THE MEDIATING EFFECT OF SUPPORTIVE SCHOOL CULTURE ON THE RELATIONSHIP BETWEEN MANAGERIAL CONCEPTUAL SKILLS AND TEACHING ENGAGEMENT OF THE TEACHERS

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ABSTRACT

The current study aimed to evaluate whether supportive school culture mediate the relationship between managerial conceptual skills and teaching engagement of the teachers. In this study, the researcher selected the 200 public elementary school teachers in Panabo South 2 District, Panabo City 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, multiple linear regression analysis, and Structural equation model using mediation analysis. Findings revealed that managerial conceptual skills, teaching engagement, and supportive school culture of the teachers in Panabo South 2 District, Panabo City were described as extensive. Further, correlation analysis demonstrated that there is significant relationships among managerial conceptual skills, teaching engagement, and supportive school culture of the

teachers in Panabo South 2 District, Panabo City. Evidently, SEM using mediation analysis proved that supportive school culture partially mediate the relationship between managerial conceptual skills and teaching engagement of the teachers. In other words, supportive school culture is a significant mediator on the relationship between managerial conceptual skills and teaching engagement of the teachers. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

Keywords: Educational management, managerial conceptual skills, teaching engagement, supportive school culture, Panabo City, Philippines

1. INTRODUCTION

Rationale

The importance of managerial conceptual skills in educational leadership cannot be overstated. Globally, effective leadership is recognized as a cornerstone of high-performing educational institutions (Leithwood, Harris, & Hopkins, 2008). Leaders with strong managerial conceptual skills are adept at diagnosing organizational issues, formulating strategic plans, and fostering a culture of continuous improvement (Yukl, 2012). In the Philippines, the Department of Education has emphasized the need for school leaders to develop these skills to enhance teaching and learning outcomes (DepEd, 2016). Despite these initiatives, many educational institutions struggle to create an environment that fully supports teacher engagement and professional growth.

Locally, in Panabo South 2 District, Panabo City, public elementary schools face unique challenges related to resource allocation, teacher morale, and student performance. A supportive school culture is critical in addressing these challenges by promoting collaboration, professional development, and a positive working environment for teachers (Hargreaves & Fullan, 2012). This study aims to explore the intricate relationships between managerial conceptual skills, supportive school culture, and teaching engagement, providing insights that can inform policy and practice. By understanding how these variables interact, educational leaders can implement strategies that enhance teacher engagement and, consequently, student achievement.

The urgency of this study is underscored by the increasing demands placed on teachers and educational leaders in the 21st century. As educational systems worldwide adapt to rapid technological advancements and changing societal needs, the role of supportive school culture in mediating the effects of leadership skills on teaching engagement becomes ever more critical (Robinson, Lloyd, & Rowe, 2008). This study aims to provide empirical evidence that can guide educators and policymakers in fostering environments that support both teacher and student success.

Purpose of the Study

The primary aim of this study is to assess the relationship between managerial conceptual skills and teaching engagement, with a specific focus on the mediating role of supportive school culture. By investigating these relationships, the study seeks to offer valuable insights into how leadership skills influence teacher engagement and how a supportive school culture can enhance or mitigate these effects. This understanding is crucial for developing targeted

interventions that promote effective leadership and a positive school culture. The study's findings are intended to inform educational policy and practice, contributing to the broader goal of improving educational outcomes through effective leadership and school culture.

Review of Significant Literature

Managerial Conceptual Skills

Managerial conceptual skills refer to the ability of leaders to understand complex situations, think strategically, and make informed decisions (Katz, 1955). These skills are essential for diagnosing organizational issues, developing strategic plans, and fostering a culture of continuous improvement (Yukl, 2012). Research has shown that leaders with strong conceptual skills can effectively navigate the complexities of educational management and drive positive change in schools (Leithwood & Jantzi, 2006).

Teaching Engagement

Teaching engagement refers to the level of commitment, enthusiasm, and involvement that teachers exhibit in their professional activities (Klem & Connell, 2004). Engaged teachers are more likely to implement innovative teaching practices, collaborate with colleagues, and support student learning. High levels of teaching engagement are associated with improved student outcomes, reduced teacher turnover, and enhanced school climate (Fredricks, Blumenfeld, & Paris, 2004).

Supportive School Culture

A supportive school culture is characterized by a positive and collaborative environment that fosters professional growth, mutual respect, and a shared commitment to student success (Deal & Peterson, 1999). Elements of a supportive school culture include open communication, shared decision-making, and opportunities for professional development. Research has shown that a supportive school culture can enhance teacher satisfaction, motivation, and engagement (Hargreaves & Fullan, 2012).

Relationship Between Managerial Conceptual Skills, Teaching Engagement, and Supportive School Culture

There is substantial evidence to suggest that managerial conceptual skills, teaching engagement, and supportive school culture are interrelated. Leaders with strong conceptual skills can create a supportive school culture by fostering collaboration, providing professional development opportunities, and promoting a positive work environment (Leithwood, Harris, & Hopkins, 2008). In turn, a supportive school culture can enhance teaching engagement by creating a conducive environment for professional growth and collaboration (Robinson, Lloyd, & Rowe, 2008). Understanding these relationships is critical for developing strategies that maximize the positive impacts of leadership skills on teacher engagement.

Theoretical / Conceptual Framework

The study is grounded in the Social Exchange Theory (SET) and the Transformational Leadership Theory (TLT). SET posits that social behavior is the result of an exchange process aimed at maximizing benefits and minimizing costs (Blau, 1964). This theory is extended to include the role of supportive school culture as a mediating variable. TLT emphasizes the role of leaders in inspiring and motivating followers to achieve their full potential (Bass, 1985). The conceptual framework of this study illustrates the hypothesized relationships among managerial conceptual skills, supportive school culture, and teaching engagement, providing a comprehensive understanding of how these variables interact to influence teacher engagement.

Statement of the Problem

This study seeks to answer the following questions:

1. What is the level of managerial conceptual skills among public elementary school teachers in Panabo South 2 District, Panabo City?

2. How is the teaching engagement of these teachers characterized?

3. What is the level of supportive school culture in these schools?

4. Is there a significant relationship between managerial conceptual skills and teaching engagement?

5. Does supportive school culture mediate the relationship between managerial conceptual skills and teaching engagement?

Hypotheses

1. There is a significant relationship between managerial conceptual skills and teaching engagement.

2. Supportive school culture significantly mediates the relationship between managerial conceptual skills and teaching engagement.

Scope and Limitation of the Study

This study focuses on public elementary school teachers in Panabo South 2 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 managerial conceptual skills, supportive school culture, and teaching engagement. Additionally, the study's reliance on self-reported data from teachers 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 to gain deeper insights into the dynamics of these variables. Despite these limitations, the study provides valuable insights into the relationship between managerial conceptual skills, supportive school culture, and teaching engagement.

Definition of Terms

Managerial Conceptual Skills: The ability of leaders to understand complex situations, think strategically, and make informed decisions.

Teaching Engagement: The level of commitment, enthusiasm, and involvement that teachers exhibit in their professional activities.

Supportive School Culture: A positive and collaborative environment that fosters professional growth, mutual respect, and a shared commitment to student success.

2. METHODS

Research Design

This study employs a non-experimental quantitative research design using a descriptive-correlational survey method. This approach is suitable for examining existing relationships between variables without manipulating them (Creswell, 2014). The descriptive aspect provides a detailed account of the levels of managerial conceptual skills, teaching engagement, and supportive school culture, while the correlational aspect explores the relationships among these variables. By utilizing this design, the study aims to provide a comprehensive understanding of how managerial conceptual skills influence teaching engagement and how supportive school culture mediates this relationship. The quantitative approach ensures that the findings are based on statistical analysis, providing empirical evidence to support the study's conclusions.

Respondents of the Study

The study involved 200 public elementary school teachers from Panabo South 2 District, Panabo City. A stratified random sampling technique was used to ensure a representative sample based on various criteria such as years of teaching experience, educational background, and school assignment. This method helps in minimizing selection bias and ensuring that different subgroups within the population are adequately represented. The diverse backgrounds and experiences of the respondents contribute to a more comprehensive analysis of the research questions. The sample size was determined to provide sufficient statistical power for detecting significant relationships among the variables.

Research Instruments

Standardized questionnaires were used to measure managerial conceptual skills, teaching engagement, and supportive school culture. 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 managerial conceptual skills questionnaire included items designed to assess leaders' ability to understand complex situations, think strategically, and make informed decisions. The teaching engagement questionnaire included items that measured teachers' commitment, enthusiasm, and involvement in their professional activities. The supportive school culture questionnaire included items that assessed the extent to which the school environment fosters professional growth, mutual respect, and a shared commitment to student success. The structured format of the questionnaires facilitated the collection of relevant data for analysis.

Research Environment

The study was conducted in public elementary schools in Panabo South 2 District, Panabo City. This setting provided a relevant context for understanding the dynamics of managerial conceptual skills, supportive school culture, and teaching engagement within the local educational environment. The chosen environment allowed for the examination of how these variables are influenced by the specific challenges and opportunities present in the public school system in Panabo South 2 District. The findings can offer targeted insights that are directly applicable to the context of these schools. By

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situating the study in this specific context, the research aims to provide actionable recommendations for local educational stakeholders.

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. Participants were informed about the purpose of the study, their right to withdraw at any time, and the measures taken to ensure data confidentiality.

Data Gathering Procedure

Data were collected using a self-administered questionnaire distributed to the respondents during school hours. 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. The structured approach to data collection ensured that the information gathered was relevant and reliable for addressing the research questions. The data gathering procedure was designed to minimize respondent burden while maximizing data quality.

Data Analysis

Data were analyzed using descriptive statistics, Pearson Moment Product Correlation, multiple linear regression analysis, and Structural Equation Modeling (SEM) through Mediation Analysis. Descriptive statistics were used to summarize the levels of managerial conceptual skills, teaching engagement, and supportive school culture. Pearson Moment Product Correlation was employed to examine the relationships between the variables. Multiple linear regression analysis was used to identify the direct effects of managerial conceptual skills on teaching engagement. SEM through Mediation Analysis was utilized to explore the mediating effect of supportive school culture on the relationship between managerial conceptual skills and teaching engagement. These statistical tools were chosen to provide a comprehensive understanding of the relationships and influences among the variables. The results of the analyses were interpreted to draw meaningful conclusions and provide actionable recommendations. The data analysis process involved multiple steps to ensure the accuracy and validity of the findings.

3. RESULTS

Descriptive Statistics

The descriptive analysis revealed that managerial conceptual skills, teaching engagement, and supportive school culture among teachers in Panabo South 2 District were all rated as extensive. This indicates that school leaders in this district generally possess strong conceptual skills, and teachers exhibit high levels of engagement in their professional activities. Additionally, the school culture was characterized by a high degree of support, collaboration, and professional growth. The high mean scores for all three variables suggest that these elements are prevalent among the teachers and school leaders studied. These findings provide a comprehensive overview of the current state of managerial conceptual skills, teaching engagement, and supportive school culture among the teachers and school leaders in Panabo South 2 District. This positive outlook suggests a conducive environment for fostering effective leadership and teacher engagement.

Correlation Analysis

The correlation analysis demonstrated significant positive relationships among managerial conceptual skills, teaching engagement, and supportive school culture. Specifically, higher levels of managerial conceptual skills were associated with greater teaching engagement and a more supportive school culture. Similarly, a supportive school culture was positively correlated with teaching engagement. These findings align with previous research indicating that leaders with strong conceptual skills can create a supportive school culture that enhances teacher engagement (Leithwood, Harris, & Hopkins, 2008). The significant correlations underscore the importance of understanding how these variables interact to influence teaching engagement. By enhancing school leaders' conceptual skills and fostering a supportive school culture, schools can improve overall teaching engagement.

Regression Analysis

The multiple linear regression analysis identified that managerial conceptual skills have a significant positive effect on teaching engagement. This suggests that school leaders who possess strong conceptual skills can effectively engage teachers in their professional activities, fostering commitment, enthusiasm, and involvement. Additionally, supportive school culture was found to have a significant positive effect on teaching engagement, indicating that a positive and collaborative school environment can enhance teachers' engagement in their professional activities. These findings

highlight the direct impacts of managerial conceptual skills and supportive school culture on teaching engagement. The regression analysis provides detailed insights into the specific contributions of these variables, emphasizing the importance of promoting effective leadership and a supportive school culture to enhance teaching engagement.

Mediation Analysis

The Structural Equation Modeling (SEM) through Mediation Analysis revealed that supportive school culture partially mediates the relationship between managerial conceptual skills and teaching engagement. This indicates that while managerial conceptual skills directly influence teaching engagement, part of this effect is mediated through supportive school culture. In other words, school leaders' conceptual skills enhance the school culture, which in turn positively affects teaching engagement. The partial mediation suggests that supportive school culture plays a crucial role in how managerial conceptual skills impact teaching engagement. These findings emphasize the need for interventions that promote a supportive school culture as a means of maximizing the positive effects of managerial conceptual skills on teaching engagement. By fostering a supportive school culture, educational leaders can help teachers engage more deeply in their professional activities, ultimately supporting their professional success.

4. DISCUSSION

Managerial Conceptual Skills and Teaching Engagement

The study found a significant positive relationship between managerial conceptual skills and teaching engagement among teachers in Panabo South 2 District. This finding aligns with the existing body of research that highlights the importance of leadership skills in fostering teacher engagement (Leithwood & Jantzi, 2006). School leaders with strong conceptual skills are better able to diagnose organizational issues, formulate strategic plans, and create an environment that supports teacher engagement. The positive relationship between managerial conceptual skills and teaching engagement underscores the importance of promoting effective leadership practices among school leaders. Schools should provide professional development opportunities for leaders to enhance their conceptual skills and support teacher engagement.

Supportive School Culture as a Mediator

The study revealed that supportive school culture partially mediates the relationship between managerial conceptual skills and teaching engagement. This finding suggests that school leaders' conceptual skills can enhance the school culture by fostering collaboration, providing professional development opportunities, and promoting a positive work environment. In turn, a supportive school culture positively influences teaching engagement by creating a conducive environment for professional growth and collaboration (Hargreaves & Fullan, 2012). The mediating role of supportive school culture highlights the importance of fostering a positive and collaborative school environment to maximize the positive effects of managerial conceptual skills on teaching engagement. Schools should implement strategies to enhance supportive school culture, such as promoting open communication, shared decision-making, and opportunities for professional development.

Implications for Educational Management

The results of this study have significant implications for educational management practices. Firstly, they highlight the need for educational leaders to develop and support effective leadership practices that enhance managerial conceptual skills. This can be achieved through targeted professional development programs that focus on best practices in educational leadership and provide leaders with the skills and knowledge to create a supportive school culture. Additionally, the findings underscore the importance of creating a supportive school culture that fosters teacher engagement. Educational leaders should promote strategies that enhance supportive school culture, such as incorporating collaborative and professional development activities, fostering open communication, and providing opportunities for shared decision-making. By prioritizing these elements, educational leaders can create an environment that supports teacher engagement and professional growth.

Recommendations for Future Research

Future research should explore other potential mediators and moderators of the relationship between managerial conceptual skills and teaching engagement. For instance, studies could investigate the role of individual teacher characteristics, such as motivation and self-efficacy, in shaping the impact of managerial conceptual skills on teaching engagement. Additionally, qualitative research could provide deeper insights into teachers' experiences and perspectives regarding leadership practices and supportive school culture. Longitudinal studies could also offer valuable insights into the long-term effects of managerial conceptual skills and supportive school culture on teaching engagement. By expanding the scope of research on this topic, scholars and practitioners can continue to improve educational practices and outcomes.

5. CONCLUSIONS

Summary of Findings

The study concluded that managerial conceptual skills, teaching engagement, and supportive school culture are extensively practiced among public elementary school teachers in Panabo South 2 District, Panabo City. The significant positive relationships among these variables highlight the critical role of leadership skills and supportive school culture in enhancing teaching engagement. The analysis also revealed that supportive school culture partially mediates the relationship between managerial conceptual skills and teaching engagement. These findings suggest that promoting effective leadership practices and fostering a supportive school culture can significantly improve teachers' engagement in their professional activities. The study's results provide empirical evidence supporting the positive impact of managerial conceptual skills and supportive school culture on teaching engagement, emphasizing the need for ongoing support and interventions in these areas.

6. RECOMMENDATIONS

Based on the findings, the study recommends that educational leaders invest in professional development programs focused on enhancing managerial conceptual skills and promoting supportive school culture. Schools should create a supportive environment that encourages collaboration, professional growth, and shared decision-making. Regular evaluations of managerial conceptual skills, supportive school culture, and teaching engagement are essential to ensure the effectiveness of these strategies and address areas for improvement. Future research should continue to explore the complex relationships among these variables, incorporating qualitative methods and longitudinal designs to gain deeper insights into their dynamics. By addressing these recommendations, educational stakeholders can enhance the quality of education and promote teacher engagement and professional growth.

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