



## **School Heads Skills on Managing Resources and Professionalism of Public Elementary Teachers in Davao Del Norte Division**

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DOI <https://doi.org/10.55248/gengpi.5.0524.1417>

### **ABSTRACT**

Professionalism of teachers is believed to be greatly influenced with school heads' skills on managing resources. However, these had never been explored specifically in the local setting. With this, the study determined the extent of school heads skills on managing resources and the professionalism of public elementary teachers in Davao del Norte Division. Also, it investigated the association of the involved variables and the domains of school heads skills on managing resources that significantly influence professionalism of teachers. With the use of probability sampling, 200 elementary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean and Product-Moment correlation. It was revealed that there was an extensive school heads skill on managing resources and professionalism of teachers. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of school heads skills on managing resources were found to have significantly influence professionalism. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to help school heads to be equipped with skills relevant to managing resources and can motivate teachers to be professionals in their teaching field.

Keywords: School heads skills on managing resources, professionalism, public elementary teachers, descriptive correlation, Davao del Norte Division, Philippines

### **Introduction**

Professional teachers strive for effective interaction with one another. Colleagues within the same department collaborate to share teaching strategies, analyze data, and discuss curriculum issues. Those who teach the same students meet regularly to explore ways to enhance student performance and integrate subjects. Strategies are developed to address specific behavioral issues. Teachers committed to professionalism also focus on the school community, working with colleagues to create an environment that maximizes learning and boosts achievement. Professional educators avoid gossip and do not inappropriately share confidential information. When interacting with students, teachers must navigate the fine line between being a caring adult and a friend, ensuring that their desire to be liked does not interfere with enforcing classroom and school rules (Zeiger, 2018). However, teachers often face situations that test their professionalism.

Teachers have reached their breaking point. In the US, many are threatening to strike. For example, teachers in Oklahoma are grappling with poor pay, increased healthcare costs, and diminished pension plans (Bruno, 2018). Burns (2015) noted that teachers in fragile and crisis contexts face significant barriers to quality professional development. Globally, the most significant obstacle to quality professional development in these fragile contexts is the challenging conditions in which teachers work. These include irregular, delayed, or low remuneration, overcrowded classrooms, potential or probable sexual harassment or abuse, lack of respect from school leaders and community members, violence in and around schools, an overwhelming number of needy students, and a shortage of teaching and learning materials. In the Philippines, teachers are reported to have poor performance on content knowledge assessment. They believed to have needed more in-service training opportunities. Teachers expressed that there is lack of time for professional learning to enhance teaching practice due to accomplishments of reports and other tasks. Also, teachers were not fully trained in the changes of curriculum to meet its requirement. They believe that a one-week seminar is not enough. Furthermore, not all teachers are given opportunities to attend training seminars especially like those in the far-flung areas (Gonong, 2018).

In the Division of Davao del Norte, the researcher observed that only a few teachers were given opportunities for professional development. Additionally, their overwhelming workloads hindered their career growth and pursuit of further studies. Teachers often perceived it challenging to apply the knowledge gained from training due to the demands of their profession. However, these observations were purely anecdotal. Upon searching through available resources, the researcher found no studies conducted in the Division of Davao del Norte specifically addressing teacher professionalism.

Given these circumstances, the researcher examined the extent of school heads' skills in managing resources and the professionalism of teachers specifically in the Davao del Norte Division. Additionally, the study explored the correlation between these two variables. Through this academic endeavor, the researcher aimed to illuminate the relationship between school heads' resource management skills and teacher professionalism. The study

also sought to provide insights for policymakers in developing policies, programs, interventions, projects, and activities that would encourage school leaders to enhance their management skills, ultimately leading to improvements in teacher professionalism.

This study was primarily based on the Concept of Professionalism developed by Hall (1968). He asserted that professionalism within a profession is reflected in both attitudes and behavior (Nasrullah Dali, Armanu, Margono & Solimun, 2013). Hall identified five elements that constitute professionalism, collectively known as the Hall Taxonomy. These elements are community affiliation, autonomy demand, belief in self-regulation, dedication, and social obligation. Hall (1968) emphasized the reciprocal relationship between attitudes and behavior, stating that professional behavior reflects a professional attitude and vice versa (Kalbers & Fogarty, 1995). Professionalism is a crucial personal attribute, encompassing a reciprocal relationship between attitudes and behavior. Professional behavior reflects professionalism, and in turn, professionalism is evident through professional behavior (Ekawati, 2013). Therefore, professionalism is essential for members of an organization to produce high-quality work.

Another concept supporting this study is Patarusi's (2017) assertion that principals' managerial skills positively impact teacher professionalism and performance. Consequently, stronger managerial skills in principals lead to increased professionalism and performance among teachers. The job performance of school staff, including teachers and principals, directly affects the quality of education. Principals, through continuous supervision, should create a supportive and enabling environment for teachers to enhance their skills and competencies. This approach also fosters good interpersonal relationships, collaboration, and motivation among system members to achieve school objectives (Giami & Obiechina, 2019).

Management involves organizing available material resources to achieve the organization's desired goals and objectives. It requires the efficient and effective use of these resources to meet objectives. To lead schools effectively towards educational goals, principals must possess a wide range of skills to adapt to changing expectations of leadership (Victor, 2017). Management is responsible for achieving specific aims or targets, represented by goals or objectives. Effective communication is essential, ensuring a good communication mechanism between teachers, students, and school officials both inside and outside the school to fulfill the goals at all educational levels (Akinwale, 2017).

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## Methodology

### *Research Design*

This study employed a quantitative research approach, specifically using the descriptive correlational method. Quantitative research is a means of studying a specific group of people, known as a sample population. By using scientific inquiry, this approach relies on observed or measured data to examine questions about the sample population. Social scientists, including communication researchers, use quantitative research to observe phenomena or occurrences that affect individuals. The goal of quantitative research is to generate knowledge and create an understanding of the social world. Additionally, a descriptive correlational study focuses on describing the relationships between variables without attempting to establish a causal connection (Allen, 2017).

This study was considered quantitative as it relied on numerical data for analysis and interpretation. It was descriptive because its purpose was to determine the extent of school heads' skills in managing resources and the professionalism of teachers. Additionally, this research was correlational, aiming to measure the relationship between school heads' resource management skills and teacher professionalism in public elementary schools within the Davao del Norte Division.

### *Research Respondents*

This study included 200 public elementary teachers from the Division of Davao del Norte. It was determined that a sample size of 200 was adequate based on the recommendations for conducting Pearson Correlation analysis (Memon et al., 2020). Therefore, the 200 respondents sufficiently fulfilled the study's objectives. In terms of inclusion and exclusion criteria, elementary teachers with a minimum of 5 years of teaching experience were selected for this investigation. This tenure was deemed suitable as it allowed teachers to assess school heads' skills in managing resources and professionalism based on their experience within the public school system. Participants who felt uncomfortable or hesitant about completing the survey questionnaire were given the option to withdraw from the study without any pressure. Their decision to withdraw was respected, prioritizing their welfare throughout the research process.

### *Research Instruments*

As to the form of gathering data, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on the management competencies of school heads while the second set was about the professionalism of the public elementary teachers.

The school heads skills on managing resources questionnaire was adapted from the study of Victor (2017). It was also subjected to pilot testing which revealed a result of .82, suggesting that the items have relatively *high* internal consistency. The tool has a total of 21 items. It has five variables, namely: effective human resource management (1-7), effective material resource management (1-7), and effective financial management (1-7).

The professionalism questionnaire was adapted from the study of Hassan and Musa (2020) The instrument consists of 51 items. It has the following indicators, namely: teachers' characters (1-7); commitment to change continual improvement (1-7); subject and pedagogical knowledge (1-7); and obligations and working relationships beyond the classroom (1-17).

**Table****Table 1****Summary on the Extent of School Heads Skills on Managing Resources**

No	Indicators	Mean	Descriptive Equivalent
1	Effective Human Resource Management	4.34	Very Extensive
2	Effective Material Resource Management	4.15	Extensive
3	Effective Financial Resource Management	4.16	Extensive
<b>Overall</b>		<b>4.22</b>	<b>Extensive</b>

Table 1 provides the summary on the extent of school heads skills on managing resources. It is exhibited that the overall mean of management competencies of school heads is 4.22, which is in an extensive level. This means school heads skills on managing resources are oftentimes evident.

Data show that all indicators have varying results ranging from extensive to very extensive level. As arranged chronologically, effective human resource management (4.34) has the highest mean. This is followed by effective financial resource management (4.16) and effective material resource management (4.15).

School heads having extensive skills on managing resources conformed to the widely held belief of Egwu (2016) establishing that the principal is a leader who must plan, coordinate and supervise the affairs of the school, so that they run smoothly. As the primary administrator of a secondary school, the principal is tasked with efficiently utilizing a range of resources by implementing management principles and practices to achieve the school's objectives. To align with national policies and goals, school managers at all levels must ensure optimal management of human, material, financial, and temporal resources.

Similarly, Nkwah (2011) noted that school principals must have a diverse set of competencies to effectively lead schools towards achieving educational goals. This has resulted in evolving expectations regarding the knowledge and skills required of leaders. Additionally, Heller (2012) delineated the roles of school administrators, which encompass managing instructional programs, staff personnel, student affairs, finances, physical resources, and community relationships.

Efficient management of human, material, time, and financial resources is essential for institutional sustainability and the formulation of school action plans. A principal with strong management skills can facilitate collaboration among teachers and students, fostering effective implementation of school programs aimed at enhancing performance and achieving set targets. Effective utilization of management skills establishes a transparent performance management system and fosters a cooperative environment within the school (Zaveria & Thinguri, 2017).

**Table 2****Summary on the Extent of Professionalism of Teachers**

No	Indicators	Mean	Descriptive Equivalent
1	Teachers' Characters	4.27	Very Extensive
2	Commitment to Change and Continual Improvement	4.27	Very Extensive
3	Subject and Pedagogical Knowledge	4.17	Extensive
4	Obligations and Working Beyond the Classroom	4.17	Extensive
<b>Overall</b>		<b>4.22</b>	<b>Extensive</b>

Table 2 provides the summary on the extent of professionalism of teachers. It is exhibited that the overall mean of effectiveness is 4.22, which is in an extensive level. This means that professionalism of teachers is oftentimes evident.

Data show that the all indicators have varying results ranging from extensive to very extensive results. As arranged chronologically, teachers' characters (4.27) and commitment to change and continual improvement (4.27) have the same highest mean. This is followed by subject and pedagogical knowledge (4.17) and obligations and working beyond the classroom (4.17).

The positive results of this study align with the findings of Nurmaya et al. (2019), indicating the significant role teachers play in the success or failure of learning within schools. Teachers, as educators, undergo training to acquire knowledge, skills, and high levels of professionalism through state educational frameworks. They are equipped to master pedagogical knowledge, teaching skills, and techniques, entrusted with the responsibility of imparting knowledge, skills, values, and fostering student self-esteem.

Moreover, Hassan and Musa (2020) emphasized that teacher professionalism sets a benchmark for teachers to ascertain the desirable qualities they should possess. Exceptional teachers exhibit admirable personalities, skills, and a firm dedication to teaching and upholding ethical standards in public service. They demonstrate sensitivity to student needs and serve as exemplary figures for fellow educators. Primary school teachers play a vital role in primary education, ensuring the smooth operation of educational processes and contributing to the development of students who align with national educational aspirations.

**Table 3**

**Significance of the Relationship Between the School Heads Skills on Managing Resources and Professionalism of Teachers**

School Heads Skills on Managing Resources Indicators	Dependent Variable	r-value	p-value	Decision on Ho
Effective Human Resource Management		0.645	0.000	Ho is Rejected
Effective Material Resource Management		0.548	0.000	Ho is Rejected
	<b>Professionalism of Teachers</b>			
Effective Financial Resource Management		0.555	0.000	Ho is Rejected
<b>Overall</b>		<b>0.582*</b>	<b>0.000</b>	<b>Ho is Rejected</b>

\*Significant at 0.05 significance level.

Presented in Table 10 are the data on the significance of the relationship between school heads skills on managing resources and professionalism of teachers. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .582 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between management competencies of school heads and professionalism of teachers. This shows that school heads skills on managing resources and professionalism of teachers.

This outcome underscores a significant and positive relationship between the management competencies of school heads and the professionalism of teachers. It suggests that school heads' adeptness in resource management is linked to higher levels of professionalism displayed by teachers, emphasizing the influential role of effective management practices on the overall professionalism within educational settings.

Doing a pairwise correlation among the measures of both variables, it can be gleaned that effective human resource management, effective material resource management, and effective financial resource management revealed computed r-values of 0.645, 0.548, and 0.555 respectively with p-values which are less than 0.05 in the level of significance. This implies that as effective human resource management, effective material resource management, and effective financial resource management increase, the professionalism of teachers also increases.

The strong correlation between the two variables mirrors findings from Paturusi's (2017) study, indicating that teachers' performance is intricately linked to various factors that directly or indirectly affect their working conditions. Elements such as the principal's leadership style, managerial competence, motivation, work discipline, and compensation all play pivotal roles. Teachers demonstrate their professionalism by fulfilling their primary duties of educating, guiding, directing, training, assessing, and evaluating students, which is reflected in their performance.

Abdurahman and Omar (2021) emphasized the crucial role of managerial skills in any organizational setting. These skills establish the framework and expectations for effective instruction and foster a culture of continuous learning among educators and students alike. Across the globe, educational authorities have long advocated for improving school performance. In the context of school leadership, principal managerial skills encompass the ability to plan, supervise, organize, coordinate, control, make decisions, and initiate actions that support teachers in attaining the school's goals and objectives. Therefore, managers are encouraged to cultivate managerial skills that contribute to the fulfillment of organizational (school) goals and objectives (Giami & Obiechina, 2019).

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## Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent school heads skills on managing resources implies that it is oftentimes evident in the school. In fact, effective human resource management is always while effective material resource management and effective financial resource management are oftentimes evident. The regular presence of effective human resource management underscores a strong commitment to optimizing personnel performance, fostering a positive work environment, and nurturing the growth and development of teachers. This consistency suggests a well-established practice and understanding of the importance of human capital in the educational setting.

Meanwhile, the extent of professionalism of public elementary teachers is oftentimes evident in the schools. Specifically, teachers' characters and commitment to change and continual improvement are always evident while the subject and pedagogical knowledge and obligations and working beyond the classroom are oftentimes evident. The findings shed light on the manifestation of professionalism among public elementary teachers within the school context. The consistent visibility of teachers' exemplary characters and unwavering dedication to change and continual improvement underscores a strong foundation of professionalism within the educational setting. This suggests that the majority of teachers display a strong ethical compass and are actively engaged in adapting and growing, reflecting a commitment to providing quality education.

Based on the findings, school heads skills on managing resources and professionalism of teachers are correlated. Also, school heads skills on managing resources significantly influence professionalism of public elementary teachers. In fact, all domains of school heads skills on managing resources, namely: effective human resource management, effective material resource management, and effective financial resource management significantly influence professionalism of teachers by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypotheses. Further, the result indicates that for every unit increase in the three domains of school heads skills on managing resources, the professionalism of teachers will increase.

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## Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may craft effective policies, programs, projects, interventions and activities which may intensify school heads skills on managing resources and professionalism of teachers. They may prioritize targeted training and development programs for school heads, focusing on enhancing their managerial skills to promote professionalism among teachers. These programs should emphasize effective human resource management, providing school leaders with tools to motivate, guide, and support teachers in their professional growth. Additionally, workshops on efficient material and financial resource management are crucial, aiming to optimize resource allocation and utilization within schools.

Moreover, school principals may find means in enhancing their school heads skills on managing resources. They may also conduct self-assessment on their school heads skills on managing resources and how does these skills affect the professionalism of the teachers. Moreover, they may also craft new interventions on strengthening school heads skills on managing resources specifically on effective material resource management and effective financial resource management.

Furthermore, teachers may take an effort keep on upgrading themselves. They may actively engage in professional development opportunities, workshops, and seminars related to their field can keep them updated on best practices and advancements in education.

Lastly, future researchers may explore relevant information about school heads skills on managing resources and professionalism of teachers. Also, other means of research approach may be utilized to further explore this study.

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