human Resource Management (HRM) practices, job satisfaction, employee performance, and service delivery effectiveness, and further examine the relationships and predictive effects of these variables on service delivery effectiveness in public schools of Zone 3.

Human Resource Management Practices in Public Schools of Zone 3

Table 2 indicates that Human Resource Management (HRM) practices in public schools of Zone 3 were highly implemented overall ($M = 3.66$, $SD = 0.54$), reflecting the consistent implementation of core HRM functions. Compensation and benefits received the highest rating ($M = 3.69$, $SD = 0.51$), followed by recruitment and selection ($M = 3.67$, $SD = 0.51$), while training and development and performance appraisal obtained the lowest, yet still high, ratings ($M = 3.64$, $SD = 0.60$ and $M = 3.64$, $SD = 0.53$, respectively). The minimal variation across dimensions indicates a balanced and consistent implementation of HRM practices. Overall, the findings suggest that public schools have established effective HRM systems that support employee development and organizational performance, although strengthening professional development and performance evaluation may further enhance service delivery.

TABLE 2
COMPOSITE LEVEL OF HUMAN RESOURCE MANAGEMENT PRACTICES IN
SERVICE DELIVERY EFFECTIVENESS (N = 110)

Dimensions	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
1. Recruitment and Selection	3.67	0.51	Highly Implemented	2
2. Training and Development	3.64	0.60	Highly Implemented	3.5
3. Performance Appraisal	3.64	0.53	Highly Implemented	3.5
4. Compensation and Benefits	3.69	0.51	Highly Implemented	1
Grand Weighted Mean	3.66	0.54	Highly Implemented	--

Note: 3.25–4.00 = Strongly Agree/ Highly Implemented; 2.50–3.24 = Agree/ Implemented; 1.75–2.49; = Disagree/ Slightly Implemented; 1.00–1.74 = Strongly Disagree/ Not Implemented

Job Satisfaction of Employees in Public Schools of Zone 3

Table 3 shows that employees in public schools of Zone 3 were highly satisfied with their jobs (GWM = 3.71, SD = 0.54), reflecting positive perceptions of their work and organizational environment. Work itself received the highest rating (M = 3.75, SD = 0.46), followed by work environment (M = 3.72, SD = 0.55) and supervision (M = 3.71, SD = 0.60), while compensation and benefits ranked lowest (M = 3.64, SD = 0.56), although it remained highly satisfactory. The consistently high ratings indicate that employees are motivated by meaningful work, supportive supervision, and favorable workplace conditions. However, the relatively lower score for compensation and benefits suggests opportunities to strengthen reward systems. Overall, the findings imply that a positive organizational climate fosters employee commitment, productivity, and effective service delivery.

TABLE 3
COMPOSITE LEVEL OF JOB SATISFACTION IN SERVICE DELIVERY
EFFECTIVENESS (N = 110)

Dimensions	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
1. Work Itself	3.75	0.46	Highly Satisfied	1
2. Supervision	3.71	0.60	Highly Satisfied	3
3. Compensation and Benefits	3.64	0.56	Highly Satisfied	4
4. Work Environment	3.72	0.55	Highly Satisfied	2
Grand Weighted Mean	3.71	0.54	Highly Satisfied	--

Note: 3.25–4.00 = Strongly Agree/ Highly Satisfied; 2.50–3.24 = Agree/ Satisfied; 1.75–2.49; = Disagree/ Less Satisfied; 1.00–1.74 = Strongly Disagree/ Least Satisfied

Employee Performance in Public Schools of Zone 3

Table 4 presents the composite level of employee performance among personnel in public schools of Zone 3. Overall, respondents demonstrated an outstanding level of performance (GWM = 3.72, SD = 0.46), indicating consistently high work standards across key performance dimensions. Among the indicators, work attitude obtained the highest mean (M = 3.76, SD = 0.43), followed by efficiency (M = 3.73, SD = 0.44), quality of work (M = 3.70, SD = 0.48), and task performance (M = 3.69, SD = 0.47). The minimal differences in the mean scores and relatively low standard deviations indicate a high degree of consistency in employees' performance across all domains. The highest rating for work attitude suggests that positive workplace behaviors, professionalism, and commitment are key strengths of the workforce, while the slightly lower rating for task performance indicates a potential area for continuous improvement despite remaining at an outstanding level. Overall, the findings reflect a competent, efficient, and committed workforce capable of supporting organizational goals and delivering high-quality

public services, thereby reinforcing the critical role of employee performance in enhancing service delivery effectiveness within public schools.

TABLE 4
COMPOSITE LEVEL OF EMPLOYEE PERFORMANCE IN SERVICE DELIVERY
EFFECTIVENESS (N = 110)

Dimensions	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
1. Task Performance	3.69	0.47	Outstanding	4
2. Quality of Work	3.70	0.48	Outstanding	3
3. Efficiency	3.73	0.44	Outstanding	2
4. Work Attitude	3.76	0.43	Outstanding	1
Grand Weighted Mean	3.72	0.46	Outstanding	--

Note: 3.25–4.00 = Strongly Agree/ Outstanding; 2.50–3.24 = Agree/ Very Satisfactory; 1.75–2.49 = Disagree/ Satisfactory; 1.00–1.74 = Strongly Disagree/ Needs Improvement

Service Delivery Effectiveness in Public Schools of Zone 3

Table 5 shows that service delivery effectiveness in public schools of Zone 3 was highly effective overall (GWM = 3.67, SD = 0.46), reflecting consistent delivery of reliable, responsive, and accessible services. Reliability received the highest rating (M = 3.69, SD = 0.44), followed by responsiveness (M = 3.68, SD = 0.46) and accessibility (M = 3.67, SD = 0.45), while client satisfaction ranked lowest (M = 3.64, SD = 0.47), although it remained highly effective. The minimal differences among the mean scores indicate a balanced performance across all service dimensions, with dependable service emerging as the primary organizational strength. However, the comparatively lower client satisfaction score suggests opportunities to further enhance

stakeholder experiences. An innovative strategy is to adopt digital client feedback systems, including QR code-based satisfaction surveys, online service monitoring, and performance dashboards, to support real-time evaluation, evidence-based decision-making, and continuous improvement in public school service delivery.

TABLE 5
COMPOSITE LEVEL OF SERVICE DELIVERY EFFECTIVENESS (N = 110)

Dimensions	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
Responsiveness	3.68	0.46	Highly Effective	2
Reliability	3.69	0.44	Highly Effective	1
Accessibility	3.67	0.45	Highly Effective	3
Client Satisfaction	3.64	0.47	Highly Effective	4
Grand Weighted Mean	3.67	0.46	Highly Effective	—

Note: 3.25–4.00 = Strongly Agree / Highly Effective; 2.50–3.24 = Agree / Effective; 1.75–2.49 = Disagree / Less Effective; 1.00–1.74 = Strongly Disagree / Least Effective

Relationship between Human Resource Management Practices and Service Delivery Effectiveness

Table 6 reveals a significant and strong positive relationship between Human Resource Management (HRM) practices and service delivery effectiveness ($r = 0.724$, $p < .05$), leading to the rejection of the null hypothesis. The result indicates that better implementation of HRM practices is associated with higher levels of effective service delivery in public schools. This finding suggests that strategic HRM functions, including recruitment, training, performance appraisal, and compensation, play a crucial role in enhancing organizational performance and

service quality. The strength of the relationship further underscores the importance of adopting data-driven HRM systems, such as digital performance monitoring and competency-based workforce planning, to continuously improve administrative efficiency and stakeholder-centered service delivery.

TABLE 6
SIGNIFICANT RELATIONSHIP BETWEEN HUMAN RESOURCE MANAGEMENT PRACTICES AND SERVICE DELIVERY EFFECTIVENESS IN PUBLIC SCHOOLS OF ZONE 3 (N = 110)

Variables	Statistical Test	Computed Value	Critical Value @ .05	Decision	Interpretation
Human Resource Management Practices and Service Delivery Effectiveness in Public Schools of Zone 3	Pearson r	0.724	0.195	Reject Ho	Significant Relationship

Null Hypothesis (Ho): *There is no significant relationship between Human Resource Management Practices and Service Delivery Effectiveness in Public Schools of Zone 3.*

Level of Significance: $\alpha = 0.05$

Relationship between Job Satisfaction and Service Delivery Effectiveness

Table 7 indicates a significant and strong positive relationship between job satisfaction and service delivery effectiveness ($r = 0.691$, $p < .05$), resulting in the rejection of the null hypothesis. This finding suggests that employees who are more satisfied with their work are more likely to deliver efficient and high-quality services. The strength of the relationship highlights the importance of fostering a supportive work environment, effective supervision, meaningful work,

and equitable compensation to sustain service excellence. An innovative implication is the integration of employee experience management systems, such as periodic digital satisfaction surveys and well-being analytics, to monitor workplace conditions and inform evidence-based interventions that enhance both employee satisfaction and organizational service delivery.

TABLE 7
SIGNIFICANT RELATIONSHIP BETWEEN JOB SATISFACTION AND SERVICE DELIVERY EFFECTIVENESS IN PUBLIC SCHOOLS OF ZONE 3 (N = 110)

Variables	Statistical Test	Computed Value	Critical Value @ .05	Decision	Interpretation
Job Satisfaction and Service Delivery Effectiveness in Public Schools of Zone 3	Pearson r	0.691	0.195	Reject Ho	Significant Relationship

Null Hypothesis (Ho): *There is no significant relationship between Job Satisfaction and Service Delivery Effectiveness in Public Schools of Zone 3.*

Level of Significance: $\alpha = 0.05$

Relationship between Employee Performance and Service Delivery Effectiveness

Table 8 reveals a significant and strong positive relationship between employee performance and service delivery effectiveness ($r = 0.756$, $p < .05$), leading to the rejection of the null hypothesis. The findings indicate that higher levels of employee performance are associated with more effective service delivery in public schools. Among the three predictor variables, employee performance exhibited the strongest relationship with service delivery effectiveness, emphasizing the critical role of task accomplishment, work quality, efficiency, and positive work attitude in achieving organizational goals. An innovative implication is the adoption of performance analytics and competency-based performance dashboards that provide real-time

feedback, monitor key performance indicators, and support continuous professional development, thereby strengthening evidence-based management and enhancing the quality of public service delivery.

TABLE 8
SIGNIFICANT RELATIONSHIP BETWEEN EMPLOYEE PERFORMANCE AND SERVICE DELIVERY EFFECTIVENESS IN PUBLIC SCHOOLS OF ZONE 3 (N = 110)

Variables	Statistical Test	Computed Value	Critical Value @ .05	Decision	Interpretation
Employee Performance and Service Delivery Effectiveness in Public Schools of Zone 3	Pearson r	0.756	0.195	Reject Ho	Significant Relationship

Null Hypothesis (Ho): *There is no significant relationship between Employee Performance and Service Delivery Effectiveness in Public Schools of Zone 3.*

Level of Significance: $\alpha = 0.05$

Predictors of Service Delivery Effectiveness in Public Schools of Zone 3

Table 9 shows that Human Resource Management (HRM) practices, job satisfaction, and employee performance significantly predict service delivery effectiveness in public schools of Zone 3 ($F(3,106) = 74.61, p < .001$). The regression model explained 67.9% of the variance in service delivery effectiveness ($R^2 = 0.679$; Adjusted $R^2 = 0.669$), indicating substantial explanatory power. Among the predictors, employee performance emerged as the strongest predictor ($\beta = 0.402, p < .001$), followed by HRM practices ($\beta = 0.298, p < .001$) and job satisfaction ($\beta = 0.263, p < .001$). These findings suggest that improvements in employee performance, supported by

effective HRM practices and higher job satisfaction, are associated with corresponding increases in service delivery effectiveness. The results underscore that organizational success is driven by the combined influence of strategic HRM, a satisfied workforce, and high employee performance rather than by any single factor. An innovative implication is the adoption of an integrated HR analytics and performance intelligence framework that combines competency-based HRM, employee satisfaction monitoring, and real-time performance dashboards to guide evidence-based decision-making, optimize workforce productivity, and continuously improve service delivery in public schools.

TABLE 9
MULTIPLE REGRESSION ANALYSIS OF HUMAN RESOURCE MANAGEMENT PRACTICES, JOB SATISFACTION, AND EMPLOYEE PERFORMANCE AS PREDICTORS OF SERVICE DELIVERY EFFECTIVENESS IN PUBLIC SCHOOLS OF ZONE 3 (N = 110)

Predictor Variable	B (Coefficient)	Std. Error	t-value (df = 106)	p-value	95% CI	Interpretation
Intercept	0.615	0.402	1.528	0.129	-0.180 to 1.410	Baseline level of service delivery effectiveness when predictors = 0
Human Resource Management Practices (X ₁)	0.298	0.071	4.197	<0.001	0.157 to 0.439	Significant positive predictor
Job Satisfaction (X ₂)	0.263	0.074	3.554	<0.001	0.116 to 0.410	Significant positive predictor
Employee Performance (X ₃)	0.402	0.069	5.826	<0.001	0.265 to 0.539	Significant positive predictor

Model Summary

R	R²	Adjusted R²	F (3,106)	p-value	Interpretation
0.824	0.679	0.669	74.61	<0.001	The predictors jointly explain a significant proportion of variance in Service Delivery Effectiveness

Notes

Ha: Human Resource Management Practices, Job Satisfaction, and Employee Performance significantly predict Service Delivery Effectiveness in Public Schools of Zone 3.

$\alpha = 0.05$ level of significance

IV. DISCUSSION

The findings demonstrate that Human Resource Management (HRM) practices, job satisfaction, and employee performance significantly contribute to service delivery effectiveness in public schools of Zone 3. The high implementation of HRM practices ($M = 3.66$) indicates the effective institutionalization of merit-based human resource systems under Civil Service Commission policies and DepEd Order No. 007, s. 2023 (Civil Service Commission, 2017; Presidential Decree No. 807, 1975). However, relatively lower ratings for training and development and performance appraisal suggest the need to strengthen competency development and evaluation systems, consistent with recommendations on competency-based learning and digital capability enhancement (Siddiqui & Ahmed, 2026; UNESCO, 2025).

Employees were highly satisfied ($M = 3.71$), particularly with the nature of their work, while compensation and benefits received the lowest rating. This supports Herzberg's Two-Factor Theory, which posits that intrinsic motivators promote satisfaction, whereas extrinsic factors primarily prevent dissatisfaction (Alshmemri et al., 2017; Sarker, 2026). Likewise, employee performance was outstanding ($M = 3.72$), with work attitude rated highest, indicating strong public

service commitment and competence (Clemente, 2025; Diamantidis & Chatzoglou, 2019; Sahijuan et al., 2026). Service delivery effectiveness was also highly effective ($M = 3.67$), with reliability ranking highest but client satisfaction lowest, suggesting that while schools consistently deliver services, stakeholder feedback and client-centered evaluation mechanisms require further improvement (Dones & Gatarin, 2025; Perez, 2026).

The significant relationships between HRM practices ($r = 0.724$), job satisfaction ($r = 0.691$), employee performance ($r = 0.756$), and service delivery effectiveness confirm that these variables are mutually reinforcing. The regression model explained 67.9% of the variance in service delivery effectiveness, with employee performance emerging as the strongest predictor ($\beta = 0.402$), followed by HRM practices and job satisfaction. These findings validate the Ability–Motivation–Opportunity (AMO) framework, demonstrating that strategic HRM, motivated employees, and strong work performance collectively enhance organizational outcomes (Kellner et al., 2019; Marin-Garcia & Tomas, 2016). They also support evidence that investments in employee capability and workplace satisfaction translate into improved organizational performance and service quality (Almazan, 2025; Mendoza, 2025; Soriano, 2025; Villanueva, 2026).

The study concludes that HRM practices, job satisfaction, and employee performance significantly predict service delivery effectiveness, jointly explaining 67.9% of its variance. Employee performance emerged as the strongest predictor, confirming that effective service delivery depends on the combined influence of sound HRM systems, satisfied employees, and high workforce performance. The findings validate the AMO framework and Herzberg’s Two-Factor Theory within Philippine public schools and highlight the need to strengthen training and development, performance appraisal, compensation, and client feedback systems to sustain service quality.

The Department of Education should strengthen competency-based training, digital capability development, and transparent performance appraisal systems, while improving compensation and employee recognition. Schools are likewise encouraged to adopt digital client feedback mechanisms, HR analytics, and performance dashboards to support evidence-based management and continuous service improvement. Future studies should employ longitudinal or

mixed-methods designs to examine causal relationships and the moderating effects of leadership, organizational culture, and resource availability on service delivery effectiveness (United Nations, 2023; World Bank, 2022).

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