

Influence of Management Competence and Professional Development of School Heads and on Work Attitude of Teachers

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ABSTRACT

Negative work attitudes of teachers remain a global issue. The influence of management competence and professional development when combined significantly influence teacher work attitude. Using predictive research design, data from 210 elementary teachers selected through total enumeration were analyzed through multiple regression analysis. Results revealed that the factors of teacher work attitudes were significant. The combined contribution is strong (52%), partly supporting the Theory of Plan Behavior. Future studies may examine additional variables and qualitative approaches to better explain teachers work attitudes, while school leaders may enhance management competence as the most important intervention to improve this criterion.

Keywords: Influence management competence, professional development, school heads, work attitude of teachers

INTRODUCTION

The Problem and Its Scope

Negative work attitudes among teachers have become a global concern, undermining classroom effectiveness and student engagement. Kahveci (2023) noted that negative teacher behaviors directly impede student academic and socio-emotional development, making this a pressing issue worldwide. He emphasized that teacher disengagement weakens education systems and threatens progress toward international learning goals.

In United States, teachers have increasingly demonstrated negative attitudes toward their profession, with surveys showing declining morale and intentions to leave the classroom (Doan et al., 2024). In Germany, large-scale surveys revealed negative attitudes among teachers, particularly disengagement and dissatisfaction during and after emergency remote teaching (Kalo et al., 2023). In Japan, nationwide studies reported negative attitudes among teachers, with occupational stress and dissatisfaction persisting across different school types during the prolonged pandemic (Tsubono & Mitoku, 2023).

In the Philippines, Abellana (2025) observed that educators at Central Mindanao University in Bukidnon showed low levels of professional fulfillment, highlighting the persistence of negative work attitudes in local institutions. He added that poor teacher attitudes remain a pressing issue in school institutions and further reflected low levels of professional fulfillment, underscoring the persistence of negative work attitudes in local institutions (Abellana 2025).

Negative work attitudes among teachers undermine instructional quality, student progress, and institutional effectiveness, making the issue urgent to address for the sustainability of education systems. Although prior studies have documented the prevalence and consequences of poor teacher dispositions, little research has explored how school leadership competence and professional development opportunities directly shape these attitudes. This gap highlights the need for evidence-based inquiry into actionable factors that can improve teacher morale and engagement. By examining the influence of school head management competence and professional development on teachers work attitudes, this study seeks to provide practical insights that may guide leadership practices and policy reforms aimed at fostering more positive and productive educational environments, (Espina, 2021). This consequence of negative work attitude prompted the conduct of this study.

Significance of the Study

This study is significant as it highlights how management competence of school head and professional development influence on work attitude of teachers, supports the achievement of Sustainable Development Goal (SDG) 4 (Quality Education) by promoting inclusive and equitable quality education, and Sustainable Development Goal 10 (Reduce Inequalities) recognizing that teachers with positive work attitudes are essential to this global goal. In the Philippine context, the findings may provide valuable evidence for the Department of Education in shaping policies and interventions that strengthen teacher motivation, retention, and instructional effectiveness. At the institutional level, the results may benefit Holy Cross of Davao College (HCDC) by reinforcing its mission to foster teacher well-being and professional identity, ultimately enhancing student learning outcomes and ensuring long-term educational sustainability.

Statement of the Problem

This study determined the significance influence of school head management competence and professional development influence on work attitude of teachers. Specifically, pursued the following objectives:

1. To determine the levels of school head management competence in terms of human resource management, materials resource management, and financial resource management; professional development in terms of thematic knowledge, learning environment, cooperation, educational technology, research base, educational planning, evaluation, and development of human resources; and teacher work attitude in terms of sense of efficacy, sense of professional interest, and sense of community.
2. To determine the significance of the correlation between management competence and professional development on work attitude of teachers.
3. To determine the significance and combined influence of school head management competence and professional development on teacher work attitude.

Hypotheses

This study has the following null hypotheses tested at 0.05 level of performance.

H₀₁: Management competence of school heads does not significantly correlate with teachers work attitude.

H₀₂: Professional development of teachers does not significantly influence teachers work attitude.

H₀₃: Management competence of school heads and professional development of teachers on work attitude among teachers are not significant.

Theoretical Framework and Conceptual Framework

This study is anchored on the Theory of Planned Behavior, an extension of the Theory of Reasoned Action developed by Ajzen and Fishbein (1980) and Fishbein and Ajzen (1975), which posits that a central factor in human behavior is the individual intention to perform a given action. The theory explains that a person intention to perform a behavior is the strongest predictor of that behavior, and this intention is determined by three core factors: attitude, subjective norms, and perceived behavioral control.

In this study, management competence of school heads, reflected in human resource management, materials resource management, and financial resource management, is considered related to subjective norms as it reflects leadership practices influencing teachers' behavior. The professional development of teachers' variable, indicated by thematic knowledge, learning environment, cooperation, educational technology, research base, educational planning, evaluation, and development of human resources, aligns with perceived behavioral control, as it strengthens teachers' capability in performing their roles. Finally, teacher work attitude, reflected through sense of efficacy, sense of professional interest, and sense of community, is defined as the outcome behavior variable of the theoretical framework.

It is noted that attitude towards the behavior is delimited from the study as it focused only on subjective norms and perceived behavioral control as factors to influence a behavior.

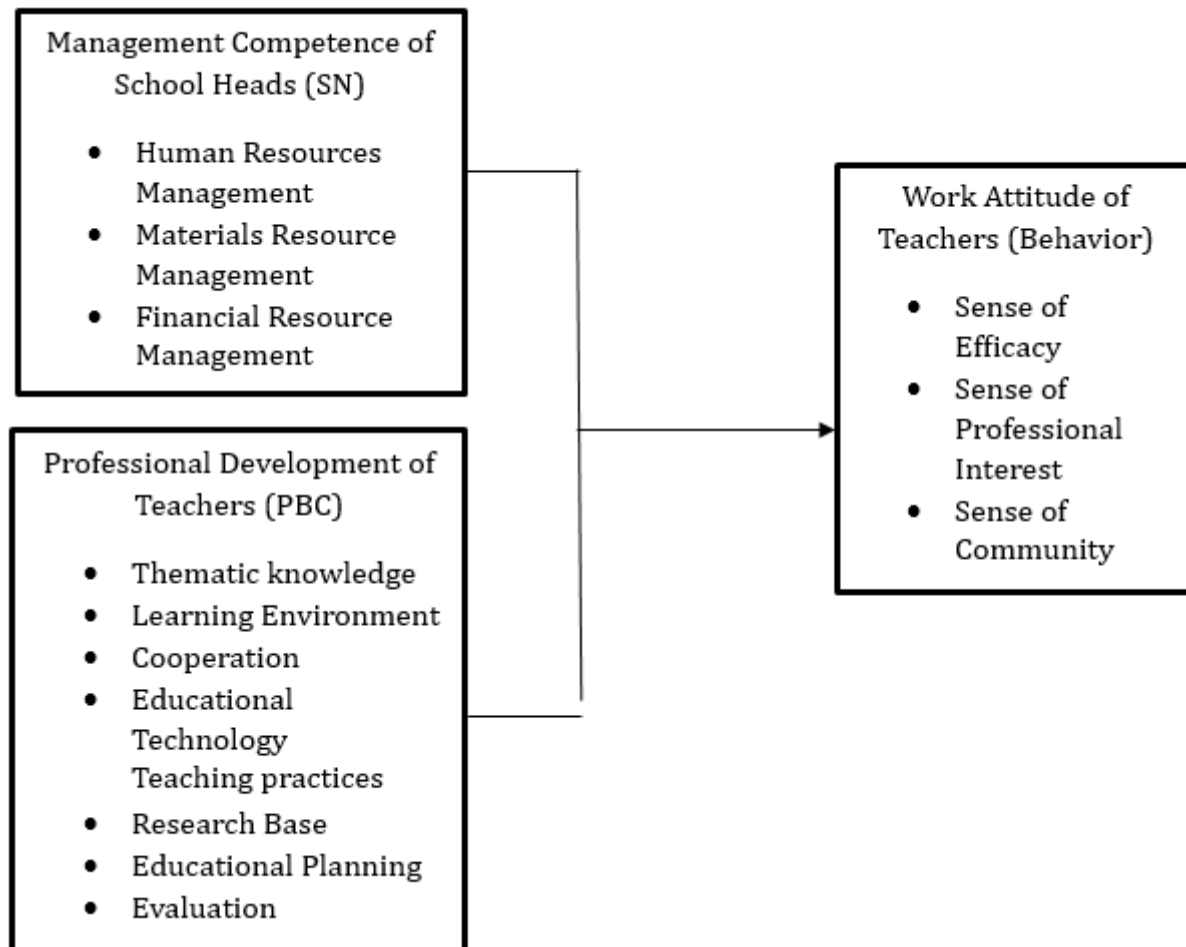


Figure 1. Conceptual Framework of the Study

METHOD

Included in this chapter are the research design, locale of the study, sample and sampling technique, data gathering technique, data analysis technique, and ethical consideration are included in this chapter.

Research Design

This study employed a predictive research design. It is characterized by its focus on forecasting outcomes by analyzing relationships among variables. It is a quantitative approach that utilizes numerical data to analyze patterns and relationships among variables, typically applied when researchers aim to anticipate how changes in certain factors influence future results, making it especially useful in education and organizational studies where evidence-based planning is essential (Almeida & Monteiro, 2022; Sghiret al., 2023). The key advantage of this design lies in its ability to move beyond description, offering data-driven predictions that guide informed decisions and practical interventions. In this study, predictive analysis was used to examine how teacher workload and professional identity influence low teaching effectiveness, providing valuable insights for improving educational practice (Fan et al., 2021; Zhao, 2022).

Locale of the Study

The study was carried out in the elementary schools of Glan 2 District, Division of Sarangani, encompassing 11 public schools that cater to learners from different Barangays. As part of the province public education system, the district plays a crucial role in providing foundational learning opportunities to varied communities. It was selected as the research site due to its accessibility to the researcher and the availability of 210 respondents who

met the study requirements. More importantly, the district offers a relevant educational environment for exploring teaching effectiveness in connection with leadership styles and technology integration, mirroring both the challenges and possibilities schools encounter in promoting quality instruction and learner development.

Sample and Sampling Technique

The study involved 210 public elementary school teachers who were permanently employed under the Department of Education for School Year 2025–2026. All respondents had at least three years of teaching experience and were responsible for handling various learning areas, ensuring that the data collected reflected substantial professional expertise. These teachers were distributed across 11 public schools within the district and were actively engaged in classroom instruction, making them well-suited to provide meaningful insights for the research.

Given the manageable population size, total enumeration sampling was employed. Total enumeration sampling is a technique in which all members of the population are included in the study, ensuring complete representation of the group. It is commonly applied when the population is relatively small and accessible, allowing the researcher to gather comprehensive and accurate data without the need for sampling selection (Babasola et al., 2024). Its advantages include eliminating sampling bias, increasing the accuracy of results, and ensuring that all relevant participants are represented in the study.

Data Gathering Technique

The study utilized the survey technique as its primary method of data collection. This approach involves systematically gathering information from respondents through structured questionnaires to capture their characteristics, opinions, or behaviors. Widely applied in quantitative research, surveys are particularly effective for efficiently collecting large amounts of data and enabling generalization of findings across a defined population. Among its key advantages are the ability to reach a broad group of participants, produce quantifiable data suitable for statistical analysis, and maintain consistency through standardized procedures (Sheikh et al., 2024; Oranga & Matere, 2025).

The study utilized three adapted questionnaires: The Management Competence Questionnaire has 30 items, Professional Development has 47 items, and the Teacher Work Attitude has 29 items. Each tool was designed to assess school heads management competence, teacher professional development, and teacher work attitude, respectively, using a four-point Likert scale. Reliability was established through pilot testing with Cronbach Alpha Coefficient, which yielded excellent values for Management Competence ($\alpha = 0.901$) and Professional Development ($\alpha = 0.931$), while Teachers Work Attitude achieved a good reliability score ($\alpha = 0.839$). The overall instrument produced an alpha value of 0.931, confirming strong internal consistency. Validity was further ensured through expert evaluation, guaranteeing that the items were clear, relevant, and aligned with the study objectives.

Data Analysis Technique

In this study, data analysis was carried out using descriptive statistics, correlation, and multiple regression methods. Descriptive analysis was used to summarize and describe the variables, providing a clear overview of the data through the use of mean to determine the average value of the variables and standard deviation to measure the variability or dispersion of the data (De Pill et al., 2024). Moreover, correlation analysis, specifically the Pearson Product Moment Correlation, was applied to determine the strength and direction of relationships among variables (Sutradhar et al., 2023). Multiple regression analysis was used to examine the predictive influence of independent variable and to identify which variables significantly contribute to the outcome, as these methods are widely used in quantitative research due to their ability to provide a clear, measurable, and interpret-able on the dependent variable and to identify which variables significantly contribute to the outcome (Khan, 2023). The unstandardized beta coefficient was the statistical treatment used.

The matrix presenting the scale, descriptive level, and corresponding interpretation for each study variable is provided and were used to describe management competence of school head, professional development and work attitude.

Scale	Level	Management Competence of School Heads	Professional Development	Teacher work Attitude
1.00 – 1.74	very low	Very Poor	Very Poor	Very Negative
1.75 – 2.49	Low	Poor	Poor	Negative
2.50 – 3.24	High	Good	Good	Positive
3.25 – 4.00	very high	Excellent	Very good	Very Positive

Standard Deviation Value Ranges and Interpretation

Standard Deviation (SD) Range	Consistency Level	Interpretation
$SD \leq 0.50$	High Consistent Responses	Strong and uniform perception
$SD = 0.51 - 1.00$	Moderate Consistent Responses	Acceptable consistency
$SD = 1.01 - 1.50$	Low Consistent Responses	Differing views or experiences
$SD > 1.50$	Very Low Consistent Responses	High variability and lack of consensus

In this study, the significance of the correlation is tested at 0.05 confidence level. The following was the standard measure for the interpretation scale of r-value used:

Computed r	Descriptive Interpretation
+/- 1.00	Perfect correlation
Between +/- 0.75 – +/- 0.99	High correlation
Between +/- 0.51 – +/- 0.74	Moderately high correlation
Between +/- 0.31 – +/- 0.50	Moderately low correlation
Between +/- 0.01 – +/- 0.30	Low correlation
0.00	No correlation

The following scheme for Beta (β) coefficient strength, as proposed by Cohen (1998) and Hair et al. (2019), was used:

β Value Range	Strength of Influence
$\pm 0.00 - \pm 0.09$	Very Weak
$\pm 0.10 - \pm 0.29$	Weak
$\pm 0.30 - \pm 0.49$	Moderate
$\pm 0.50 - \pm 0.69$	Strong
± 0.70 and above	Very Strong

Ethical Considerations

The study adhered to strict ethical guidelines to safeguard the participation of public-school elementary teachers and uphold the integrity of the results. It followed the protocols of the Holy Cross of Davao College - Society for Moral Integrity and Legal Ethics (HCDC-SMILE) as well as the Data Privacy Act of 2012 to ensure the responsible management of personal information (Cheng, 2021). Prior to data collection, formal permission was secured from the Schools Division Office of Sarangani, and coordination with school administrators was undertaken to ensure that the conduct of the study did not interfere with teaching responsibilities. Informed consent was obtained from all respondents before their involvement, with clear explanations provided regarding the purpose, procedures, and voluntary nature of the study. The respondents were assured of strict confidentiality, and all responses were anonymized to protect their identities. Although possible risks such as discomfort during self-assessment were recognized, respondents were informed that they could decline to answer any question or withdraw from the study at any point without repercussions. All collected data were securely stored, used solely for academic purposes, and properly disposed of after the completion of the study to maintain privacy and anonymity.

RESULTS

Included in this chapter are the results of the descriptive, correlation, and the regression analyses and interpretation. Also, the summary of findings is presented.

Descriptive Result

Table 1 presents descriptive variables, including management competence of school heads, professional development of teachers, and teacher work attitude. The table shows the number of respondents (N = 210), mean, and standard deviation for each variable and its indicators.

Table 1. Descriptive Statistics (N=210)

Variables	N	Standard Deviation	Mean	Descriptive Level
Management Competence of School Heads	210	.19	3.34	Very High
Human Resource Management	210	.21	3.08	High
Materials Resource Management	210	.13	3.35	Very High
Financial Resource Management	210	.17	3.32	Very High
Professional Development of Teachers	210	.06	3.59	Very High
Thematic Knowledge	210	.20	3.62	Very High
Learning Environment	210	.20	3.57	Very High
Cooperation	210	.17	3.66	Very High
Educational Technology	210	.18	3.52	Very High
Research Base	210	.19	3.52	Very High
Educational Planning	210	.38	3.61	Very High
Evaluation	210	.23	3.64	Very High
Development Human Resource	210	.27	3.61	Very High
Teacher Work Attitude	210	.09	3.60	Very High
Sense of Efficacy	210	.19	3.50	Very High

Sense of Professional Interest	210	.13	3.58	Very High
Sense of Community	210	.14	3.73	Very High

Specifically, the table shows that management competence of school heads variable obtained a mean of 3.34, which is described as very high, indicating that management competence is excellent. The standard deviation of 0.19 indicates that the responses are highly consistent. Likewise, professional development of teachers variable obtained a mean of 3.59, which is described as very high, indicating that the professional development is very good. The standard deviation of 0.06 suggests that the responses are highly consistent. Finally, teachers work attitude variable obtained a mean of 3.60, which is described as very high, indicating that teachers demonstrate a very positive work attitude. The standard deviation of 0.09 suggests that the responses are highly consistent.

The findings showed that all variables are interpreted at a very high level, indicating strong management competence, continuous professional development, and positive work attitudes among respondents. Among the variables, professional development and teachers work attitude obtained higher levels, while management competence showed relatively lower values compared to the others.

Correlation Result

Table 2 is the correlation result between the predictive variables and criterion variables. It also contains the r-value, the p-value, decision for the hypothesis, and the corresponding interpretation.

Table 2: Correlation Table (N=210)

Variables	Teacher Work Attitude			
	r-value	p-value	Decision on Ho	Interpretation
Management Competence of School Heads	.527	.000	Reject Ho	Moderately high positive significant correlation
Professional Development of Teachers	.482	.000	Reject Ho	Moderately low positive significant correlation
**. Correlation is significant at the 0.05 level (2-tailed).				

Specifically, the correlation between management competence of school heads and teacher work attitude obtained a p value of 0.000, which is lower than 0.05 level of significance; hence, the null hypothesis was rejected. This indicates that the correlation is statistically significant. The r-value of 0.527 suggests that the correlation is moderately high. This implies that an increase in management competence of school heads is associated with an increase in the teacher work attitude. Furthermore, the correlation between professional development of teachers and teacher work attitude obtained a p value of 0.000 which is lower than 0.05 level of significance; thus, the null hypothesis was rejected. This indicates that the correlation is statistically significant. The r-value of 0.482 suggests that the correlation is moderately low. This implies that an increase in professional development of teachers is associated with an increase in teacher work attitude.

Both management competence of school heads and professional development of teachers show statistically significant positive relationships with teacher work attitude. However, management competence demonstrated a stronger association compared to professional development, indicating it has a greater correlation on improving teacher work attitude.

Regression Analysis

Table 3 is the regression analysis of the predictive variable on the criterion variable. It also includes the unstandardized Beta coefficient, the t-value, the p-value, the decisions on the hypotheses, and the corresponding interpretation.

Table 3: Regression Table (N=210)

Teachers Work Attitudes							
Variables	Unstandardized Coefficients		Standardized Coefficients	t	P value	Decision on Ho	Interpretation
	B	Std. Error	Beta				
(Constant)	9.358	.488	—	19.19	.000	Reject Ho	Significant
Management Competence of School Heads	.523	.035	1.047	14.86	.000	Reject Ho	Significant
Professional Development of Teachers	0.832	.110	.714	10.13	.000	Reject Ho	Significant
Model Summary: R = .719, R-square = .517, F (2,207) = 110.918, p = .000							
Level of significance: 0.05, Decision Rule: Reject ho if $p < 0.05$							

Specifically, the table shows that the influence of management competence of school heads on teacher work attitude obtained an unstandardized Beta coefficient of 0.523, indicating a strong influence. The corresponding p-value is 0.000, which is less than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates that the influence is statistically significant. This further implies that a unit increase in management competence corresponds to an increase in work attitude of teacher. In addition, the influence of professional development on teacher work attitude obtained an unstandardized Beta coefficient of 0.832, indicating a very strong influence. The corresponding p value is 0.000, which is less than 0.05 level of significance; therefore, the null hypothesis was rejected. This indicates that the influence is statistically significant. Further, it implies that an increase in professional development corresponds to an increase in work attitude of teacher.

Furthermore, the combined influence of management competence of school heads and professional development of teachers on the teacher work attitude obtained a p value of 0.000, which is lower than 0.05 level of significance; consequently, the null hypothesis was rejected. This indicates that the combined influence is statistically significant. The R-squared value of 0.517 or 51.7% indicates that more than half of the variation in teacher work attitude is explained by these variables, while the remaining 48.3% is attributed to other factors not included in the study, suggesting that both variables play a meaningful yet not exclusive role in shaping teachers work attitudes.

Both management competence of school heads and professional development significantly influence teacher work attitude, with each contributing positively to its improvement. However, professional development exerts a stronger influence than management competence, while their combined effect remains significant, indicating that both factors jointly play an important role in shaping teacher work attitudes.

Summary of Findings

Based on statistical results, it was specifically found that:

1. Management competence of school heads significantly correlates with teachers' work attitude.
2. Professional development of teachers significantly correlates with teacher work attitude.
3. Management competence of school heads significantly influences teachers' work attitude.
4. Professional development of teachers significantly influences teacher work attitude.

5. Management competence and professional development when combined significantly influence teacher work attitude by 51.7%.

DISCUSSIONS

Discussed in this chapter are the findings of the study. Also, the conclusion and recommendations are presented.

Management Competence and Work Attitude Correlation

The finding of this study revealed that management competence of school heads, professional development of teachers, and teachers work attitude were all perceived at very high levels. This indicates that teachers view their school heads as highly competent, recognize strong professional development opportunities, and maintain positive work attitudes (Shaw et al. 2024). Likewise, the finding affirms Padillo et al. (2021), who explained that the management competence of school heads together with professional development of teachers significantly shapes teachers work attitudes and commitment, reinforcing the importance of leadership, training, and motivation in the educational setting. In contrast, the finding opposes Arce et al. (2021), who argued that the teacher work attitudes are shaped more by professional behavior and contextual factors than by management competence or professional development, challenging the assumption that leadership and training directly determine motivation and satisfaction.

Work attitude and Professional Development correlation

The finding revealed that management competence of school heads is significantly related to teacher work attitude, indicating that effective leadership practices shape how teachers perceive their work environment and responsibilities, which is in line with Shaw et al. (2024). Likewise, the finding affirms Padillo et al. (2021), who explained that the management competence and professional development significantly influence teachers work attitudes. In the present study, professional development showed a moderately low but statistically significant positive relationship with teachers' work attitude ($r = .482$, $p = .000$, Table 2), consistent with the study's regression findings, indicating that its influence, while smaller than that of management competence, is still meaningful. This contrasts the claim of Arce et al. (2021), who reported that the teacher work attitudes are more strongly shaped by professional behavior, contextual influences, and personal motivation than by management competence or professional development, thereby challenging the assumption that leadership and training directly determine motivation and satisfaction.

Work Attitude as Influenced by Management Competence, Professional Development

The finding revealed that management competence of school heads and professional development of teachers significantly influence teacher work attitude when taken together. This finding supports Montefrio-Farrol (2025), who said that both leadership practices and professional learning opportunities play important roles in shaping teachers' attitudes. Likewise, the current finding agrees with Tamundong and Caballero (2024), who emphasized that organizational support and development initiatives contribute to positive work attitude. On the other hand, the finding contradicts Arce et al. (2021), who argued that the research shows that teacher work attitudes tend to be shaped more by professional behavior, contextual conditions, and personal motivation than by management competence or professional development.

Limitations of the Study

Several limitations should be considered when interpreting these findings. First, the study relied on a single predictive model using only two predictors management competence and professional development so other factors known to influence teacher attitudes, such as organizational culture, job satisfaction, workload, and emotional well-being, were not examined and may account for a meaningful share of the unexplained 48.3% of variance. Second, although total enumeration was used to achieve complete representation of the accessible population, the study was confined to 210 teachers in Glan 2 District, Division of Sarangani; findings are therefore context-specific and may not generalize to other districts, divisions, or regions. Third, data were gathered through self-administered questionnaires, which are susceptible to social desirability and other self-

report biases, particularly on items concerning professional attitudes and competence. Fourth, the study provided a limited explanation of how the Theory of Planned Behavior was operationalized: management competence was treated as an analogue of subjective norms and professional development as an analogue of perceived behavioral control, but attitude toward the behavior, the theory's third core construct, was not measured, which limits the extent to which the findings can be read as a full test of the theory. Fifth, the analysis was primarily quantitative, which restricts a deeper understanding of the contextual or experiential factors underlying teachers' attitudes. Finally, because the design is correlational and cross-sectional, the regression results indicate statistically significant predictive association and should not be interpreted as establishing causation between management competence, professional development, and teacher work attitude.

CONCLUSION

Based on the findings, it was concluded that management competence of school heads and professional development individually influence work attitude of teachers. When combined, these variables significantly influence the criterion, explaining 51.7% of the variance in teacher work attitude ($R^2 = .517$). This conclusion partly supports the Theory of Planned Behavior, which posits that a central factor in human behavior is the individual intention to perform a given action. The theory explains that a person's intention to perform a behavior is the strongest predictor of that behavior, and this intention is determined by three core factors: attitude, subjective norms, and perceived behavioral control.

Recommendation

Based on the conclusion, future studies may explore other variables not included in this research to explain the remaining 48.3% of the variance in work attitude of teacher. Future research may explore qualitative studies to identify themes and sub-themes that may become a significant variable to influence work attitude of teacher. Educational leaders may enhance management competence of school head as the most important intervention to improve work attitude of teachers. Specifically, future researchers may incorporate additional variables such as job satisfaction, leadership style, organizational climate, workload, and teacher motivation to build a more comprehensive predictive model of teacher work attitude. A mixed-methods approach combining quantitative analysis with qualitative inquiry is recommended to capture teachers lived experiences and contextual influences that a purely quantitative design cannot reach. Expanding data collection across multiple districts or regions would also improve the generalizability of findings beyond this single-district, context-specific sample. Researchers may likewise consider longitudinal designs to examine how teacher work attitude changes over time in response to interventions in management competence and professional development. Finally, a clearer integration of the Theory of Planned Behavior is recommended, with each construct including attitude toward the behavior, which was not measured in this study directly and explicitly mapped to measurable variables.

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