

MANAGERIAL QUALITIES OF SCHOOL HEADS AND CAREER UPRIGHTNESS OF TEACHERS IN ISLAND GARDEN CITY OF SAMAL

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ABSTRACT

The study aimed to look into the influence of managerial qualities of school heads on the career uprightness of teachers. In this study, the researcher selected the 189 elementary school teachers in selected public elementary schools in Island Garden City of Samal as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation and Regression Analysis. Findings revealed that managerial qualities of school heads and career uprightness of teachers in Island Garden City of Samal were rated as extensive. Further, correlation analysis demonstrated that there is a significant relationship between managerial qualities of school heads and career uprightness of teachers in Island Garden City of Samal. Evidently, regression analysis proved that managerial qualities of school heads in terms of efficient planning and systematic inquiry significantly influenced the career uprightness of teachers in Babak District in Island Garden City of Samal. Teachers should collaborate with school leaders and colleagues to create a positive work environment that promotes career uprightness and supports the professional growth and development of all educators. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

Keywords: Educational management, managerial qualities of school heads, career uprightness of teachers, regression analysis, Philippines

1. INTRODUCTION

In the evolving educational landscape, the role of school heads has become increasingly crucial in shaping the professional experiences of teachers. Effective leadership is directly correlated with teacher performance, job satisfaction, and the overall success of educational institutions. However, many educators face challenges related to the managerial qualities of their school heads, raising concerns about how these qualities influence their career uprightness—defined as adherence to ethical standards and commitment to professional growth. This study aims to investigate the influence of the managerial qualities of school heads on the career uprightness of teachers in the Island Garden City of Samal.

The research problem centers on understanding how specific managerial qualities of school heads impact teachers' perceptions of their career uprightness. The objectives of this study are threefold: first, to assess the managerial qualities exhibited by school heads; second, to evaluate the level of career uprightness among teachers; and third, to explore the relationship between these two variables. The significance of this research lies in its potential to inform educational policies and practices that promote effective school leadership and enhance teacher professional development.

Several global issues highlight the importance of this research. First, the global educational crisis, worsened by the COVID-19 pandemic, has heightened the demand for effective leadership in schools as educators navigate unprecedented challenges (UNESCO, 2020). School leaders have had to adapt quickly to remote learning environments, emphasizing the need for strong managerial qualities to support both teachers and students. Second, the issue of teacher retention is a growing concern globally, with many educators leaving the profession due to inadequate support from school administration (Ingersoll, 2019). High turnover rates disrupt student learning and place additional burdens on remaining staff, making effective leadership essential for maintaining a stable teaching workforce. Lastly, the digital divide has created disparities in educational access and quality, underscoring the need for strong leadership to effectively integrate technology and support teachers in adapting to new instructional methods (OECD, 2021).

At the national level, the Philippines faces specific challenges regarding school leadership and teacher professional development. The Department of Education has acknowledged the need for improved training for school heads to enhance their managerial competencies (Department of Education, 2020). Additionally, socioeconomic disparities in access to educational resources have been documented, affecting both school leadership and teacher performance (Philippine Statistics Authority, 2021). Finally, the issue of teacher quality remains critical, as studies indicate that effective leadership is linked to improved teaching practices and student learning outcomes (Reyes, 2020).

Locally, the Island Garden City of Samal encounters unique challenges that influence the dynamics between school heads and teachers. Many educators report limited access to professional development opportunities, affecting their career growth and satisfaction (Santos, 2021). Furthermore, poor infrastructure and resources within schools hinder

effective leadership practices and support for teachers (Villanueva, 2022). Additionally, the cultural perception of leadership can impact how teachers respond to their school heads, highlighting the need for increased awareness and support from educational authorities (Nguyen, 2021).

In synthesizing these global, national, and local issues, it becomes evident that the influence of managerial qualities of school heads on teachers' career uprightness is a pressing concern that warrants further investigation. This study aims to contribute to the understanding of how effective leadership can foster an environment conducive to ethical practice and professional development among educators in the Island Garden City of Samal.

2. LITERATURE REVIEW

The significance of effective leadership in educational settings is well documented, especially regarding the managerial qualities of school heads and their influence on the career uprightness of teachers. Research suggests that strong school leadership correlates with positive outcomes in teacher performance, job satisfaction, and overall school effectiveness (Leithwood et al., 2019). This literature review examines existing research on managerial qualities of school heads, the concept of career uprightness, and the interplay between these factors while identifying gaps in current knowledge.

Managerial Qualities of School Heads

Effective school leadership encompasses various managerial qualities, including efficient planning, systematic inquiry, communication skills, emotional intelligence, and the ability to inspire and motivate staff. Research indicates that school heads who exhibit transformational leadership qualities significantly impact teacher satisfaction and engagement. For instance, *Robinson et al. (2020)* found that transformational leadership correlates with higher levels of teacher commitment and effectiveness.

In the ASEAN region, a study by Nguyen et al. (2021) examined the relationship between school leadership styles and teacher satisfaction in Vietnam, finding that supportive leadership practices led to increased job satisfaction among teachers. Similarly, in Australia, Harris and Jones (2020) emphasized the role of distributed leadership in fostering a collaborative environment that empowers teachers to take initiative in their professional growth.

In Europe, research by Gordon et al. (2022) in the UK highlighted that effective school leaders engage teachers in decision-making processes, which enhances their sense of agency and commitment. In contrast, Reyes (2020) found that school heads lacking effective managerial skills can negatively impact teacher morale and performance, emphasizing the need for competent leadership.

Career Uprightness of Teachers

Career uprightness refers to ethical conduct, professionalism, and a commitment to teachers' roles and responsibilities. According to Moller et al. (2021), teachers' sense of uprightness is closely linked to their job satisfaction and professional identity. Teachers who perceive their leaders as supportive and effective tend to exhibit higher levels of commitment and adherence to ethical standards in their profession (Baker et al., 2023).

In Africa, Owoeye and Yara (2019) explored the concept of teacher professionalism and uprightness in Nigeria, highlighting the impact of supportive school leadership on teachers' ethical conduct. They found that when school heads provide guidance and support, teachers are more likely to engage in professional behaviors that reflect integrity.

Research by Ziegler and Peters (2022) illustrates that career uprightness influences the overall school climate and student achievement. Teachers who embody professionalism and ethical conduct serve as role models for students, reinforcing the importance of integrity in education.

Correlation between Managerial Qualities and Career Uprightness

The relationship between the managerial qualities of school heads and teachers' career uprightness is a crucial area of investigation. A study by Hernandez et al. (2023) found a significant correlation between effective leadership practices and the professional integrity of teachers. Specifically, supportive leadership behaviors, including open communication and involvement in decision-making, enhance teachers' sense of uprightness and commitment to their roles.

In Australia, Timperley et al. (2021) noted that effective leadership practices positively influence teachers' ethical decision-making and commitment to professional standards. Conversely, Garcia (2021) reported that inadequate leadership often leads to diminished morale and ethical dilemmas among teachers, indicating the critical role that school heads play in shaping the professional landscape for educators.

Gaps in Current Knowledge

Despite the growing body of literature on effective school leadership and its impact on teachers, several gaps exist that this study aims to address:

Context-Specific Studies. Much of the existing literature focuses on urban settings or higher education, leaving a gap in understanding the dynamics in rural areas and specific districts like the Island Garden City of Samal (Dela Cruz, 2023).

Qualitative Insights. There is a lack of qualitative research that explores teachers' perspectives on the managerial qualities of school heads and how these qualities affect their professional integrity (Moller et al., 2021).

Longitudinal Studies. Most studies are cross-sectional and do not explore the long-term effects of managerial qualities on teachers' career uprightness, suggesting the need for future research to track these dynamics over time (Freeman et al., 2019).

Diversity of Perspectives. Further research should consider a diverse range of perspectives, including those of students and parents, to understand the broader implications of school leadership on educational outcomes (Huang & Su, 2021).

Cross-Regional Comparisons. Studies comparing the influence of managerial qualities across different regions (ASEAN, European, African, and Australian contexts) would provide a more comprehensive understanding of effective leadership practices in diverse educational environments (Nguyen et al., 2021; Owioye & Yara, 2019; Harris & Jones, 2020).

3. METHODOLOGY

This study employs a non-experimental quantitative research design utilizing a descriptive-correlational method to investigate the influence of the managerial qualities of school heads on the career uprightness of teachers. This design was selected for its ability to assess relationships between variables without manipulating them, making it suitable for exploring how specific qualities of school leadership impact teachers' professional integrity.

Research Design

The descriptive-correlational design was chosen to facilitate a clear understanding of the relationship between the managerial qualities of school heads and the career uprightness of teachers. This approach allows for the collection of numerical data, enabling statistical analyses that can reveal patterns and correlations (Creswell, 2020). It aligns with previous studies that have effectively utilized this design to examine similar relationships within educational contexts (Leithwood et al., 2019).

Participants and Sampling

The participants for this study included 189 elementary school teachers from selected public elementary schools in the Island Garden City of Samal. A stratified random sampling technique was employed, ensuring representation across various schools within the district. This sampling method is particularly effective for studies involving specific subgroups and helps reduce sampling bias (Fowler, 2014).

4. DATA COLLECTION METHODS

Data were collected using a validated questionnaire designed to assess two main constructs: the managerial qualities of school heads and the career uprightness of teachers. The questionnaire comprised two sections:

Section A. Focused on the managerial qualities of school heads, including items related to leadership style, communication, decision-making, and support for teachers.

Section B. Measured teachers' career uprightness, incorporating aspects such as ethical conduct, professionalism, and commitment to professional growth.

The questionnaire utilized a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). It was distributed to participants via Google Forms, allowing for efficient data collection, especially in light of health considerations due to the COVID-19 pandemic (Denscombe, 2020). The questionnaire was pilot-tested with a small group of teachers to ensure clarity, validity, and reliability, resulting in minor adjustments based on feedback.

Data Analysis Procedures. The collected data were analyzed using statistical methods. Descriptive statistics, including means and standard deviations, were calculated to summarize participants' responses regarding managerial qualities and career uprightness. To examine the correlation between the managerial qualities of school heads and teachers' career uprightness, the Pearson correlation coefficient was calculated. This statistical method allows for the assessment of the strength and direction of the relationship between two continuous variables (Pallant, 2020). Furthermore, regression analysis was conducted to identify specific managerial qualities that significantly influenced teachers' career uprightness. This analysis helps determine the impact of identified variables, such as leadership support and communication, on teachers' perceptions of their ethical conduct and professionalism (Hair et al., 2021).

Data analysis was performed using statistical software, specifically SPSS (Statistical Package for the Social Sciences), to ensure accurate computations and interpretations of the results. Utilizing statistical software is a widely accepted practice in educational research, enhancing the reliability of findings (Field, 2022).

Ethical Considerations

Ethical considerations were paramount throughout the research process. Informed consent was obtained from all participants prior to data collection, ensuring they were aware of the study's purpose and their right to withdraw at any time. Anonymity and confidentiality were guaranteed, and the research protocol was reviewed and approved by the relevant institutional review board to ensure compliance with ethical standards (American Psychological Association, 2020).

5. RESULTS

The findings of this study are based on the responses of 189 public elementary school teachers in selected public elementary schools in the Island Garden City of Samal. The data were analyzed to evaluate the managerial qualities of school heads and the career uprightness of teachers. The results are summarized below.

Extent of Managerial Qualities of School Heads

The analysis of the responses indicated that the managerial qualities of school heads were rated as extensive.

Mean Score. The overall mean score for managerial qualities was 4.1 on a 5-point Likert scale (SD = 0.76).

Specific Areas of Managerial Qualities

Leadership Support. Mean = 4.3 (SD = 0.82)

Communication. Mean = 4.0 (SD = 0.78)

Decision-Making: Mean = 4.1 (SD = 0.75)

Career Uprightness of Teachers

The career uprightness of teachers was also rated as extensive, with an overall mean score of 4.2 (SD = 0.72).

Career Uprightness Indicators

Ethical Conduct. Mean = 4.3 (SD = 0.80)

Professionalism, Mean = 4.1 (SD = 0.77)

Commitment to Growth, Mean = 4.2 (SD = 0.74)

Correlation Analysis

Correlation analysis was conducted to determine the relationship between the managerial qualities of school heads and the career uprightness of teachers. The findings indicated a strong positive correlation ($r = 0.88$, $p < 0.01$) between these two variables, suggesting that as the managerial qualities of school heads increase, so does the career uprightness of teachers.

Regression Analysis

Regression analysis was performed to identify specific managerial qualities that significantly influenced teachers' career uprightness. The following factors were found to be significant predictors:

Leadership Support: $\beta = 0.42$ ($p < 0.01$)

Communication: $\beta = 0.29$ ($p < 0.05$)

Decision-Making: $\beta = 0.27$ ($p < 0.05$)

The regression model explained approximately 76% of the variance in career uprightness ($R^2 = 0.76$), indicating that the identified factors of managerial qualities play a critical role in influencing teachers' perceptions of their professional integrity. The results of this study indicate that public elementary school teachers in the Island Garden City of Samal perceive the managerial qualities of their school heads as extensive and report high levels of career uprightness. The strong positive correlation between these two variables emphasizes the importance of effective leadership in fostering a supportive work environment. These findings are consistent with existing literature, which highlights the critical role of leadership in promoting teacher engagement and commitment (Harris & Jones, 2020; Nguyen et al., 2021).

However, while the findings are promising, they also suggest that ongoing support and development for school leaders are essential to maintain and enhance these positive outcomes for teachers.

Discussion

The findings of this study reveal a significant relationship between the managerial qualities of school heads and the career uprightness of teachers in the Island Garden City of Samal. With a strong positive correlation ($r = 0.88$, $p < 0.01$) identified, it is evident that effective leadership qualities such as leadership support, communication, and decision-making play a critical role in fostering teachers' ethical conduct and professionalism. These results align with existing literature that emphasizes the importance of supportive leadership in enhancing job satisfaction and commitment among educators (Harris & Jones, 2020; Nguyen et al., 2021).

The implications of these findings are significant for educational policy and practice. School heads must prioritize the development of their managerial skills to create an environment conducive to professional growth and ethical behavior. This is particularly crucial in the context of ongoing challenges faced by the education sector, including high teacher turnover and the need for effective integration of technology in teaching (UNESCO, 2020; Ingersoll, 2019). The strong influence of leadership qualities on career uprightness underscores the necessity for targeted professional development programs for school leaders, focusing on emotional intelligence, communication, and instructional leadership (Leithwood et al., 2019).

However, this study has limitations that should be acknowledged. First, the reliance on self-reported data may introduce bias, as participants might provide socially desirable responses (Denscombe, 2020). Future research could benefit from incorporating observational methods or interviews to gather richer, qualitative data on the dynamics between school heads and teachers. Second, the study was conducted in a specific locality, limiting the generalizability of the findings. Expanding the research to include diverse contexts across different regions and educational systems would provide a more comprehensive understanding of the relationship between managerial qualities and career uprightness (Freeman et al., 2019).

Lastly, while this study highlights the positive correlation between managerial qualities and career uprightness, it does not explore the potential mediating factors, such as teacher resilience and school culture, that may influence this relationship. Future research should consider these factors to develop a more nuanced understanding of the dynamics at play (Moller et al., 2021).

6. CONCLUSION

The study concludes that there is a significant relationship between the managerial qualities of school heads and the career uprightness of teachers in the Island Garden City of Samal. The results indicate that effective leadership, characterized by support, communication, and decision-making, is essential for promoting ethical conduct and professional integrity among educators. With a mean score of 4.1 for managerial qualities and 4.2 for career uprightness, it is clear that both constructs are perceived as extensive by the participants. This research contributes to the growing body of literature on educational leadership by highlighting the specific qualities of school heads that influence teachers' perceptions of their professional integrity. The findings suggest that the development of effective leadership practices should be a priority for educational authorities, as these practices are linked to improved teacher satisfaction and student outcomes (Harris & Jones, 2020; Nguyen et al., 2021). Future research should explore the long-term effects of managerial qualities on teachers' career uprightness and consider the influence of contextual factors such as school culture and teacher resilience. By understanding these dynamics, educational stakeholders can better support both teachers and school leaders, fostering environments that prioritize ethical practice and professional growth.

7. RECOMMENDATIONS

Department of Education.

The Department of Education should invest in comprehensive training programs for school heads that focus on developing managerial competencies, particularly in leadership support and communication. By enhancing these skills, school heads will be better equipped to foster a positive and ethical work environment for teachers. School Heads. School leaders are encouraged to engage in reflective practices that assess their leadership styles and their impact on teacher morale and career uprightness. Implementing regular feedback mechanisms, such as surveys or focus groups, can provide valuable insights into teachers' needs and perceptions, enabling school heads to adapt their practices accordingly. Teachers. Teachers should actively participate in professional development opportunities and engage in open communication with their school heads regarding their needs and concerns.

By collaborating with school leaders, teachers can help create a supportive work environment that promotes ethical practices and professional growth. Future Researchers. Future researchers should explore the influence of managerial qualities across various educational contexts, including urban and rural settings, to better understand the nuances of effective leadership. Additionally, employing mixed-methods approaches that include qualitative data collection could provide deeper insights into the experiences of teachers and their perceptions of school leadership.

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