



TALENT MANAGEMENT, INTELLECTUAL CAPITAL, PSYCHOLOGICAL CAPITAL, AND TOTAL QUALITY MANAGEMENT: A CAUSAL MODEL ON INDIVIDUAL WORK PERFORMANCE AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS

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Abstract:

This study aimed to determine the best-fit model of Individual Work Performance (IWP) among public elementary school teachers in the Department of Education Region XII as influenced by Talent Management (TM), Intellectual Capital (IC), Psychological Capital (PsyCap), and Total Quality Management (TQM). A quantitative, non-experimental, cross-sectional predictive-correlational design was employed with 400 public elementary school teachers from the divisions of Sarangani, General Santos City, Koronadal City, and South Cotabato selected through stratified random sampling. Data were gathered using a researcher-made questionnaire and analyzed using descriptive statistics, Pearson's r , multiple regression, path analysis, and Structural Equation Modeling (SEM). All five constructs were rated Very High. TM, IC, PsyCap, and TQM were significantly related to IWP. In the final structural model, IC was the strongest predictor of IWP ($\beta = .587$, $p < .001$), followed by TQM ($\beta = .280$, $p < .001$) and PsyCap ($\beta = .153$, $p < .05$), whereas TM was not a significant direct predictor ($\beta = -.085$, ns). Model 3 demonstrated excellent fit: $p = .124$, CMIN/DF = 1.302, GFI = .984, CFI = .997, NFI = .989, TLI = .994, RMSEA = .028, and P-close = .949. The findings indicate that teacher performance is best explained by the integration of intellectual resources, quality-oriented management practices, and positive psychological resources. The study provides an evidence-based model for strengthening teacher effectiveness and educational quality in public elementary schools.

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1. Introduction

Individual Work Performance (IWP) is a central concern in public education because teachers are expected to sustain effective instructional, collaborative, and professional performance while responding to workload, accountability, organizational, and resource demands. The present study focuses on public elementary schools in DepEd Region XII, where teachers work across varied rural and urban contexts and are expected to meet institutional and learning standards.

The study examines four organizational and psychological resources—Talent Management, Intellectual Capital, Psychological Capital, and Total Quality Management—as potential predictors of IWP. Talent Management concerns attraction, retention, development, motivation, and succession planning. Intellectual Capital comprises human, structural, and relational capital. Psychological Capital includes hope, self-efficacy, resilience, and optimism. Total Quality Management emphasizes management commitment, stakeholder focus, training and education, staff involvement, and continuous improvement. IWP is represented by task performance, contextual performance, and counterproductive work behavior.

Prior studies cited in the manuscript indicate that these constructs are associated with employee and teacher performance, but they have often been investigated separately or in corporate and higher-education settings. The manuscript identifies a research gap in the integrated examination of TM, IC, PsyCap, and TQM among public elementary school teachers in Region XII and in the use of SEM to develop a best-fit model for IWP.

The study therefore aimed to determine the levels of TM, IC, PsyCap, TQM, and IWP; determine their significant relationships; identify their predictive influence on IWP; and develop and validate a best-fit SEM explaining Individual Work Performance among public elementary school teachers.

2. Literature Review

2.1 Conceptual and Theoretical Foundations

Talent Management is viewed as a strategic organizational process that supports recruitment, retention, development, motivation, and succession. In the study, TM is linked to Social Exchange Theory: organizational investments in teachers are expected to be reciprocated through commitment, engagement, and improved performance.

Intellectual Capital is grounded in the Knowledge-Based View, which treats knowledge, expertise, organizational systems, and relationships as strategic resources.

Human capital reflects teachers' knowledge and skills, structural capital reflects systems and processes, and relational capital reflects collaboration and stakeholder relationships. The manuscript positions IC as a central resource for teacher effectiveness.

Psychological Capital is anchored in Conservation of Resources Theory and includes hope, self-efficacy, resilience, and optimism. These psychological resources help teachers sustain motivation, cope with demands, and remain effective. Self-Determination Theory further highlights the importance of autonomy, competence, and relatedness in supporting motivation and work performance.

Total Quality Management is associated in the manuscript with Deming's quality management principles. Management commitment, stakeholder focus, staff involvement, training and education, and continuous improvement are expected to create a quality-oriented environment that supports teacher performance and school effectiveness.

Individual Work Performance is treated as the endogenous construct. It encompasses task performance, contextual performance, and counterproductive work behavior. The integrated framework proposes that organizational resources, intellectual resources, psychological capacities, and quality-management practices jointly explain differences in teacher performance.

2.2 Research Gap and Integrated Model

Although the literature reviewed in the manuscript supports relationships between the individual constructs and performance, limited evidence was identified on their combined influence among public elementary school teachers in DepEd Region XII. The study addresses this gap through an integrated SEM framework and compares three generated models to identify the structure that most closely fits the observed data.

3. Material and Methods

3.1 Research Design and Locale

The study employed a quantitative, non-experimental, cross-sectional predictive-correlational design. Data were collected from public elementary school teachers in four selected DepEd Region XII divisions: General Santos City, Koronadal City, Sarangani Province, and South Cotabato. The design allowed the researcher to examine relationships and predictive effects without manipulating the variables.

3.2 Participants and Sampling

The target population across the selected divisions was 21,344 public elementary school teachers. A total of 400 respondents were selected through stratified random sampling with proportional allocation: General Santos City (100), Koronadal City (31), Sarangani Province (122), and South Cotabato (147). Respondents were public elementary teachers aged 23–60 years with at least five years of teaching experience who voluntarily provided

informed consent. Teachers in managerial positions, on leave, with less than five years of experience, or undergoing transfer were excluded.

3.3 Instrumentation

A researcher-made questionnaire measured five constructs using a five-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Content validation by expert validators produced an average rating of 4.5/5.00. Pilot testing with 50 public elementary school teachers established acceptable internal consistency, with Cronbach's alpha values exceeding .70 for all constructs.

Table 1: Summary of the Measured Constructs and Overall Levels

Construct	Indicators	Overall Mean	SD	Interpretation
Talent Management	Attraction, retention, development, motivation, succession planning	4.51	0.46	Very High
Intellectual Capital	Human, structural, relational capital	4.52	0.42	Very High
Psychological Capital	Hope, self-efficacy, resilience, optimism	4.47	0.45	Very High
Total Quality Management	Management commitment, stakeholder focus, training and education, staff involvement, continuous improvement	4.43	0.54	Very High
Individual Work Performance	Task, contextual, counterproductive work behavior	4.61	0.44	Very High

3.4 Data Collection and Ethics

The researcher secured ethics clearance from the University of Mindanao Ethics Review Committee (UMERC) and formal permission from DepEd Region XII, participating Schools Division Offices, and school heads. Participation was voluntary and based on informed consent. Responses were treated confidentially, and data were securely stored and used for academic purposes. The study cites UMERC Compliance Certificate No. 2025-483.

3.5 Statistical Treatment

Mean and standard deviation were used to describe the levels of the five constructs. Pearson Product-Moment Correlation was used to determine relationships, while multiple regression and path analysis examined predictive and direct effects. Structural Equation Modeling was used to test the hypothesized model and identify the best-fit structure. Model fit was evaluated using p-value, CMIN/DF, GFI, CFI, NFI, TLI, RMSEA, and P-close, following the criteria stated in the manuscript.

4. Results and Discussion

4.1 Levels of the Study Variables

All five constructs were assessed at a Very High level.

Table 2: Talent Management Indicators

Variable / Indicator	Mean	SD	Descriptive Equivalent
Talent Attraction	4.63	0.47	Very High
Talent Retention	4.50	0.54	Very High
Talent Development	4.51	0.50	Very High
Talent Motivation	4.47	0.53	Very High
Succession Planning	4.44	0.57	Very High
Overall Talent Management	4.51	0.46	Very High

Table 3: Intellectual Capital and Psychological Capital Indicators

Variable / Indicator	Mean	SD	Descriptive Equivalent
Human Capital	4.61	0.44	Very High
Structural Capital	4.35	0.53	Very High
Relational Capital	4.61	0.48	Very High
Overall Intellectual Capital	4.52	0.42	Very High
Hope	4.52	0.49	Very High
Self-Efficacy	4.46	0.50	Very High
Resilience	4.32	0.53	Very High
Optimism	4.58	0.51	Very High
Overall Psychological Capital	4.47	0.45	Very High

Table 4: Total Quality Management and Individual Work Performance Indicators

Variable / Indicator	Mean	SD	Descriptive Equivalent
Management Commitment	4.46	0.60	Very High
Stakeholder Focus	4.42	0.57	Very High
Training and Education	4.42	0.63	Very High
Staff Involvement	4.46	0.58	Very High
Continuous Improvement	4.38	0.57	Very High
Overall Total Quality Management	4.43	0.54	Very High
Task Performance	4.61	0.45	Very High
Contextual Performance	4.56	0.51	Very High
Counterproductive Work Behavior	4.67	0.47	Very High
Overall Individual Work Performance	4.61	0.44	Very High

Talent Management had an overall mean of 4.51, with Talent Attraction highest ($M = 4.63$) and Succession Planning lowest ($M = 4.44$). Intellectual Capital had an overall mean of 4.52; Human Capital and Relational Capital were highest ($M = 4.61$), while Structural Capital was lowest ($M = 4.35$). Psychological Capital averaged 4.47, with Optimism highest ($M = 4.58$) and Resilience lowest ($M = 4.32$). Total Quality Management averaged 4.43, with Management Commitment and Staff Involvement highest ($M = 4.46$) and

Continuous Improvement lowest ($M = 4.38$). Individual Work Performance averaged 4.61; Counterproductive Work Behavior, as positively worded in the instrument, had the highest mean ($M = 4.67$).

4.2 Relationships with Individual Work Performance

All four exogenous variables showed significant positive relationships with IWP. Talent Management had a moderate positive correlation with IWP ($r = .553$, $p < .001$). Intellectual Capital had the strongest overall correlation ($r = .647$, $p < .001$), with Relational Capital showing the strongest indicator-level association with overall IWP ($r = .591$). Psychological Capital was also significantly related to IWP ($r = .610$, $p < .001$), led by Self-Efficacy ($r = .562$). Total Quality Management showed a significant positive relationship with IWP as well.

Table 5: Overall Relationships between Exogenous Variables and Individual Work Performance

Predictor	Overall correlation with IWP (r)	p-value	Interpretation
Talent Management	0.553	$< .001$	Moderate positive, significant
Intellectual Capital	0.647	$< .001$	Strong positive, significant
Psychological Capital	0.610	$< .001$	Moderately strong positive, significant
Total Quality Management	Significant positive relationship	$< .001$	Positive, significant

4.3 Predictive Effects and Best-Fit Structural Model

When the predictors were examined simultaneously, Intellectual Capital, Psychological Capital, and Total Quality Management significantly predicted Individual Work Performance, while Talent Management did not demonstrate a significant direct effect. The manuscript interprets this result as evidence that Talent Management may operate as an enabling or background condition whose effects are expressed through other organizational and psychological mechanisms.

Table 6: Standardized Direct Effects in the Final Structural Model

Predictor	Standardized β	Significance	Decision
Talent Management	-0.085	Not significant	Not a significant direct predictor
Intellectual Capital	0.587	$p < .001$	Significant strongest predictor
Psychological Capital	0.153	$p < .05$	Significant predictor
Total Quality Management	0.280	$p < .001$	Significant predictor

Model 3 emerged as the best-fit model. Models 1 and 2 did not satisfy the required fit standards, whereas Model 3 met all major criteria and provided the most parsimonious structural solution.

Table 7: Goodness-of-fit Measures of the Three Generated Structural Models

Model	p	CMIN/DF	GFI	CFI	NFI	TLI	RMSEA	P-close
1	.000	9.192	.716	.823	.806	.797	.145	.000
2	.000	4.774	.846	.924	.906	.908	.098	.000
3	.124	1.302	.984	.997	.989	.994	.028	.949

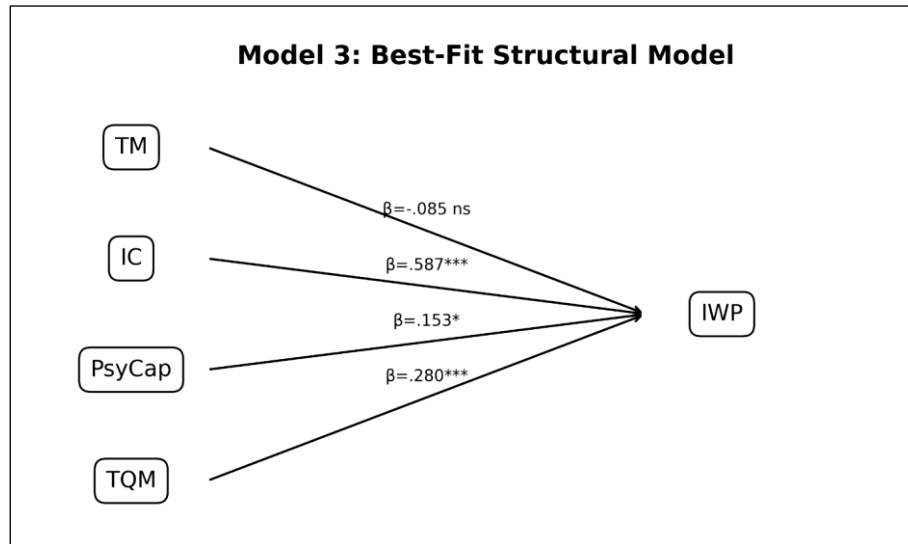


Figure 1: Best-fit Structural Model Showing the Standardized Direct Effects of Talent Management, Intellectual Capital, Psychological Capital, and Total Quality Management on Individual Work Performance

The excellent fit of Model 3 ($p = .124$; CMIN/DF = 1.302; GFI = .984; CFI = .997; NFI = .989; TLI = .994; RMSEA = .028; P-close = .949) indicates strong consistency between the proposed structure and the observed data. Intellectual Capital was the strongest predictor, followed by Total Quality Management and Psychological Capital. The non-significant direct path from Talent Management suggests that its contribution to teacher performance may be indirect or overlapping with other organizational and psychological resources.

5. Recommendations

- School heads and principals should strengthen succession planning, mentoring, leadership preparation, and transparent performance-based recognition to sustain teacher development.
- DepEd and Schools Division Offices should strengthen access to instructional materials, ICT resources, training budgets, and technical assistance, particularly in areas related to structural and organizational capital.
- Schools should institutionalize continuous improvement mechanisms, including systematic feedback, monitoring, evaluation, and school-level quality improvement cycles.

- Teachers should be supported through wellness, resilience-building, collaborative professional learning, and school improvement activities that reinforce Psychological Capital.
- Parents, community stakeholders, and school governing councils should be engaged through consultation, satisfaction surveys, participatory planning, and other stakeholder-focused quality practices.
- Future researchers should test the model in other regions and educational levels and examine possible mediators or moderators such as organizational commitment, work engagement, leadership style, and school climate.

6. Conclusion

Public elementary school teachers in the selected DepEd Region XII divisions reported Very High levels of Talent Management, Intellectual Capital, Psychological Capital, Total Quality Management, and Individual Work Performance. All four exogenous constructs were significantly related to IWP. However, when examined simultaneously in the structural model, Intellectual Capital, Total Quality Management, and Psychological Capital emerged as significant direct predictors, while Talent Management did not. Model 3 provided the best-fit explanation of teacher Individual Work Performance, with excellent goodness-of-fit indices and Intellectual Capital as the strongest predictor. The findings emphasize that teacher effectiveness is not explained by talent practices alone but is strengthened by the interaction of knowledge resources, collaborative and organizational systems, psychological capacities, and quality-oriented management practices.

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Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author

Zaharina P. Sangki is an educator and researcher whose work focuses on educational management, teacher performance, organizational development, quality management, and evidence-based improvement in public basic education. Her research interests include teacher effectiveness, talent management, intellectual capital, psychological capital, and quality management systems in schools. Her research work was guided by her paper adviser, Dr. Lyndon A. Quines, UM Professor and School Principal in the Department of Education, Davao del Sur.

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