

# The Role of Sympathetic School Culture as Moderator on Managerial Conceptual Ability and Teaching Engagement of Teachers

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**Abstract:-** The current study was set evaluate whether sympathetic school culture significantly moderates the interaction between managerial conceptual ability and teaching engagement of teachers. In this study, the researcher selected the 198 public elementary school teachers in Talomo-A District, Davao Oriental 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 to the following statistical tools: Mean, Pearson Moment Product Correlation, and Hierarchical Regression Analysis. Descriptive analysis showed that managerial conceptual ability and teaching engagement of teachers were described as extensive, while sympathetic school culture was rated as moderately extensive. Further, partial correlation analysis demonstrated that there is a significant relationship between managerial conceptual ability and teaching engagement of teachers in Talomo-A District, Davao City when moderated by sympathetic school culture. Evidently, heirarchical regression analysis proved that sympathetic school culture significantly moderates the interaction between managerial conceptual ability and teaching engagement of teachers in Talomo A District, Davao City. In other words, sympathetic school culture is a significant moderator on the between managerial conceptual ability and teaching engagement of teachers.

**Keywords:-** Educational Management, Managerial Conceptual Ability, Teaching Engagement, Sympathetic School Culture, Davao City, Philippines.

## I. INTRODUCTION

### A. The Problem and Its Setting

Teachers encounter dynamic difficulties in the 21st-century classroom that call for new competences and skills. Teachers used to be primarily concerned with teaching, but today's students also need assistance with self-directed learning and taking ownership of their education. This change demonstrates how ineffective traditional teaching strategies are at producing the desired results. In addition, modern educators are expected to work closely with one another across the educational community, contributing significantly to the development, execution, and assessment of programs. Thus, evaluating teachers' managerial conceptual skills is

essential to comprehending their engagement and efficacy in the classroom (Silva, 2021).

According to Silva (2021), managerial conceptual aptitude includes abilities like initiative, inventiveness, and analytical thinking. Teachers with this capacity are able to think abstractly, innovate within their organizational frameworks, and comprehend the intricacies of their learning settings. In addition, Rincon, Niño, and Gomez (2017) stress that managerial abilities help with the methodical planning of tasks, which improves output and attainment of objectives in learning environments. For educators hoping to make educational projects feasible and meaningful, these qualities are crucial.

On the other hand, Giacometti's (2005) explanation of the idea of a sympathetic school culture emphasizes the significance of creating settings in which people feel appreciated and connected. Good school cultures foster relationships, inspire self-discovery, and allow members to express their values and ideas. According to research by Rossi (2018), creating a supportive work atmosphere is essential to lowering teacher turnover. Teachers' decisions to stay in or quit their employment are greatly influenced by factors including perceived autonomy and collegial support (Djonko-Moore, 2015).

Previous research has shown relationships between teachers' managerial conceptual skills, their involvement in the classroom, and the encouraging school environments in which they operate. For example, Melo (2021) emphasizes the necessity for educational leaders to possess strong managerial abilities and the crucial role that managing skills play in encouraging teacher engagement. Furthermore, Ayalew et al. (2022) emphasizes the role that managerial abilities play in cooperative decision-making and the efficacy of instruction in educational settings.

According to Chetty et al. (2014), teacher engagement is critical for student accomplishment and school performance in addition to individual professional satisfaction. Effective classroom management techniques and modifying their pedagogy to suit the requirements of their students are more likely to be used by engaged teachers (Oke et al., 2015; Yildiz, 2017). On the other hand, teachers who are disengaged perform worse, are more likely to be absent from work, and don't innovate in their methods of instruction (Medina, 2012; Shukla, 2014).

Similar issues with teacher engagement are seen in the Philippine context, where high rates of teacher turnover are linked to mounting demands and workload pressures (Mopal, 2015; Blackman, 2018). Teachers in places like Davao City deal with a variety of demands, such as developing curricula, handling administrative tasks, and communicating with parents (Delima, 2015). These difficulties highlight the need for focused study that investigates the ways in which supportive school cultures and managerial conceptual skills might reduce attrition and improve teacher engagement in regional educational contexts.

To fill in these gaps, studies conducted in the Philippines, like the one in Davao City's Talomo- A District, use quantitative techniques like structural equation modeling to investigate the ways in which managerial conceptual abilities affect teaching engagement through a sympathetic school culture. This method adds to the body of knowledge on localized education research while also offering useful advice

on how to empower and retain teachers in a variety of educational settings.

### B. Theoretical/Conceptual Framework

This study is based on the engagement model developed by Macey and Schneider (2008), which suggests that teachers who have a strong emotional, cognitive, and behavioral connection to their teaching position will likely remain in the field. As Shuck (2011) points out, it emphasizes the value of a supportive work environment that offers purpose, security, and essential resources. By encouraging independence and intellectual stimulation, these circumstances promote teacher involvement.

Ahuja and Gupta (2018) also add to this approach by emphasizing the relationship between tenure and the organization's focus on results. This implies that continued involvement depends on the objectives of the school and the teachers' professional goals being in line with one another.

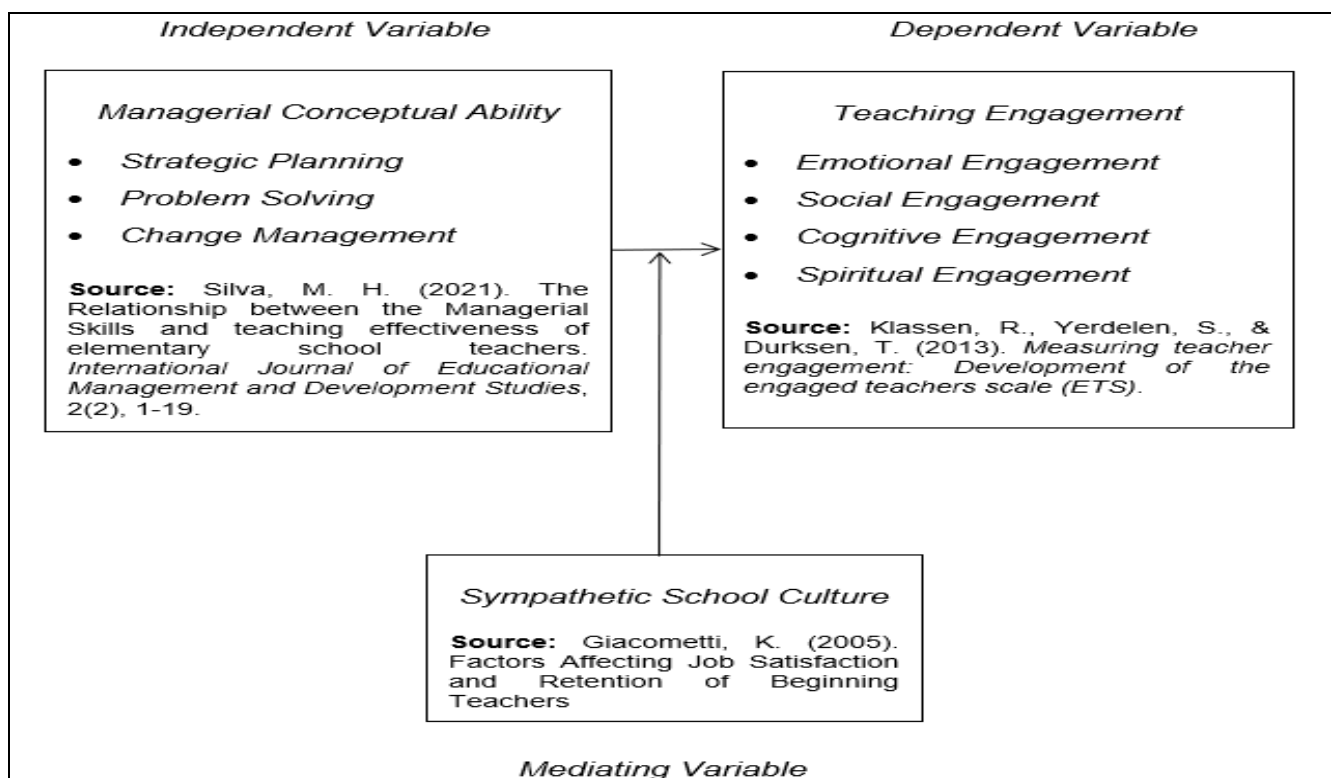


Fig 1 The Conceptual Framework of the Study

Based on Figure 1, this study investigates three key variables: the independent variable, managerial conceptual ability, which involves skills like strategic planning, problem solving, and change management as defined by Silva (2021); the dependent variable, teaching engagement, encompassing emotional, social, cognitive, and spiritual engagement according to Klassen et al. (2013); and the mediating variable, sympathetic school culture, described by Giacometti (2005) as fostering self-discovery, group connection, and the expression of beliefs and values among members. Managerial conceptual ability is pivotal as it influences teaching engagement directly, while sympathetic school culture plays a crucial role in mediating this relationship by shaping the environment in which teaching engagement flourishes.

### C. Statement of the Problem

The primary objective of this study was to determine the moderating effect of sympathetic school culture on the interaction between managerial conceptual ability and teaching in Talomo-A District, Davao City. Thus, the result of the study will answer the following questions:

- What is the extent of managerial conceptual ability of teachers in terms of:
  - strategic planning;
  - problem solving; and
  - change management?

➤ What is the extent of teaching engagement of teachers in terms of:

- emotional engagement;
- social engagement;
- cognitive engagement; and
- spiritual engagement?

➤ What is the extent of sympathetic school culture of teachers in Talomo-A District, Davao City?

➤ Is there a significant relationship between managerial conceptual ability and teaching engagement of teachers in Talomo-A District, Davao City when moderated by sympathetic school culture?

➤ Does sympathetic school culture significantly moderate the interaction between managerial conceptual ability and teaching engagement of the teachers in Talomo-A District, Davao City?

#### D. Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- *H<sub>01</sub>: There is no significant relationship between managerial conceptual ability and teaching engagement of teachers in Talomo-A District, Davao City when moderated by sympathetic school culture.*
- *H<sub>02</sub>: Sympathetic school culture does not significantly moderate the interaction between managerial conceptual ability and teaching engagement of the teachers in Talomo-A District, Davao City.*

## II. METHOD

### A. Research Design

In order to collect data and information relevant to the research aims, the study used a non-experimental design with a descriptive correlation technique. This quantitative method, which places a strong emphasis on logic, objectivity, and numbers, uses meticulous reasoning and static data to produce ideas about the study subject (Babbie et al., 2010). Myers and Well (2013) state that a correlated design establishes cause-and-effect correlations by examining the impact of the independent variable on the dependent variable. With this design, the researcher could record two variables at the same time and explain how they related to each other. The study also looked at the relationships between teaching engagement, managerial conceptual ability, and sympathetic school culture. Its goal was to find out if, in Talomo-A District, Davao City, sympathetic school culture moderates the interaction between teaching engagement and managerial conceptual ability.

### B. Research Respondents

Teachers from Davao City's Talomo-A District who teach elementary school were the study's respondents. Using stratified random sampling, which breaks the population into smaller subgroups or strata, 198 respondents in all were chosen. Only permanent-regular instructors, people without pending criminal or administrative proceedings, and people who willingly completed the informed consent form (ICF) were included in the survey, thanks to inclusion criteria. This

strategy attempted to choose participants who could supply pertinent data to meet the goals of the research. Furthermore, the study ignored the instructors' performance ratings in favor of concentrating only on the research questions.

### C. Research Instrument

The study utilized adapted and modified survey questionnaires to assess three main areas: managerial conceptual ability, teaching engagement, and sympathetic school culture among teachers. The first part of the questionnaire, based on Silva (2021), focused on managerial conceptual ability, covering strategic planning, problem solving, and change management. Responses were measured using a 5-point Likert scale. The reliability of this scale was confirmed with a Cronbach's alpha value of 0.918, indicating high reliability. The scale's interpretation ranged from "Very Extensive" (4.20-5.00) where abilities are always observed, to "Not Extensive" (1.00-1.79) where abilities are never observed.

The second part of the questionnaire examined teaching engagement, adapted from Klassen et al. (2013), and included emotional, social, cognitive, and spiritual engagement. This section also used a 5-point Likert scale, with a Cronbach's alpha value of 0.911, demonstrating excellent reliability. The descriptive levels ranged from "Very Extensive" (4.20-5.00), indicating that teaching engagement is always manifested, to "Not Extensive" (1.00-1.79), indicating it is never manifested.

The third part assessed the sympathetic school culture, adapted from Giacometti (2005), and also employed a 5-point Likert scale. The reliability of this scale was established with a Cronbach's alpha value of 0.766, also described as excellent. The interpretation of the scale ranged from "Very Extensive" (4.20-5.00), signifying that sympathetic school culture is always evident, to "Not Extensive" (1.00-1.79), signifying it is never evident. These structured and reliable scales provided a comprehensive measure of the variables central to the study.

### D. Data Analysis

Several statistical tools were utilized by the researcher to handle the data collected for the investigation. In Talomo-A District, Davao City, the mean was utilized to describe the degrees of instructional involvement, managerial conceptual capacity, and empathetic school culture. Taking into account the moderating variable (sympathetic school culture), indicated by *r*, partial correlation was used to evaluate the significant associations between the independent variable (managerial conceptual ability) and the dependent variable (teaching engagement). In order to precisely address study objective 5, hierarchical regression analysis was utilized to assess the moderating impact of a sympathetic school culture on the association between management conceptual competence and teaching engagement.

### E. Ethical Considerations

The researcher carefully followed accepted study practices, which included getting participants' informed consent and ethical clearance. Teachers in Davao City's Talomo-A District who satisfied certain requirements were specifically told of the study's goal and willingly took part. In

accordance with the Data Privacy Act of 2012, further steps were taken to guarantee respondents' psychological health, preserve their privacy, and uphold data confidentiality. There were no insensitive or personal questions throughout the study, and participants were allowed to leave at any moment without facing any consequences.

Furthermore, the researcher upheld transparency, integrity, and fairness during the investigation, guaranteeing impartiality in the selection of participants and minimizing disturbance to their daily schedule. As a result, the results were disseminated to participants and pertinent stakeholders, highlighting the significance of community engagement in the scientific process. The accuracy of the data and the suitability of the research facilities and materials were also guaranteed by the researcher, which added to the study's overall validity and dependability.

### III. RESULTS AND DISCUSSIONS

#### A. Managerial Conceptual Ability in Talomo-A District, Davao City

##### ➤ Strategic Planning

In particular, this dimension has a category mean of 3.22, interpreted as moderately extensive, which means that in terms of strategic planning, the teachers' managerial conceptual ability is sometimes observed in Talomo-A District, Davao City. The mean ratings of the items range from 2.78 to 4.01. For instance, the item "Proposing school

event and program" reflects a mean rating of 2.78, described as moderately extensive, while the item "Supporting the school's mission, vision, and values" shows a mean rating of 4.01, described as extensive and interpreted as oftentimes observed by the teachers in Talomo-A District, Davao City.

The findings imply that Talomo-A District, Davao City, occasionally exhibits the efficient process of formulating strategy or direction and choosing how best to allocate resources in order to achieve strategic goals. This result is consistent with the findings of Nazari et al. (2016), who highlighted that good planning is necessary for managers to become more successful communicators and managers within an organization. Furthermore, the outcome is consistent with the findings of Goodarzi et al. (2015), who pointed out that managers can increase organizational effectiveness by taking into account networks of successful communication and developing human capabilities, such as management and communication abilities.

Overall, the level of teachers' management conceptual capacity in Talomo-A District, Davao City, with regard to strategic planning, identifies areas in need of development. While some things, like supporting the school's mission, vision, and values, are frequently noted, other things, like suggesting events and programs, need more focus in order to improve the teachers' overall strategic planning ability. This well-rounded viewpoint emphasizes how crucial ongoing improvement is to strategic planning in order to attain organizational effectiveness.

Table 1 Extent of Managerial Conceptual Ability of Teachers in Terms of Strategic Planning

Statement	Mean	Descriptive Rating
1. Setting the specific objectives and outcomes of the classroom activities.	3.29	Moderately Extensive
2. Proposing school event and program.	2.78	Moderately Extensive
3. Supporting the school's mission, vision and values.	4.01	Extensive
4. Understanding how learning best occurs as a role of teachers as facilitator.	2.91	Moderately Extensive
5. Detailing contemporary education trends and expectations in the classroom activities.	3.12	Moderately Extensive
<b>Mean</b>	<b>3.22</b>	<b>Moderately Extensive</b>

##### ➤ Problem Solving

In terms of problem-solving abilities, teachers in Talomo-A District, Davao City exhibit a robust capability, with a category mean of 4.19 described as extensive. This indicates that the teachers' managerial conceptual ability in problem solving is often observed. The mean ratings across various items in this category range from 4.01 to 4.57. For instance, items like "Empowering to see what goes on in the working environment" received a mean rating of 4.01, interpreted as extensive and frequently observed, while "Reflecting to appropriate and react to solutions as they arise" achieved a mean of 4.57, described as very extensive and consistently observed by teachers in the district.

This ability to solve problems fits in with the viewpoint of Pineda-Escobar and Cortes (2018), who stress the need of problem solving in order to access contextual knowledge in order to improve learning processes and promote student-teacher collaboration. In line with this perspective, Valles-Montero et al. (2020) assert that planning is a methodical approach to issue solving that include skillfully prioritizing and crafting policies. These results highlight the teachers' proficiency in coming up with original ideas and setting up collaborative efforts to solve problems, which helps their community's educational system succeed.



Table 2 Extent of Managerial Conceptual Ability of Teachers in Terms of Problem Solving

Statement	Mean	Descriptive Rating
1. Reflecting to appropriate and react to solutions as they arise.	4.57	Very Extensive
2. Empowering to see what goes on in working environment.	4.01	Extensive
3. Devising creative solutions to abstract problems.	4.17	Extensive
4. Organizing teamwork to solve a problem.	4.07	Extensive
5. Considering how the members of the club work together.	4.12	Extensive
<b>Mean</b>	<b>4.19</b>	<b>Extensive</b>

### ➤ Change Management

In terms of change management skills, teachers in Talomo-A District, Davao City demonstrate a moderately extensive ability, with a category mean of 3.07 indicating that their managerial conceptual ability in this area is often observed. Across various items measured, mean ratings range from 2.68 to 3.67. For instance, "Evaluating the current status to reach the desired aim" received a mean rating of 2.68, interpreted as moderately extensive and occasionally observed, while "Assisting strategy to meet the goal of the organization" achieved a mean of 3.67, described as extensive and frequently observed by teachers in the district.

The moderate level of change management expertise is consistent with the viewpoint of Hodges (2015), who

contends that structured management techniques make a substantial contribution to enhanced organizational effectiveness. Furthermore, Valentine et al. (2014) stress how critical it is for management to be effective in creating an ethical organizational culture since doing so is essential to improving overall performance, particularly in educational environments such as those found in Talomo-A District.

These results highlight the teachers' ability to support ongoing learning and knowledge creation as well as methodically aid in the acquisition of competence. Teachers play a critical role in improving instructional practices and organizational effectiveness within their district by actively participating in methods to fulfill organizational goals and monitoring progress towards desired results.

Table 3 Extent of Managerial Conceptual Ability of Teachers in Terms of Change Management

Statement	Mean	Descriptive Rating
1. Helping to design approach to transitioning individuals of the teacher organization.	2.86	Moderately Extensive
2. Assisting strategy to meet the goal of the organization.	3.67	Extensive
3. Evaluating the current status to reach the desired aim.	2.68	Moderately Extensive
<b>Mean</b>	<b>3.07</b>	<b>Moderately Extensive</b>

Table 4 presents an overview of the managerial conceptual ability of teachers in Talomo-A District, Davao City, with an overall mean score of 3.49, categorized as extensive and indicating frequent observation. Notably, problem solving emerged as the highest-rated dimension with a mean score of 4.19, described as extensive and often observed by teachers. Conversely, change management received the lowest mean score of 3.07, categorized as moderately extensive and occasionally observed in teachers within the district.

Based on the extensive standing across all dimensions, it appears that Talomo-A District instructors regularly exhibit their capacity to visualize the organization in its entirety. This result is consistent with the findings of Kim et al. (2019), who stress the significance of instructors cultivating strategic thinking abilities in order to comprehend organizational dynamics and effectively address issues as they emerge. Additionally, Silva (2021) emphasizes how teachers' perceived leadership abilities are critical to understanding how different organizational components are interconnected and improving their efficacy in educational settings such as Talomo-A District.

Table 4 Summary on the Extent of Managerial Conceptual Ability of Teachers in Talomo-A District, Davao City

Indicators	Mean	Descriptive Equivalent
Strategic Planning	3.22	Moderately Extensive
Problem Solving	4.19	Extensive
Change Management	3.07	Moderately Extensive
<b>Overall</b>	<b>3.49</b>	<b>Extensive</b>

#### B. Teaching Engagement of Teachers in Talomo-A District, Davao City

##### ➤ Emotional Engagement

Table 5 illustrates the extent of teaching engagement of teachers in terms of emotional engagement, with an overall mean of 3.32, categorized as moderately extensive, indicating that it is sometimes observed in Talomo District, Davao City. The mean ratings for different items vary from 2.92 to 3.78. Specifically, the item "Feeling happy while teaching" has a mean rating of 2.92, described as moderately extensive and often observed. In contrast, "Being excited about teaching" has a higher mean rating of 3.78, described as extensive and oftentimes observed.

These findings imply that instructors in the Talomo-A District sometimes observed positive emotional engagement, such as enthusiasm and enjoyment about their work as teachers. This result is consistent with the findings of Kuok and Taormina (2017), who observed that highly engaged teachers exhibit pleasant emotions and high levels of activity. Furthermore, it aligns with Rich et al. (2010), who emphasized that an employee's energy and work completion are highly influenced by their feelings and ideas. Furthermore, as Shuck and Reio (2013) noted, those who are emotionally engaged have a strong sense of pride and belonging in their company, which is consistent with the study's findings regarding emotional involvement levels.

Table 5 Extent of Teaching Engagement of Teachers in Terms of Emotional Engagement

Statement	Mean	Descriptive Rating
1. Loving teaching.	3.12	Moderately Extensive
2. Being excited about teaching.	3.78	Extensive
3. Feeling happy while teaching.	2.92	Moderately Extensive
4. Finding teaching is fun.	3.46	Extensive
<b>Mean</b>	<b>3.32</b>	<b>Moderately Extensive</b>

##### ➤ Social Engagement

Table 6 reveals that the domain of social engagement among teachers in Talomo-A District, Davao City, has a category mean of 3.49, described as extensive, indicating that this aspect of teaching engagement is oftentimes manifested. The mean ratings for different items range from 2.64 to 3.98. Notably, the item "Caring about the problems of my colleagues and students while at school" has a mean rating of 2.64, described as moderately extensive and sometimes manifested. Conversely, "Valuing the relationships I build with my students and colleagues while at school" has a mean rating of 3.98, described as extensive and often observed.

The findings suggest that Talomo-A District teachers often observe the interactions they form with stakeholders and other instructors. This result is consistent with the findings of Pianta et al. (2012), who pointed out that teaching requires a high level of social engagement energy to build relationships—a requirement not usually present in other occupations. Furthermore, the results corroborate the findings of Ferris et al. (2012), who noted that those with excellent social skills report higher wages, promotions, and performance ratings. This suggests that teachers' social involvement plays a role in their success as professionals.

Table 6 Extent of Teaching Engagement of Teachers in Terms of Social Engagement

Statement	Mean	Descriptive Rating
1. Valuing the relationships I build with my students and colleagues while at school.	3.98	Extensive
2. Being aware of my students' and colleagues' feelings while at school.	3.46	Extensive
3. Caring about the problems of my colleagues and students while at school.	2.64	Moderately Extensive
4. Connecting well with my colleagues and students while at school.	3.89	Extensive
<b>Mean</b>	<b>3.49</b>	<b>Extensive</b>

### ➤ Cognitive Engagement

Based on Table 7, the domain of cognitive engagement among teachers in Talomo-A District, Davao City, has a category mean of 3.57, described as extensive, signifying that this domain of teaching engagement is oftentimes manifested. The mean ratings for different items range from 3.26 to 4.02. Specifically, the item "Working with intensity while teaching" has a mean rating of 3.26, described as moderately extensive and interpreted as oftentimes manifested. Meanwhile, the item "Trying my hardest to perform well while teaching" reflects a mean rating of 4.02, described as extensive and oftentimes manifested in Talomo-A District, Davao City.

The extensive rating of cognitive engagement suggests that Talomo-A District, Davao City instructors consistently demonstrate their cognitive resources at work, including

devoting time to contemplate and focus on their jobs. This result is consistent with the findings of Kuok and Taormina (2017), who observed that one trait of cognitive work engagement is the highly involved individuals' sense that time at work is flying by. Employees that possess well-functioning cognitive processes may be able to boost corporate efficiency.

Furthermore, the broad display of cognitive engagement that educators in this district have demonstrated emphasizes their commitment and concentration in carrying out their responsibilities. The mean scores provide evidence for the outcome, which is consistent with the theory that teachers who are cognitively engaged are more likely to devote their mental energies to their work, improving their overall effectiveness and making a beneficial contribution to the learning environment.

Table 7 Extent of Teaching Engagement of Teachers in Terms of Cognitive Engagement

Statement	Mean	Descriptive Rating
1. Paying a lot of attention to my work while teaching.	3.56	Extensive
2. Throwing myself into my work while teaching.	3.44	Extensive
3. Working with intensity while teaching.	3.26	Moderately Extensive
4. Trying my hardest to perform well while teaching.	4.02	Extensive
<b>Mean</b>	<b>3.57</b>	<b>Extensive</b>

### ➤ Spiritual Engagement

As shown on Table 8, the dimension of spiritual engagement among teachers in Talomo A District, Davao City, has a category mean of 3.21, described as moderately extensive, indicating that this aspect of teaching engagement is sometimes manifested. The mean ratings of the different items range from 3.07 to 3.44. Specifically, the item "Showing that promoting a better world is as important as spiritual practices" has a mean rating of 3.07, described as moderately extensive and interpreted as sometimes manifested. Meanwhile, the item "Believing that spiritual beliefs is helpful in my daily routines in the class" reflects a mean rating of 3.44, described as extensive and interpreted as oftentimes manifested by the teachers.

This finding implies that there is sometimes manifested in Talomo-A District, Davao City, of the belief in the value of spiritual practices in assisting teachers in

adjusting and finding fulfillment in their work. This result supports the theory put forth by Osman-Gani et al. (2010) that spiritual activity has a major impact on moral judgment, ethical attitudes, and managerial conduct in the workplace. It also supports the idea put forth by Akkerman and Meijer (2011) that teachers' actions and self-perception in their jobs as educators are often guided by their ideas about teaching and learning.

Although some teachers in Talomo-A District find that their spiritual beliefs complement their daily routines and professional responsibilities, the district as a whole does not appear to exhibit consistent or widespread spiritual manifestations, according to the moderately detailed rating on spiritual engagement. This emphasizes how different spiritual engagement can have on teaching methods and how individual beliefs can impact educational philosophies and classroom dynamics.

Table 8 Extent of Teaching Engagement of Teachers in Terms of Spiritual Engagement

Statement	Mean	Descriptive Rating
1. My educational philosophy relies on my a particular religious practices.	3.13	Very Extensive
2. Being confident because of my religious upbringing.	3.18	Extensive
3. Showing that promoting a better world is as important as spiritual practices is.	3.07	Extensive
4. Believing that spiritual beliefs is helpful in my daily routines in the class.	3.44	Very Extensive
<b>Mean</b>	<b>3.21</b>	<b>Very Extensive</b>

Table 9 presents a summary of the extent of teaching engagement among teachers in Talomo-A District, Davao City. The overall mean score for teaching engagement is 3.40, described as extensive, indicating that teaching engagement is oftentimes manifested in the district. The table further reveals that teaching engagement in terms of cognitive engagement has the highest mean score of 3.57, also described as extensive and interpreted as oftentimes manifested. In contrast, teaching engagement in terms of spiritual engagement has the lowest mean score of 3.21, described as extensive but interpreted as sometimes manifested in Talomo-A District, Davao City.

This shows that teachers in Davao City's Talomo-A District often demonstrate the voluntary allocation of personal resources toward the variety of duties required in the teaching profession. This result is consistent with study by Schaufeli and Salanova (2011), which shows that teachers are motivated to act energetically by their sensations of energy, which is reflected in their teaching engagement. Teaching demands a level of social engagement and relationship-building energy that is uncommon in other occupations. Moreover, the outcome validates Gülbahar's (2017) claim that positive organizational behaviors including self-initiative, learning drive, taking on new tasks, and planning are associated with teaching engagement.

Table 9 Summary on the Extent of Teaching Engagement of Teachers in Talomo-A District, Davao City

Indicators	Mean	Descriptive Equivalent
Emotional Engagement	3.32	Moderately Extensive
Social Engagement	3.49	Extensive
Cognitive Engagement	3.57	Extensive
Spiritual Engagement	3.21	Moderately Extensive
<b>Overall</b>	<b>3.40</b>	<b>Extensive</b>

#### C. Sympathetic School Culture in Talomo-A District, Davao City

Table 10 presents the extent of sympathetic school culture in Talomo-A District, Davao City as perceived by the teachers, reflecting an overall mean of 3.33, described as moderately extensive. The mean ratings of the items range from 2.92 to 3.76, indicating variability in teachers' perceptions. Specifically, the item "The school head supports my decisions and actions" has a mean rating of 2.92, described as moderately extensive and interpreted as sometimes evident. Meanwhile, the item "Believing that work provides a powerful channel to express one's knowledge, ability, and creativity" shows a mean rating of 3.76, described as extensive and interpreted as oftentimes evident. These results suggest that the supportive culture, which inspires members to promote self-discovery, group connection, and relationship-building, is sometimes evident among the respondents.

The teachers' rather high assessment of the supportive school culture is consistent with Kundu and Lata's (2017) assertion that the majority of working people look for a better

place to work. This viewpoint holds that a healthy workplace culture places an emphasis on providing resources to employees that enable them to handle demanding work environments, which strengthens relationships within the organization. This result is consistent with Rossi's (2018) claim that a caring school culture plays a critical role in predicting turnover because it makes people feel valued and connected to their coworkers, which strengthens organizational ties and makes it more difficult for them to leave without suffering a major loss.

In conclusion, the teachers' assessments of the sympathetic school culture in Talomo-A District, Davao City, indicate a somewhat high degree of connection and support. Positive educational environments are fostered by this setting, which is marked by a supportive head of school and possibilities for knowledge and creative expression. The findings, which are consistent with the opinions of Kundu and Lata (2017) and Rossi (2018), highlight the significance of a connected and supportive school culture in raising work satisfaction and lowering turnover.

Table 10 Sympathetic School Culture in Talomo-A District, Davao City

Statement	Mean	Descriptive Rating
1. The school head ensures that we have the necessary materials to carry out our teaching assignment.	3.14	Moderately Extensive
2. The school head is very supportive of the staff when new teaching methods are being implemented.	3.49	Extensive
3. The school head supports my decisions and actions.	2.92	Moderately Extensive
4. The school environment created by a strong leadership team and support from the staff helps to create a positive environment in which to teach.	3.76	Extensive
<b>Mean</b>	<b>3.33</b>	<b>Moderately Extensive</b>



*D. Relationship between Managerial Conceptual Skills and Teaching Engagement of Teachers in Talomo-A District, Davao City with Sympathetic School Culture as Moderator*

The analysis of the relationship among teachers' managerial conceptual skills, teaching engagement, and sympathetic school culture in Talomo-A District, Davao City reveals significant findings. Bivariate correlation analysis using partial correlation was employed to determine the relationships among these variables. The results, as presented in Table 11, indicate a significant positive relationship between managerial conceptual skills and teaching engagement, with a p-value of .000, which is less than the .05 level of significance ( $r = .554$ ,  $p < 0.05$ ). This suggests that as the extent of managerial conceptual skills increases, teaching engagement also significantly improves, leading to the rejection of the null hypothesis of no significant relationship between these variables in Talomo-A District, Davao City.

Furthermore, Table 11 shows that specific aspects of managerial conceptual skills—strategic planning, problem solving, and change management—also have significant positive relationships with teaching engagement. The p-values for these relationships are all .000, which are less than the .05

level of significance, with correlation coefficients of ( $r = .351$ ,  $p < 0.05$ ), ( $r = .659$ ,  $p < 0.05$ ), and ( $r = .246$ ,  $p < 0.05$ ), respectively. These findings align with Rincon et al. (2017), who proposed that perceived leadership proficiency facilitates the systematization of actions under productivity and organizational criteria to achieve educational goals. Additionally, Arias-Velandia et al. (2018) highlighted that teachers possess the power to influence behavior and direct their teaching processes effectively through strategic planning and leadership skills.

Moreover, the results corroborate Muraina's (2017) assertion that managerial skills are a collection of characteristics and abilities that allow managers to successfully lead a company. This study highlights the significance of managerial conceptual abilities in improving classroom engagement by showing that educators who are proficient in problem-solving, strategic planning, and change management are better able to create a stimulating and effective learning environment. The study supports the idea that efficient management is essential to accomplishing educational goals and enhancing teaching techniques by highlighting the crucial role that managerial and leadership skills play in the educational setting.

Table 11 Relationship between Managerial Conceptual Skills and Teaching Engagement of Teachers in Talomo-A District, Davao City with Sympathetic School Culture as Moderator

Variables	Instructional Supervision Skills		
	Sympathetic School Culture (Moderator)		
	r-value	p-value	Decision
Strategic Planning	0.351*	0.000	Reject $H_0$
Problem Solving	0.659*	0.000	Reject $H_0$
Change Management	0.246*	0.000	Reject $H_0$
Overall Managerial Conceptual Skills	0.554*	0.000	Reject $H_0$
*Significant @ $p < 0.05$			

*E. Moderating Effect of Sympathetic School Culture on the Interaction between Managerial Conceptual Ability and Teaching Engagement of Teachers in Talomo-A District, Davao City*

The moderating effect of sympathetic school culture (SSC) on the relationship between managerial conceptual ability (MCA) and teaching engagement (TE) of teachers in Talomo-A District, Davao City, was tested using hierarchical regression analysis. Results presented in Table 12 indicate that in Step 1, both MCA and SSC showed significant positive relationships with TE, with Beta coefficients of  $\beta = 0.105$ , S.E. = 0.056,  $p < 0.05$  for MCA, and  $\beta = 0.211$ , S.E. = 0.049,  $p < 0.05$  for SSC. The regression model explained 63.80% of the variance in TE ( $R^2 = 0.638$ ,  $p < 0.05$ ) when MCA and SSC were included as independent variables without the interaction term. This initial analysis rejects the null hypothesis of no significant relationship between these variables.

In Step 2 of the analysis, where the interaction term (MCA\*SSC) was added, the Beta coefficients were  $\beta = 0.384$ , S.E. = 0.031,  $p < 0.05$  for MCA,  $\beta = 0.177$ , S.E. = 0.048,  $p < 0.05$  for SSC, and  $\beta = 0.224$ , S.E. = 0.052,  $p < 0.05$  for the

interaction term. The model with the interaction term explained 72.20% of the variance in TE ( $R^2 = 0.722$ ,  $p < 0.05$ ), indicating that the interaction term accounted for an additional 8.40% of the variance in the dependent variable ( $\Delta R^2 = 0.084$ ). This result further rejects the null hypothesis, showing that SSC significantly moderates the relationship between MCA and TE, enhancing the predictive power of the model.

This study underscores the importance of a sympathetic school culture in positively moderating the relationship between managerial conceptual ability and teaching engagement. This finding aligns with Ahuja and Gupta (2018), who noted that teachers with a long tenure in an educational organization develop a clear understanding of the school's orientation towards results, which is crucial for predicting work engagement. Additionally, this is consistent with Macey and Schneider's (2008) engagement model, which suggests that highly effective teachers are more willing to invest time, physical, and mental energy into their jobs when they find the work meaningful, safe, and when they receive the necessary resources to perform their tasks.

Table 12 Moderating Effect of Sympathetic School Culture on the Interaction Between Managerial Conceptual Ability and Teaching Engagement of Teachers in Talomo-A District, Davao City

Step 1	Teaching Engagement (TE)				
	B	Beta	S.E	p-value	Decisions
Managerial Conceptual Ability (MCA)	.105	.131	.056	.000	Reject Ho
Sympathetic School Culture (SSC)	.211	.078	.049	.000	Reject Ho
R <sup>2</sup> = 0.638	F-value = 117.884**		p-value = 0.000		
Step 2					
Managerial Conceptual Ability (MCA)	.384**	.576	.031	.000	Reject Ho
Sympathetic School Culture (SSC)	.177**	.126	.048	.000	Reject Ho
Moderator (MCA*SSC)	.224**	.089	.052	.000	Reject Ho
R <sup>2</sup> = 0.722	F-value = 132.087**		p-value = 0.000		
*Significant @ p<0.05					

#### IV. CONCLUSIONS AND RECOMMENDATIONS

##### A. Summary of Findings

Using a non-experimental quantitative design and correlation technique, the study sought to ascertain the moderating effect of sympathetic school culture on the relationship between managerial conceptual competence and teaching engagement. Using stratified random sampling, 198 primary school teachers in Davao City's Talomo-A District were chosen to be responders. The survey questionnaires were improved and modified, and their internal consistency and dependability were verified by pilot testing. The results showed that teachers' total mean score for managerial conceptual ability was 3.49, with mean scores of 3.22, 4.19, and 3.07 for issue solving, change management, and strategic planning, respectively. The total mean score for teachers' teaching engagement was 3.40, with mean values of 3.32, 3.49, 3.57, and 3.21 for emotional, social, cognitive, and spiritual engagement, respectively. The overall mean for the degree of sympathetic school culture was 3.33.

Additionally, with a p-value of .000 ( $r = .554$ ,  $p < 0.05$ ), the study discovered a substantial positive link between managerial conceptual competence and teaching engagement when it was moderated by a sympathetic school culture. The results of the research demonstrated that the interaction between management conceptual competence and teaching engagement was strongly moderated by a sympathetic school culture, raising the variation in teaching engagement to 72.20% ( $R^2 = 0.722$ ,  $p < 0.05$ ). An extra 8.40% of the variance in the dependent variable was explained by the interaction term ( $\Delta R^2 = 0.084$ ). These results show the significance that sympathetic school culture plays in creating a positive and productive learning environment by strengthening the link between management conceptual competence and instructional engagement.

##### B. Conclusions

Multiple conclusions were drawn from the study's findings. First, Talomo-A District, Davao City teachers' administrative conceptual capacity was evaluated as extensive overall. In particular, problem resolution was regarded as substantial, but change management and strategic planning were assessed as relatively extensive. This suggests that teachers frequently have the capacity to see the organization as a whole. Teachers in the district were also regarded as having extensive teaching involvement; social and cognitive engagement was rated as extensive, while emotional and spiritual engagement was scored as fairly extensive. This implies that educators regularly devote personal resources to fulfilling the variety of responsibilities demanded of them in their line of work.

Furthermore, Talomo-A District's friendly school culture was said to be widespread. This suggests that interactions among members are fostered by the environment, which frequently promotes self-discovery, group connection, and the expressing of opinions and values. Additionally, the study demonstrated that, in the presence of a supportive school culture, management conceptual capacity significantly positively correlates with teaching engagement. This indicates that instructional engagement is greatly impacted by changes in managerial conceptual capacity, particularly when sympathetic school culture is taken into account. Ultimately, the research demonstrated how sympathetic school culture plays a critical role in strengthening the relationship between management conceptual competence and teaching engagement by significantly moderating the latter.

### C. Recommendations

The researcher of this study suggests that policymakers at DepEd should develop strategies to improve instruction that pertains to teaching engagement. In order to make sure that educational objectives are met, DepEd should give special attention to creating the framework for commitment implementation, creating mission statements and plans, providing funding for teachers to become leaders, and forming advisory groups with representatives from the community and administration. In order to improve student achievements, school administrators should also encourage excellent communication between themselves and the teachers. In order to guarantee that instructors are included as important voices, administrators should communicate in a timely, transparent, and proactive manner. Determining the best ways to use the communication platforms that work best is also crucial. Lastly, given that the addition of a sympathetic school culture explained just 72.20% of the variance in instructional experiences, researchers should look into additional factors impacting the interplay between management conceptual competence and teaching engagement.

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