Professional Reputation and Service Efficacy of Teachers in Public Elementary Schools

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

This study explored the professional reputation and service efficacy of teachers in Manay District, Division of Davao Oriental, employing a non-experimental quantitative research design with a correlational method. The study utilized universal sampling, involving 135 public elementary school teachers. Data were collected through validated survey instruments and analyzed using descriptive statistics, Pearson r, and regression analysis. The findings revealed that the professional reputation of public elementary school teachers, measured in terms of obligation, truthfulness, admiration, sympathy, and communal responsibility, was often manifested. Meanwhile, their service efficacy, assessed through collaboration, decision-making, resource utilization, and communication, was sometimes evident. A significant relationship was found between professional reputation and

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service efficacy. Furthermore, specific domains of professional reputation were significant predictors of service efficacy. These results have important implications for educators and policymakers, particularly in designing professional development programs that enhance both professional reputation and service efficacy. It is recommended that public-school teachers participate in conferences and training offered by the Department of Education (DepEd) to foster professional growth and improve their teaching practices. Limitations of the study include its reliance on self-reported data and the focus on a single district, which may affect the generalizability of the findings. Future research could explore similar relationships in other contexts or investigate additional factors influencing service efficacy.

Keywords: Professional reputation; service efficacy; teachers; public elementary schools; Philippines.
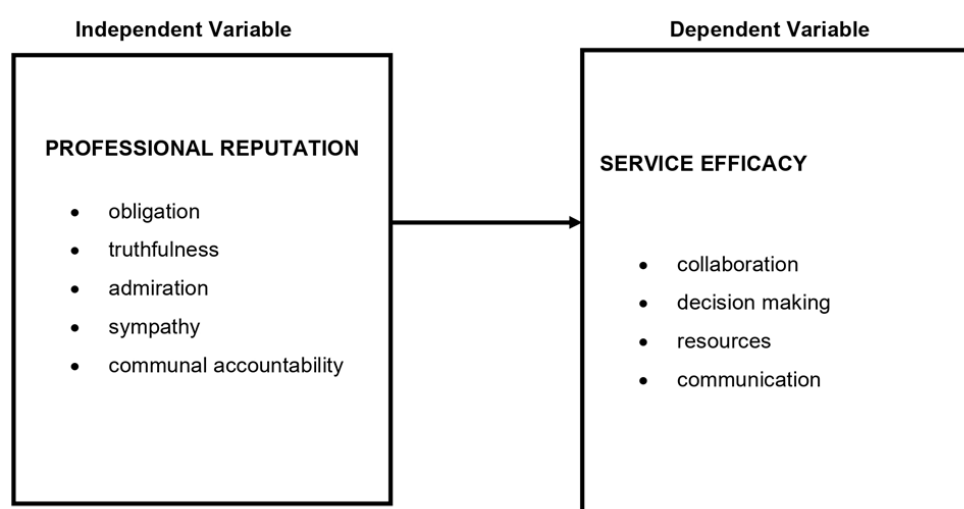
1. INTRODUCTION

A positive professional reputation plays a significant role in an individual's career success, opening doors to promotions, unique job opportunities, and pay raises (Gustafsson & Swart, 2020). In the teaching profession, professional reputation is regarded as the admiration and respect of those in positions to assess and form opinions about educators (Devine, 2020). This reputation is built through specific strengths and consistent behaviors, which resonate with others, especially in the context of service efficacy (Appleby, 2018). Service efficacy, in turn, reflects professionalism and translates into highly sought-after teachers in schools (Gutierez, 2019). Professional reputation is more than just a personal trait; it involves how individuals express and communicate their skills, personality, and values both in person and online (Bourgoin & Harvey, 2018).

Accountability is a key element of professional reputation. Behaviors such as avoiding phone calls, missing deadlines, or arriving late to meetings can be detrimental. Conversely, following through on commitments, accepting accountability for mistakes, and offering sincere apologies are crucial for fostering trust and enhancing service efficacy (James, 2018). Trust in educational settings, as highlighted by Bormann, Niedlich, and Würbel (2021), plays a significant role in shaping the professional reputation of teachers, as it underpins collaborative relationships and fosters a positive school environment. Building a good professional reputation takes years of consistent behavior, yet it can be destroyed in seconds (Olsson, 2018). Professionals with strong reputations are highly recommended for jobs, invited to esteemed research teams, and introduced to influential individuals who can advance their careers (Brogan & Smith, 2020). In short, people are eager to associate with those who uphold a good reputation (Nicholas, 2018).

The role of emotional intelligence in teacher productivity and performance has also been highlighted in recent studies (Galang, et al., 2016). Emotional intelligence enhances teachers' ability to manage classroom dynamics effectively, directly contributing to their professional reputation and service efficacy. Moreover, digital learning tools have significantly influenced the education sector, offering innovative avenues for teaching and learning that can further bolster a teacher's reputation (Yadav, 2024). Social media also plays a critical role in modern education, serving as a platform for educators to share knowledge, build professional networks, and enhance their visibility (Meena et al., 2013).

In the context of public education in the Philippines, Republic Act 9155 grants public school teachers the authority to act as both instructional leaders and classroom managers, ensuring that the goals of quality basic education are met at the school level. This empowerment is further reinforced by the Department of Education's (DepEd) Teachers Empowerment Program, which upgrades classroom decision-making authority through the de-concentration of management functions (Babao, 2022). However, one significant mistake can tarnish a teacher's reputation, leading to missed opportunities and eroded confidence. Rebuilding such a reputation can be time-consuming and divert teachers from their primary responsibilities (Richardson, 2022).

Empowered teachers, trusted to address pressing issues in their schools, are better positioned to improve public education (Akar, 2023). Nonetheless, the scrutiny placed on teachers, particularly regarding their leadership practices, raises important questions about their professional reputation and service efficacy. As leaders in their classrooms, teachers are expected to demonstrate effectiveness and efficiency while navigating these challenges.

Independent Variable

PROFESSIONAL REPUTATION

- obligation
- truthfulness
- admiration
- sympathy
- communal accountability

Dependent Variable

SERVICE EFFICACY

- collaboration
- decision making
- resources
- communication

Fig. 1. Conceptual Framework of the Study

The main aim of this study was to examine the relationship between the professional reputation and service efficacy of teachers in public elementary schools. By exploring this relationship, the study aims to provide insights into how teachers' reputation and efficacy contribute to their roles as instructional leaders and classroom managers, ultimately supporting the goals of quality basic education.

1.1 Null Hypothesis

The null hypotheses of this study were as follows: There was no significant relationship between the professional reputation and service efficacy of teachers in public elementary schools. Furthermore, the domains of professional reputation did not significantly influence the service efficacy of teachers in public elementary schools. These hypotheses were tested to determine whether professional reputation played a substantial role in shaping the service efficacy of teachers.

2. METHODOLOGY

2.1 Research Design

This study employed the descriptive correlational method. According to Pregoner (2024), the descriptive correlational method is a measure of the association between variables with varying levels of measurement. In some cases, two variables become related because they are associated with, or influenced by, another variable or variables. Thus, two variables generally tend to vary together, where the

presence of one indicates the presence of the other, or one can be predicted based on the presence of the other. This method was utilized because the focal point of this two-variable research study is to measure the degree of relationship between professional reputation and service efficacy of public elementary school teachers.

The goal of conducting a quantitative research study is to determine the relationship between one variable (an independent variable) and another (a dependent or outcome variable) within a population. Quantitative research designs are often descriptive, where subjects are usually measured once (Mohajan, 2020). A descriptive study establishes only associations between variables. Descriptive research aims to describe the characteristics of the population or phenomenon being studied. This methodology focuses more on the "what" of the research subject rather than the "why." In other words, descriptive research primarily focuses on describing the nature of a demographic segment or phenomenon without delving into the underlying reasons (Remler, et al., 2021). In this context, the study examined the relationship between professional reputation and service efficacy of public elementary school teachers.

2.2 Research Respondents

The respondents of the study were selected teachers from various public elementary schools in the Manay District, Division of Davao Oriental. Universal sampling was employed to select the respondents. A total of 135 teachers from Manay

Elementary School participated in the study. The respondents rated the survey questionnaires administered to them. The participating teachers had at least three years of service in public schools. This study was conducted during the school year 2022 to 2023.

2.3 Research Instrument

The research instrument used for gathering data was a self-made set of survey questionnaires. Pilot testing was conducted with 30 teachers from a separate elementary school in Manay, Davao Oriental. The reliability and validity of the instrument yielded a mean Cronbach's alpha rating of 0.810. This study utilized self-made questionnaires for the two variables under investigation. The survey questionnaire consisted of two parts. Part one focused on professional reputation and included five indicators, each with six items, totaling 30 items. Part two addressed service efficacy. To ensure the validity of the self-made questionnaire, it was reviewed by three experts in the field of Educational Management. The first draft of the questionnaire was submitted to the research adviser for comments and suggestions to enhance its content. Final revisions were made based on the feedback and recommendations from the experts, ensuring the questionnaire was ready for distribution and administration. Responses to the questionnaire were measured on a 5-point Likert scale, where participants were asked to rate their responses from Strongly Agree (5) to Strongly Disagree (1). This scale allowed for the assessment of the level of agreement or disagreement with statements related to professional reputation and service efficacy.

2.4 Data Gathering Procedure

The data gathering procedures undertaken by the researcher included several steps. First, a letter requesting permission to conduct the study was sent to the public elementary school heads, district supervisor, and principal of the Department of Education to allow the researcher to distribute the questionnaire and gather data from the teachers. Once approval was obtained, the researcher proceeded to selected elementary schools in the Manay District. The questionnaires, along with endorsements and approval from the supervisor and division superintendent, were distributed to the school heads. After the target respondents completed the survey, the questionnaires were retrieved. The researcher then employed a scoring system as outlined in the research instrument, using Microsoft Excel software to accurately tabulate the responses. Finally, the computed responses were presented in tabular form, and data analysis and interpretation were applied to present concrete findings of the study.

2.5 Data Analysis

The statistical tools used for the computation of data and testing the hypothesis at the 0.05 level of significance were as follows. The mean was utilized to determine the levels of professional reputation and service efficacy. Pearson r was employed to identify the significant relationships between professional reputation and service efficacy. Lastly, regression analysis was applied to measure how the domains of professional reputation significantly influenced service efficacy.

3. RESULTS AND DISCUSSION

3.1 Level of Professional Reputation among Teachers

Table 1. Level of Professional Reputation among Teachers

No	Indicators	Mean (x)	Descriptive Level
1.	obligation to excellence	3.59	High
2.	uprightness and truthfulness	3.84	High
3.	admiration for others	2.98	Moderate
4	sympathy	3.86	High
5.	communal accountability	4.01	Very High
Overall		**3.66**	**High**

Table 1 presents the level of professional reputation among teachers across five indicators. The highest mean was observed in communal accountability with 4.01, rated as very high, indicating that teachers are highly committed to upholding shared responsibilities and contributing to the welfare of the community. The second highest mean was recorded for sympathy of 3.86, rated as high, demonstrating teachers' ability to show empathy and concern for others. Uprightness and truthfulness followed with a mean score of 3.84, also rated as high, reflecting teachers' integrity and honesty in their professional conduct. Obligation to excellence received a mean score of 3.59, rated as high, showing that teachers are dedicated to maintaining high standards in their work. Admiration for others, with a mean of 2.98, was rated as moderate, suggesting that while teachers generally respect their colleagues, this area could be further developed. Overall, the mean score of 3.66 signifies a high level of professional reputation among teachers, indicating that they consistently demonstrate a strong commitment to excellence, integrity, and communal responsibility.

This finding corroborates with the study of Fitria (2018), which emphasized the critical role of a teacher's professional reputation in creating a positive and effective learning environment. Teachers who exhibit a high level of commitment to excellence, integrity, and communal responsibility are more likely to inspire confidence and trust, contributing to student success. The high mean score in this study suggests that teachers consistently demonstrate these qualities, which are essential for fostering a nurturing academic atmosphere and encouraging overall student development.

Moreover, the finding aligns with the study of Zheng (2022), which argued that a teacher's professional reputation is not only shaped by their teaching abilities but also by their ethical behavior, ability to collaborate with colleagues, and dedication to student well-being. The high level of professional reputation observed in this study indicates that teachers in the region are deeply committed to these principles, which positively influence the learning experiences and academic performance of their students.

3.2 Level of Service Efficacy among Teachers

Table 2 presents the level of service efficacy among teachers across four indicators, ranked from highest to lowest. The highest mean was observed in resources with 3.73, rated as high, indicating that teachers are proficient in utilizing available resources to enhance their teaching practices. Teamwork followed with a mean score of 3.41, also rated as high, reflecting teachers' ability to collaborate effectively with colleagues to achieve common goals. Communication, with a mean of 3.23, was rated as moderate, suggesting that while teachers' communication skills are adequate, there is room for improvement in ensuring clear and effective interactions. Decision-making received the lowest mean score of 2.29, rated as moderate, highlighting the need for further development in making informed and participative decisions. Overall, the mean score of 3.33 signifies a moderate level of service efficacy among teachers, suggesting that while teachers show strengths in some areas, there are aspects that require attention and improvement for better overall service delivery.

This finding aligns with the study of Kunnari et al. (2018), which highlighted the importance of service efficacy in promoting a supportive and effective teaching environment. Teachers who demonstrate strengths in certain areas, such as resource management and teamwork, are more likely to contribute positively to the learning experience. The high mean score observed in this study suggests that while teachers exhibit these strengths, there are areas that require further attention and development to enhance overall service delivery.

Table 2. Level of Service Efficacy among Teachers

No	Indicators	Mean (x)	Descriptive Level
1	teamwork	3.41	High
2	decision-making	2.29	Moderate
3	resources	3.73	High
4	Communication	3.23	Moderate
Overall		**3.33**	Moderate

Table 3. Significance on the Relationship Between the Professional Reputation and Service Efficacy

Variables	r-value	Degree of Correlation	p-value	Decision (Ho)
Professional Reputation				
	0. 988	High Correlation	0.00	Rejected
Service Efficacy				

Additionally, this finding is consistent with the study of Buonomo et al. (2020), which emphasized that service efficacy is influenced by a teacher's ability to balance various roles and responsibilities within the classroom. The moderate level of service efficacy observed in this study indicates that teachers in the region show competence in some areas but need additional support to strengthen their decision-making processes and communication skills, ultimately improving the overall effectiveness of their teaching.

3.3 Significance on the Relationship Between the Professional Reputation and Service Efficacy

Table 3 presents the significance of the relationship between professional reputation and service efficacy. The r-value of 0.988 indicates a high correlation between the two variables, suggesting a very strong positive relationship. The p-value of 0.00, which is less than the typical significance level of 0.05, leads to the rejection of the null hypothesis (Ho). This indicates that there is a statistically significant relationship between professional reputation and service efficacy among teachers. The high correlation suggests that as teachers' professional reputation improves, their service efficacy is likely to increase as well.

This finding aligns with the study of Stronge (2018), which highlighted the crucial role of professional reputation in enhancing service efficacy within teaching. Teachers who maintain a strong professional reputation are more likely to exhibit greater service efficacy, which translates into more effective teaching practices and better student outcomes. A strong professional reputation fosters trust and respect, enabling teachers to better engage with students and contribute positively to the overall learning environment.

Moreover, this result aligns with the research of Franklin and Harrington (2018), which suggested that a teacher's professional reputation influences their ability to effectively manage classroom dynamics and engage with students. Teachers with a strong professional reputation are often seen as more credible and trustworthy, which fosters a positive classroom environment where students are more likely to participate actively and respect the teacher's authority. Additionally, such teachers are better equipped to build meaningful relationships with students, enhance communication, and promote a supportive learning atmosphere, ultimately leading to improved student behavior, motivation, and academic performance.

3.4 Significant Influence of Professional Reputation on Service Efficacy

Table 4 shows the results of a regression analysis examining the significant influence of professional reputation on service efficacy. The total sum of squares is 535.103, with 55.3895 attributed to the regression, indicating the variation in service efficacy explained by professional reputation. The residual sum of squares, representing the unexplained variation, is 503.303. The model includes 3 degrees of freedom for the regression and 128 for the residual, with a total of 131 degrees of freedom. The r-square value of 0.306 indicates that 30.6% of the variance in service efficacy is explained by professional reputation. The f-value of 67.1, with a significance level (p-value) of 0.00, suggests the model is statistically significant. This suggests that the domains of professional reputation significantly influence service efficacy among teachers.

This finding validates the Social Capital Theory by Bourdieu (1986), which posits that the quality of relationships within a professional community, such as those between teachers, students, and colleagues, significantly impacts individual and

Table 4. Significant Influence of Professional Reputation on Service Efficacy

Model	Sum of Squares	Degrees of Freedom	r- Square	f-value	Sig	Decision
				67.1	0.00	Rejected
Regression	55.3895	3	.306			
Residual Total	503.303	128				
	535.103	131				

Note: Significance when P < 0.05 (2T)

Professional Reputation					
Service Efficacy (Indicators)		*B*	B	*T*	*Sig.*
teamwork,	obligation	-.075	-.056	-.503	0.02
	uprightness	.014	.013	.125	0.04
decision-making,	admiration for others	-.218	-.205	-1.807	0.01
resources and	Sympathy	-.074	-.057	-.502	0.03
communication	communal accountability	.015	.014	.126	0.00
R	.553				
R^2	.306				
F	67.1				
ρ	0.00				

collective outcomes. A strong professional reputation facilitates the development of social networks and trust, which can enhance collaboration, knowledge sharing, and resource access among educators. Teachers who have built a solid professional reputation are more likely to engage in meaningful professional relationships, leading to increased support and success in the classroom.

Furthermore, the finding reinforces the Theory of Teacher Effectiveness by Hattie (2008), which emphasizes that a teacher's credibility and professional standing positively influence student learning outcomes. Teachers with high professional reputation are perceived as more competent and capable of fostering a positive learning environment. Teachers who are respected and trusted by their students tend to create a more effective and engaging classroom, thereby increasing student achievement. Teachers' reputation helps them establish high expectations, which in turn motivates students to meet those expectations.

Additionally, the finding coincides with the Self-Determination Theory by Deci and Ryan (2012), which focuses on intrinsic motivation and the psychological needs of competence, autonomy, and relatedness. A teacher's professional reputation, rooted in competence and ethical conduct, strengthens their intrinsic motivation to enhance their teaching practices and positively affect students. When teachers feel recognized for their efforts and values, they are more likely to foster a sense of autonomy and competence in their students, leading to improved educational outcomes. By maintaining a professional reputation, teachers feel a deeper sense of responsibility and purpose in their role, enhancing their service efficacy.

4. CONCLUSION

Based on the foregoing findings, the following conclusions were drawn. It is concluded that the appealing classroom organization of public elementary school teachers, in terms of vision, sensitivity, needs, and risk-taking, is high, indicating that the classroom organization is oftentimes manifested in these areas. Similarly, it is concluded that the building community teaching of public elementary school teachers, in terms of supportive, instructive, preventive, and responsive actions, is also high, demonstrating that these teaching practices are oftentimes observed. Furthermore, the study established that there is a significant relationship between

appealing classroom organization and building community teaching among public elementary school teachers, leading to the rejection of the null hypothesis. Finally, it is concluded that the domains of appealing classroom organization significantly influence building community teaching, resulting in the rejection of the null hypothesis in this context as well.

5. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are formulated for consideration. It is recommended that the professional reputation of public elementary school teachers be improved by school heads, particularly in addressing the gray areas such as providing independent feedback on strengths and areas for student improvement, as well as encouraging teachers to live in school so that their thoughts and behavior remain in harmony with their co-teachers and students. The study also suggests that the service efficacy of teachers may be enhanced, especially in areas with lower results, by focusing on avoiding behaviors like insulting or making fun of students, while fostering fairness, justice, and interdependence within the classroom. Additionally, it is recommended that both professional reputation and service efficacy be further upgraded by school heads through promoting fairness and reasonableness in all professional relationships, disclosing conflicts of interest, and encouraging the development of action research skills within the school. Furthermore, the study commends that the professional reputation and service efficacy of teachers in public elementary schools may be strengthened by school heads through equipping students with decision-making skills, striving to provide the best human resources assistance, improving communication styles, and increasing flexibility in receiving communication from employees.

CONSENT

In this quantitative study, strict ethical protocols were followed to protect the privacy and confidentiality of respondents. Before data collection, informed consent was acquired, and participants were thoroughly informed about the study's purpose and the confidentiality measures in place. All data was securely stored on encrypted servers, with access restricted to the research team only. The results were presented in aggregate form, ensuring that individual responses could not be traced back to specific participants. Furthermore, statistical analysis was carried out in a way that minimized the risk of identifying any respondents, ensuring their privacy was fully maintained.

ETHICAL APPROVAL

The data gathering procedures undertaken by the researcher included several steps. First, a letter requesting permission to conduct the study was sent to the public elementary school heads, district supervisor, and principal of the Department of Education to allow the researcher to distribute the questionnaire and gather data from the teachers. Once approval was obtained, the researcher proceeded to selected elementary schools in the Manay District.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1.Grammarly: Used for grammar and spell-checking, as well as suggestions for improving sentence structure and overall clarity.
2.Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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