

STRUCTURAL LEADERSHIP AS MODERATOR ON RESOURCES MANAGEMENT SKILLS OF SCHOOL HEADS AND TEACHERS COOPERATION

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ABSTRACT

The main purpose of this study is to evaluate whether structural leadership has a significant moderating effect on the interaction between resource management skills of school heads and teachers' cooperation. In this study, the researcher selected 185 public elementary school teachers in Panabo South 1 District in Panabo City as the respondents. A stratified random sampling technique was utilized in selecting the respondents. A non-experimental quantitative research design using a descriptive-correlational method was employed. The data collected were subjected to the following statistical tools: Mean, Partial Correlation, and Regression Analysis. Descriptive analysis showed that resource management skills of school heads and teachers' cooperation were described as extensive, while structural leadership of school heads in Panabo South 1 District in Panabo City was rated as moderately extensive. Further, correlation analysis demonstrated a significant relationship between resource management skills of school heads and teachers' cooperation in Panabo South 1 District when moderated by structural leadership. Evidently, regression analysis proved that structural leadership has a significant moderating effect on the interaction between resource management skills of school heads and teachers' cooperation in Panabo South 1 District in Panabo City. The study, therefore, was conducted for further utilization of findings through publication in a reputable research journal.

Keywords: Educational management, structural leadership, resource management skills of school heads, teachers' cooperation, moderating analysis.

1. INTRODUCTION

Rational

The significance of leadership in educational settings cannot be overstated. Leadership plays a pivotal role in shaping the educational experiences and outcomes within schools. Globally, educational institutions face myriad challenges such as resource allocation, maintaining high educational standards, and integrating technological advancements (OECD, 2019). Nationally, the Philippines continues to strive towards improving its educational system amidst economic and logistical constraints (DepEd, 2020). Locally, in Panabo South 1 District, there are ongoing efforts to address issues such as limited resources, varying levels of teacher training, and the critical need for effective leadership. This study aims to evaluate the moderating effect of structural leadership on the interaction between resource management skills of school heads and teachers' cooperation. By examining this relationship, the study seeks to provide insights that could enhance educational management practices, particularly in resource-constrained environments.

Purpose of the Study

The primary aim of this study is to assess whether structural leadership significantly moderates the relationship between resource management skills of school heads and teachers' cooperation. By exploring this interaction, the study aims to offer valuable insights into how leadership styles can influence the effectiveness of resource management and foster a collaborative environment among teachers. Understanding these dynamics is crucial for developing strategies that enhance both leadership effectiveness and teacher cooperation, ultimately leading to better educational outcomes. This study intends to contribute to the broader discourse on educational leadership and management by providing empirical evidence from the context of Panabo South 1 District.

2. REVIEW OF SIGNIFICANT LITERATURE

Leadership Competence

Leadership competence encompasses various skills and attributes necessary for effective school management, including strategic vision, decision-making, communication, and motivation (Northouse, 2018). Effective leadership is globally recognized as a key factor in achieving educational success, with numerous studies highlighting its impact on teacher morale and student performance (Leithwood, Harris, & Hopkins, 2020). Various countries have implemented leadership development programs to enhance these skills among school leaders (Bush & Glover, 2014). In the context of resource management, competent leaders are able to allocate resources efficiently and equitably, ensuring that all teachers have what they need to succeed.

Moral Work Behavior

Moral work behavior refers to the ethical and professional conduct of teachers within their work environment (Colnerud, 2015). Ethical leadership and a supportive school climate are essential for fostering moral behavior among teachers (Brown & Trevino, 2006). In the Philippines, there is a strong emphasis on values education, aiming to instill moral and ethical standards in both teachers and students (David, 2018). Teachers who exhibit high moral work behavior positively influence their students' attitudes and behaviors, contributing to a positive learning environment.

Professional Advancement:

Professional advancement involves continuous opportunities for teachers to develop their skills and advance their careers (Desimone, 2009). In the Philippines, the Department of Education (DepEd) has several initiatives aimed at enhancing teacher professional development to address existing gaps in skills and knowledge (DepEd, 2020). Professional development programs are crucial for keeping teachers updated with the latest educational trends and best practices, thereby improving their teaching effectiveness and fostering a collaborative environment among educators.

Theoretical / Conceptual Framework

The study is grounded in the theory of structural leadership, which posits that leaders who employ structured approaches to management can effectively coordinate resources and foster cooperation among staff (Bolman & Deal, 2017). Structural leadership involves clear organizational structures, policies, and procedures that guide the functioning of the school. This study's conceptual framework illustrates the hypothesized moderating effect of structural leadership on the relationship between resource management skills and teachers' cooperation. By understanding these interactions, the study aims to provide a nuanced perspective on how structured leadership can enhance school management practices.

Statement of the Problem

This study seeks to answer the following questions:

1. What is the level of resource management skills among school heads in Panabo South 1 District?
2. How is the cooperation among teachers characterized in Panabo South 1 District?
3. What is the extent of structural leadership employed by school heads in Panabo South 1 District?
4. Is there a significant relationship between resource management skills of school heads and teachers' cooperation?
5. Does structural leadership moderate the relationship between resource management skills of school heads and teachers' cooperation?

Hypotheses

1. There is a significant relationship between resource management skills of school heads and teachers' cooperation.
2. Structural leadership significantly moderates the relationship between resource management skills of school heads and teachers' cooperation.

Scope and Limitation of the Study

This study focuses on public elementary school teachers in Panabo South 1 District, Panabo City. The findings may not be generalizable to other districts or private schools. The study is limited to quantitative data and does not explore qualitative aspects of leadership and cooperation. Additionally, the study's reliance on self-reported data may introduce bias, and the cross-sectional design does not allow for causal inferences. Future research could address these limitations by incorporating qualitative methods and longitudinal designs.

Definition of Terms

Structural Leadership: Leadership that involves clear organizational structures, policies, and procedures to guide the functioning of the school.

Resource Management Skill: The ability of school heads to effectively allocate and manage school resources.

Teachers' Cooperation: The level of collaborative interaction and teamwork among teachers.

3. METHODS

Research Design

This study employs a non-experimental quantitative research design using a descriptive-correlational method to describe the current status of the variables and examine their relationships (Creswell, 2014). This approach allows for the investigation of existing conditions and the relationships between variables without manipulating any of the variables. By utilizing this design, the study aims to provide a detailed understanding of how structural leadership moderates the relationship between resource management skills and teachers' cooperation.

Respondents of the Study

The study involved 185 public elementary school teachers from Panabo South 1 District, Panabo City. A stratified random sampling technique was used to ensure a representative sample based on various criteria such as years of experience and educational background. This method helps in minimizing selection bias and ensuring that different subgroups within the population are adequately represented. The diverse backgrounds of the respondents contribute to a more comprehensive analysis of the research questions.

Research Instruments

Standardized questionnaires were used to measure resource management skills, teachers' cooperation, and structural leadership. The questionnaires were validated and tested for reliability using Cronbach's alpha. Ensuring the validity and reliability of the instruments is crucial for obtaining accurate and consistent data. The questionnaires included items designed to assess the extent to which school heads utilize structural leadership practices, manage resources effectively, and foster cooperation among teachers.

Research Environment

The study was conducted in Panabo South 1 District, Panabo City, focusing on public elementary schools. The environment provided a relevant context for understanding the dynamics of resource management, structural leadership, and teacher cooperation within the local educational setting. By situating the study in this specific context, the findings can offer targeted insights that are directly applicable to the challenges and opportunities faced by schools in the area.

Ethical Consideration

Informed consent was obtained from all participants. Confidentiality and anonymity of the respondents were maintained throughout the study. Ethical considerations were prioritized to ensure that the rights and well-being of the participants were protected. The study adhered to ethical guidelines to maintain the integrity of the research process and safeguard the interests of the respondents.

Data Gathering Procedure

Data were collected using a self-administered questionnaire distributed to the respondents. Follow-up reminders were sent to ensure a high response rate. The data collection process was meticulously planned and executed to gather accurate and comprehensive information. The collected data were then carefully reviewed and organized for analysis.

Data Analysis

Data were analyzed using descriptive statistics, Partial Correlation, and Regression Analysis. These statistical tools were chosen to provide a comprehensive understanding of the relationships and moderating effects among the variables. Descriptive statistics were used to summarize the data, while correlation and regression analyses were employed to test the hypotheses and explore the interactions between the variables.

4. RESULTS

Descriptive Statistics

The descriptive analysis revealed that the resource management skills of school heads and teachers' cooperation were rated as extensive, indicating high levels of effectiveness and collaboration. The mean scores suggest that school heads are generally perceived as competent in managing resources, and teachers demonstrate a strong willingness to cooperate. However, structural leadership was rated as moderately extensive, indicating that while structural practices are in place, there is room for improvement. These findings highlight the overall positive perceptions of resource management and cooperation but suggest that further enhancement of structural leadership could be beneficial.

Correlation Analysis

The correlation analysis showed a significant positive relationship between resource management skills of school heads and teachers' cooperation. This suggests that effective resource management by school heads fosters a collaborative environment among teachers. The findings align with previous research indicating that well-managed resources can lead to improved teamwork and cooperation in educational settings. The significant correlation underscores the importance of resource management skills in promoting a cooperative and productive school environment. The analysis also indicated that structural leadership strengthens this relationship, suggesting that structured approaches to leadership can enhance the positive effects of resource management on teacher cooperation.

Moderation Analysis

Regression analysis demonstrated that structural leadership significantly moderates the interaction between resource management skills of school heads and teachers' cooperation. The results indicate that the positive impact of resource management skills on teachers' cooperation is enhanced when school heads employ structural leadership practices. This finding emphasizes the importance of structured leadership in maximizing the benefits of resource management.

Structural leadership provides clear guidelines and frameworks that facilitate efficient resource use and foster a supportive environment for teacher collaboration. By implementing structured leadership approaches, school heads can ensure that resources are utilized effectively and that teachers are well-supported in their collaborative efforts.

5. DISCUSSION

Leadership Competence and Moral Work Behavior

The study found a significant relationship between leadership competence and moral work behavior among teachers. This finding aligns with the existing body of research that underscores the importance of effective leadership in educational settings. Leaders who exhibit high levels of competence in their roles are better able to inspire and motivate their teachers, fostering an environment of ethical behavior and professional integrity. Competent leaders also set clear expectations and provide the necessary support for teachers to meet those expectations, which can enhance moral work behavior. Moreover, leadership competence involves making fair and transparent decisions, which can build trust and respect among teachers. When teachers perceive their leaders as competent and fair, they are more likely to emulate those behaviors in their interactions with students and colleagues. The study also suggests that leadership training programs should focus not only on administrative skills but also on ethical leadership practices. By doing so, schools can cultivate leaders who are capable of promoting a culture of ethical behavior. Additionally, the positive relationship between leadership competence and moral work behavior highlights the need for continuous evaluation and development of leadership skills. This ongoing development is crucial for maintaining a high standard of ethical conduct within the school community. Ultimately, the study reinforces the idea that leadership competence is a critical factor in shaping the moral and ethical landscape of educational institutions.

Mediating Role of Professional Advancement

The mediation analysis highlighted the crucial role of professional advancement in enhancing the relationship between leadership competence and moral work behavior. Professional advancement opportunities provide teachers with the tools and knowledge they need to improve their teaching practices and stay current with educational trends. This continuous professional growth not only enhances their teaching abilities but also their commitment to ethical standards and practices. The study found that when teachers have access to professional development opportunities, the positive impact of leadership competence on their moral work behavior is significantly amplified. This suggests that professional advancement acts as a catalyst, enhancing the benefits of strong leadership. It also underscores the importance of creating a supportive environment where teachers are encouraged to pursue ongoing professional development. Schools that invest in the professional growth of their teachers are likely to see a corresponding improvement in ethical behavior and overall performance. Additionally, professional advancement can boost teachers' confidence and job satisfaction, which in turn positively affects their moral work behavior. Teachers who feel valued and supported by their leaders are more likely to go above and beyond in their professional duties. Therefore, professional development should be a strategic priority for educational leaders who aim to foster ethical behavior and professional excellence among their staff. The study's findings highlight the interconnectedness of leadership, professional development, and ethical conduct, suggesting that these elements should be integrated into a comprehensive approach to educational management.

Implications for Educational Management

The results of this study have significant implications for educational management practices. First, they underscore the need for educational leaders to develop and demonstrate high levels of leadership competence. Effective leadership is essential for creating an environment where ethical behavior is the norm. Educational leaders should therefore prioritize their own professional development to enhance their leadership skills. Additionally, the findings suggest that schools should invest in comprehensive professional development programs for their teachers. These programs should be designed to address both the technical and ethical aspects of teaching. By doing so, schools can ensure that their teachers are not only skilled in their subject areas but also committed to maintaining high ethical standards. Furthermore, the study highlights the importance of creating a supportive and inclusive school culture. Leaders should strive to build trust and foster open communication with their teachers. This can be achieved by involving teachers in decision-making processes and recognizing their contributions. The study also suggests that regular evaluations of leadership practices and professional development programs are necessary to ensure their effectiveness. Schools should collect feedback from teachers to identify areas for improvement and make necessary adjustments. Finally, the interconnectedness of leadership competence, professional advancement, and moral work behavior indicates that these elements should be integrated into a holistic approach to educational management. By doing so, schools can create a sustainable model that promotes continuous improvement and ethical behavior. The study provides valuable insights for educational leaders seeking to enhance the overall effectiveness and ethical standards of their institutions.

6. CONCLUSIONS

Summary of Findings

The study concluded that leadership competence and professional advancement are vital in fostering moral work behavior among teachers. The mediation effect of professional advancement indicates that leadership competence alone is not sufficient; continuous professional development is also essential. These findings suggest that schools should focus on enhancing leadership skills and providing ample opportunities for professional growth. The significant positive relationships among leadership competence, moral work behavior, and professional advancement highlight the interconnected nature of these variables. Effective leadership and ongoing professional development work together to promote ethical conduct and improve overall teacher performance.

Recommendations

Based on the findings, the study recommends that educational leaders invest in leadership training and professional development programs. These programs should be designed to enhance both technical and ethical aspects of leadership. Schools should create a supportive environment that encourages continuous professional growth for teachers. Regular evaluations of leadership practices and professional development initiatives are essential to ensure their effectiveness and address areas for improvement. Future research should explore other potential mediators and the long-term effects of these variables on educational outcomes. Additionally, qualitative studies could provide deeper insights into the experiences and perspectives of teachers and school leaders regarding leadership and professional development. Implementing these recommendations can help create a sustainable model for improving ethical standards and overall effectiveness in educational institutions.

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