



## **Management and Leadership Support of Secondary School Heads: Its Effect on Teachers' Work Engagement and Teaching Efficacy**

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### **ABSTRACT**

This research aimed to examine the level of management and leadership support provided by school heads and its impact on teacher work engagement and teaching efficacy. The study collected data from three secondary public schools in Baliwag North District with a total of 208 teachers. The researcher used mixed-methods, Pearson correlation coefficient analysis research design for quantitative, mean, and standard deviation for the content analysis for qualitative. The six (6) categories were used to determine the level of management and leadership support of school heads as perceived by the teachers in terms of the following: assistance/mentoring, fairness, feedback, motivation, rewards, and school head support. The findings revealed mixed perceptions, with lower perceived support in assistance/mentoring and fairness, moderate agreement in feedback, and lower agreement in motivation. However, rewards and school head support were positively perceived. In terms of work engagement, teachers showed high levels of engagement in the teaching-learning process, students' outcomes, community involvement, and professional growth and development. The study also found a significant relationship between school head support, specifically assistance/mentoring and fairness, and teacher work engagement. Based on the findings, recommendations were made to improve management and leadership support, including strengthening assistance/mentoring, enhancing fairness, improving feedback practices, fostering motivation, enhancing recognition and rewards, and investing in school head development. Implementing these recommendations can create a supportive and engaging environment for teachers, leading to improved educational outcomes and professional growth.

Keywords: Management and Leadership Support, Teacher's Work Engagement, Teaching-Learning Process

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### **Introduction**

The Philippine Department of Education (DepEd) made a considerable progress by implementing the K-12 programs, as stated in the department's mission: "administrators and staff as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen." On that certain remark, teachers are being subjected to additional expectations in addition to their ordinary duties to deliver high-quality instruction. Since teachers play a key role in achieving the goals and objectives of the Department of Education, school administrators, who serve as the top-level managers, are expected to provide them with adequate support and services.

Moreover, successful teaching and learning are strongly influenced by management and leadership support coming from the head of an educational institution. It is imperative to keep in mind that teachers' support as colleagues has a significant impact on their personal and professional needs which can be linked to their work performance. Yet, despite organizations' keen interest in engaged workers, addressing the reasons for job engagement has gotten little and almost no attention in the public sector (Andrews and Mostafa, 2019; Mostafa and Abed El-Motalib, 2020). Though according to Murthy's (2017) research, there is an interrelation between employees' job happiness and work engagement. In accordance with the results of the report, there is a significant relationship between the perceived leadership support of school leaders and work engagement of teachers.

In this study, the concentration mainly focuses on the challenges, struggles and predicaments that teachers face that affect their work engagement which will also serve as a great opportunity to learn on how public-school teachers perceive the tasks that are given to them and how their school heads manage their leadership, which ultimately helps them perform well at their jobs.

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### **Statement of the Problem**

The general problem of the study is "How may the management and leadership support of school heads effect the level of teachers' work engagement and teaching efficacy?"

Specifically, this study sought to answer the following questions:

1. What is the level of management and leadership support of school heads in terms of:
  - 1.1 assistance/mentoring;
  - 1.2 fairness;
  - 1.3; feedback/communication;
  - 1.4 motivation;
  - 1.5 rewards/appreciation; and
  - 1.6 school head support?
2. How may the level of work engagement of the teacher-respondents be described in terms of:
  - 2.1 Teaching-learning process;
  - 2.2 Students' outcome;
  - 2.3 Community involvement; and
  - 2.4 Professional growth and development?
3. Is there a significant relationship between the management and leadership support of school heads and the work engagement and teaching efficacy of teacher-respondents?
4. How do school heads provide management and leadership support to maintain engagement and efficacy in school-related activities?
5. What recommendations can be drawn to improve the management and leadership support of school heads?

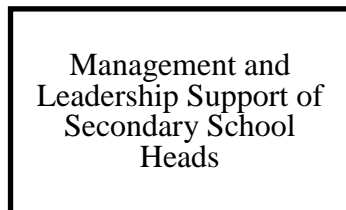
### *Hypothesis of the Study*

The hypothesis to be considered on the study is presented below:

Null Hypothesis - There is no significant relationship between the management and leadership support of school heads and teachers' work engagement and teaching efficacy.

### **Conceptual Framework**

#### **Independent Variable**



#### **Dependent Variable**

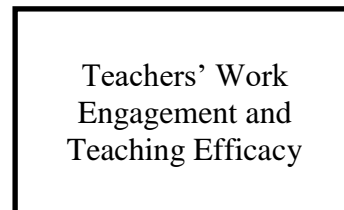


Figure 1: Paradigm of the Study

The Independent Variable (IV) and Dependent Variable (DV) design is shown in the image below, which depicts the study's research framework. The research paradigm is shown through the structure of a schematic model presented in the diagram below:

Generally, this study is based on the concept that management and leadership support of school heads has a huge effect on the teacher's work engagement and teaching efficacy. Therefore, the primary goal of school heads is to think of practical management and leadership support for their teachers to determine its effect on teachers' engagement and teaching efficacy.

The aforementioned concept will be used as a baseline for designing, constructing and finalizing the conceptual framework of this study. As clearly presented in Figure 1. Paradigm of the Study, the **Independent Variable** mainly focuses on determining the management and leadership support of secondary school heads through utilizing survey questionnaire entitle, "Perceived Organizational Support Scale" adapted from Eisenberger (1986). Furthermore, proper reproduction and distribution of survey questionnaires will be included in the process. The responses of target respondents will be analyzed, interpreted, and summarized for the finalization of qualitative results.

On the other hand, the **Dependent Variable** supports the perceived outcome of the experimentation which primarily centers on discovering the effects of management and leadership support of school heads to teachers' work engagement and teaching efficacy.

To put it succinctly, the research method and design that will be administered was intended to determine the cause-and-effect relationship between the independent and dependent variables as well as the effect, influence and/or impact of the independent variable to the dependent variable as specified in this study.

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## METHODS AND PROCEDURES

The respondents and setting, study sample, research instruments, technique of data collecting, and methods of data processing and statistical analysis are all covered in this chapter.

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### Research Design

The researcher will use a mixed methodological research approach, which combines quantitative and qualitative forms of research, to carry out this study. In order to collect data simultaneously using both quantitative and qualitative methods, mixed methods will be used. The process for instrumentation, validation, and data collection was also covered in this section.

According to Creswell (2018), the act of gathering, analyzing, and "mixing" both quantitative and qualitative research and methodologies in a single study to comprehend a research problem is known as a mixed methods research design. Therefore, in order to fully understand how management and leadership support for school heads effects teachers' work engagement and efficacy in Baliwag North District, Secondary Schools, this cooperative method will allow freedom to investigate all paths for discovering essential data and information. In addition, according to Uprichard, E., and Dawney, L. (2019), mixed methods design not only provides that opportunity, but they also might be particularly intriguing when the various data do not integrate well. This is due to the fact that data integration issues can hinder empirical access to the case's "shifting" and "dislocating" complicated, chaotic, and dynamic.

This study will employ a quantitative approach called descriptive correlation to provide information about the teachers' perceived organizational leadership and support of their school heads. The efficacy of the school respondents will also be associated with these characteristics in the appropriate way. The purpose of the qualitative methodology, which takes the form of a survey questionnaire, is to elicit responses on the additional challenges and issues that teachers face that have an effect on how engaged they are in their work.

### Data Gathering Techniques

In order to perform the study methodically, the researcher must first obtain permission from the Schools Division Superintendent to do it in the three public secondary schools in the Baliwag North District. The survey tools and interview guide questions will be pilot tested while waiting for permission to assess the reliability and weaknesses of the contents. The researcher will begin adequate coordination with the principals and teachers at the public secondary schools in the Baliwag North District via phone calls and chat messages after the request is authorized with the necessary endorsement from the Schools Division Office of DepEd Bulacan.

### Sampling Procedures

Descriptive statistics, such as mean and standard deviation will be used to examine the data and draw conclusions about the impact of management and leadership support provided by secondary school heads to the work engagement of teachers and teaching efficacy of teachers.

The same statistical tool must be employed, though, to evaluate the teacher respondents' efficacy and level of work engagement. Furthermore, the Pearson Correlation Coefficient should be used for inferential statistics because the variables are continuous and there is a significant relationship between them regarding the management and leadership support of school heads and its effect on the level of work engagement of the teachers-respondents.

### Respondents and Setting of the Study

The primary respondents who will be handed survey questionnaires are the public secondary school heads and teachers in the Baliwag North District in order to collect the needed data. The researcher must conduct the study using the entire population. As a result, all school heads and teachers will participate in the study as respondents. The precise number of respondents who participated in the study is provided in Table 1 below.

NAME OF SCHOOL	TEACHERS
Mariano Ponce National High School	120
Sullivan High School	46
Sto. Niño High School	42
<b>Total</b>	208

Table 1: Respondents of the Study

As shown in Table 1, there are 3 public secondary schools in the Baliwag North District, with a total of two hundred eight (208) permanent public secondary school teachers who will participate in the study. They are the primary participants in order to gather comments about management and leadership support for school heads as well as the effects of teachers' work engagement and teaching efficacy.

### ***Instrumentation and Validation***

A survey questionnaire will be the major research tool used in this study's execution in order to collect relevant data depending on the researcher's primary research interests.

Part I of the study's instrument deals with how public secondary school teachers perceived the management and leadership support of their school heads. The survey instrument used by the researcher will be Eisenberger's (1986) Perceived Organizational Support Scale. The instrument consists of 36 statements that assess an employee's perception of the organization's dedication to them, the value they place on their ongoing engagement, and their level of concern for their overall well-being. The survey questionnaire, however, will be changed by the researcher.

A total of 36 items makes up the instrument, which gauges how committed an employee feels the company is to them, how much they value their ongoing engagement, and how much they care about their general well-being. But the survey's questionnaire will be changed by the researcher. Eisenberger's survey form contains 36 questions, however only 27 of them will be used. This adjustment will be made to enable the researcher to remove extraneous items that are inappropriate for the variables to be measured. In order to be able to collect accurate data for the study, the researcher will also include additional item questions. To collect specific data, the survey questionnaire will also be divided into six (6) subthemes. Additionally, the Likert scale that has been set for this instrument is as follows:

<b>Numerical Rating</b>	<b>Descriptive Ratings</b>
5	Strongly Agree
4	Agree
3	Moderately Agree
2	Disagree
1	Strongly Disagree

The teacher respondents' level of work engagement and teaching efficacy will be evaluated in Part II of the research instrument. This section will make use of the survey questionnaire in accordance with the teachers Individual Performance Commitment and Review Form (IPCRF). Here is an example of the Likert scale:

<b>Numerical Rating</b>	<b>Descriptive Ratings</b>
5	Always
4	Often
3	Sometimes
2	Rarely
1	Never

An IPCRF is the standard mechanism for evaluating teachers based on their yearly accomplishments. It is a joint effort between the principal of the school and the teachers that enables an open dialogue on the standards for the courses, the main areas for results, the objectives, and how these relate to the broader departmental goals. It provides employees an opportunity to discuss behaviors and performance standards that promote professional and personal development within the organization. The efficacy and consistency with which the employee exhibits behaviors pertinent to the competencies determines how highly the employee is rated. However, before it is distributed, an authorized group of experts must review the survey questionnaire's content to make sure it is valid and reliable for the study.

### ***Data Analysis Scheme***

To ensure that the necessary data is collected for the study, the researcher will personally hand over the survey questionnaires to the two hundred eight (208) teachers in in three (3) Secondary Schools in Baliwag North District.

Additionally, the gathered information will be acquired, organized, and analyzed. The researcher must create a comprehensive report on the analysis and interpretation of the data based on the findings in order to produce potential conclusions and proposed components of solutions for consideration in the future. The personal information of the informants will be concealed using aliases. The researcher will take into consideration any quotes provided by an informant. Only with the informants' permission will photos of the records, documents, and witnesses be taken. In a similar vein, prior to including any evidence photographs in this study, consent from the informants and other parties implicated will be requested.

Furthermore, the confidentiality of the informants and respondents will be protected throughout the entire process of data collection and analysis. By keeping an accurate and comprehensive record of all raw data gathered, the researcher can ensure the validity of the data. In addition, the researcher will also draft results, conclusions, and recommendations that may be made to raise the level of teacher work engagement and teaching efficacy.

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## RESULTS AND DISCUSSIONS

Based on the results and discussions of this research, the findings are summarized accordingly.

The level of management and leadership support of the school heads the analysed data provides insights into the level of management and leadership support among secondary school heads. The findings reveal mixed perceptions across different dimensions of support.

In terms of *assistance/mentoring*, participants generally disagreed with the statements, indicating a tendency towards lower perceived support. However, the low standard deviation suggests a degree of consensus among the participants regarding their perception of assistance/mentoring. The level of *fairness* in management and leadership support was perceived to be relatively low, as participants generally disagreed with the statements. The overall mean for fairness further supports the conclusion of a relatively low perceived level of fairness. Regarding *feedback/communication*, participants perceived a moderate level of management and leadership support. The overall mean suggests a moderate level of agreement in terms of providing feedback. In terms of *motivation*, participants perceived a relatively low level of management and leadership support. The standard deviations indicate differing opinions among participants, and the overall mean reflects a lower level of agreement in motivating the participants. On the other hand, the level of *rewards and appreciation* was generally positive among the participants. The low standard deviations suggest a moderate level of agreement regarding the level of rewards and appreciation provided by the organization. Specifically, in terms of *school head support*, participants perceived a generally positive level of support. The low standard deviations indicate a higher level of agreement regarding the support provided by school heads, including understanding, care for well-being, and willingness to provide assistance.

Overall, the findings suggest a mixed perception of management and leadership support among secondary school heads. While some dimensions of support may require improvement, the positive perception of school head support indicates a supportive and caring environment within the organization.

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## Conclusions

From the summary of the findings stated and the hypotheses of the study the following conclusions were created:

The level of work engagement of the teacher-respondents can be described as high in terms of the teaching-learning process, students' outcome, community involvement, and professional growth and development. The mean values for the items related to these aspects are consistently high, indicating a positive perception of work engagement.

Teaching-Learning Process:

The data reveals that the teacher-respondents are highly engaged in the teaching-learning process. Items such as applying knowledge of content, using research-based knowledge, employing effective teaching strategies, and maintaining safe and secure learning environments received high mean values, indicating a strong commitment to effective teaching practices.

Students' Outcome:

The teacher-respondents show a high level of work engagement in terms of students' outcome. Items related to providing effective learning opportunities, adapting teaching strategies to address diverse learner needs, and implementing responsive learning programs received high mean values. This suggests a dedication to enhancing students' learning experiences and ensuring their success.

Community Involvement:

The data indicates a high level of work engagement among teacher-respondents regarding community involvement. Items related to collaborating with community stakeholders, sustaining engagement with learners and parents/guardians, and exhibiting professionalism received high mean values. This demonstrates an active engagement in building school-community partnerships and maintaining a learning environment responsive to community contexts.

Professional Growth and Development:

Teacher-respondents exhibit a high level of work engagement in terms of professional growth and development. Items such as reviewing teaching practices, setting professional development goals, and upholding the dignity of teaching as a profession received high mean values. This reflects a commitment to continuous improvement, adherence to professional standards, and the pursuit of excellence in their profession.

Overall, the findings suggest that the teacher-respondents are highly engaged in their work, showing dedication and enthusiasm in the teaching-learning process, striving for positive students' outcomes, actively involving the community, and pursuing their professional growth and development.

On the other hand, the data suggests that school head support, particularly in terms of assistance/mentoring and fairness, has a significant relationship with the work engagement and teaching efficacy of teacher-respondents. Higher levels of support and fairness from school heads are associated with higher levels of work engagement. However, the relationships between feedback, motivation, rewards, and work engagement were not found to be significant.

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## Recommendations

Based on the conclusions of the study, the following recommendations are taken into consideration:

School heads can maintain engagement and efficacy in school-related activities by providing assistance/mentoring, ensuring fairness, offering constructive feedback, motivating teachers, recognizing their contributions, and providing overall support. By addressing these aspects, school heads can create a conducive environment that fosters teachers' engagement and efficacy, leading to improved educational outcomes.

- In conclusion of this study the following recommendations can be drawn to improve the management and leadership support of school heads:
- **Strengthen Assistance and Mentoring:** School heads should focus on providing comprehensive assistance and mentoring to teachers. This can include supporting teachers in applying knowledge across curriculum areas, using research-based teaching principles, and promoting proficient use of languages for effective teaching and learning. By offering guidance and support in these areas, school heads can enhance teachers' confidence and effectiveness in their instructional practices.
- **Enhance Fairness:** School heads should prioritize fairness in their decision-making processes and treatment of teachers. This involves ensuring consistent implementation of policies and guidelines, establishing safe and secure learning environments, and maintaining fairness, respect, and care in classroom interactions. By promoting fairness, school heads can create an inclusive and supportive environment that fosters teachers' engagement and efficacy.
- **Improve Feedback Practices:** School heads should focus on providing constructive and timely feedback to teachers. This includes effective communication strategies, encouraging self-monitoring and evaluation of learning, and aligning teaching strategies with learning goals. By enhancing feedback practices, school heads can support teachers' professional growth and development, leading to increased engagement and efficacy in their teaching practices.
- **Foster Motivation:** School heads should implement strategies to motivate and empower teachers. This can involve recognizing and appreciating teachers' efforts, setting professional development goals based on teaching standards, and providing opportunities for collaboration and sharing best practices. By fostering motivation, school heads can inspire teachers to perform at their best, leading to increased engagement and efficacy.
- **Enhance Recognition and Rewards:** School heads should ensure that teachers' contributions are recognized and rewarded beyond their regular duties. This can include acknowledging their involvement in community partnerships, exhibiting qualities of a caring and professional teacher, and setting goals for professional growth. By valuing and appreciating teachers' efforts, school heads can further enhance their engagement and efficacy in school-related activities.
- **Invest in School Head Development:** It is essential to invest in the professional development of school heads themselves. Providing training and support to school heads in areas such as leadership, communication, and instructional practices can equip them with the necessary skills to effectively support and lead their teaching staff. By improving the competencies of school heads, the overall management and leadership support in schools can be enhanced.
- By implementing these recommendations, school heads can improve the management and leadership support they provide to teachers. This, in turn, can contribute to increased teacher engagement, efficacy, and ultimately, improved educational outcomes for students.

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