

# School Heads as Resource Stewards: Managing the Consumptive Behavior Among Teachers

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**Abstract:** This study investigated the experiences of school heads in managing deferred responsibilities among teachers, particularly focusing on the challenges they face, the coping mechanisms they utilize, and the insights they gain from their experiences. A qualitative research design using a phenomenological approach was employed, with data collected through in-depth interviews from 10 school heads. Thematic analysis of the interview data revealed 10 primary challenges that school heads encounter: lack of accountability, difficulty in managing time, motivational barriers, lack of professional support, and gaps in communication. The study also uncovered several coping strategies, including implementing regular follow-ups and check-ins, providing time management training, and establishing clear communication channels to ensure task completion. Key insights from the research highlighted the importance of setting clear expectations, offering supportive leadership, equipping teachers with time management skills, and providing professional development opportunities to improve overall performance. The study suggests that by implementing these strategies, school heads can create a more efficient and productive educational environment that reduces procrastination and enhances teacher accountability. The findings contribute to the body of knowledge on educational leadership and offer practical recommendations for improving task completion in schools.

**Keywords:** School Leadership, Teacher Procrastination, Accountability, Time Management, Professional Development, Educational Management.

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## I. INTRODUCTION

Managing how teachers use school resources is a difficulty for school administrators everywhere, particularly in situations where resources are scarce. In developed countries, schools try to promote sustainability by encouraging teachers to use digital tools instead of paper and to save energy. However, this shift requires strong leadership to get teachers to support these changes.

In developing countries, like those in Sub-Saharan Africa and the Philippines, the problem is worsened by the lack of basic teaching materials, so school leaders must work hard to prevent waste and ensure fair distribution. Due to the COVID-19 epidemic, schools had to switch to online instruction, which necessitated the use of new technology and internet connection.

Public school finances in the Philippines, particularly in cities like Davao City, are sometimes tight, so it's critical for administrators to properly manage teacher effort, time, and supplies. There is an issue with the unequal distribution of instructional materials, particularly between urban and rural schools, so administrators need to figure out how to teach teachers how to distribute resources equitably and use them responsibly.

This study aimed to explore how school heads managed teachers' use of resources and promoted sustainable practices. It focused on the role of leadership in encouraging responsible consumption to improve efficiency and support environmental goals. The research also examined the challenges school leaders faced and offered practical solutions for better resource management in schools. This study looked at the problems school heads faced in managing how teachers used resources, how they dealt with these problems, and what they learned from the experience. It aimed to give useful ideas that can help in different schools.

The review of related literature revealed a connection between financial literacy and school regulations and the control of consumptive behavior, particularly in educational institutions. Those with a better understanding of money spent less impulsively and made better decisions. This was significant in schools where the usage of resources was influenced by the conduct of the teachers. Reducing excessive spending was made possible by strategies including financial education, well-defined school policies, and self-control promotion. Spending patterns were also influenced by other factors, such as lifestyle and self-control, demonstrating the necessity of a comprehensive strategy for controlling consumption in schools.

This study was based on two main theories. The first was the Theory of Planned Behavior (TPB) by Ajzen (1991), which explained that behavior is guided by intentions shaped by attitudes, social pressures, and perceived control. TPB helped understand how teachers' views, social influences, and control over resources affected their consumption in schools. The second was Self-Regulation Theory, which focused on how individuals control their thoughts and actions to reach goals. It showed that teachers with better self-control used resources more responsibly, guided by feedback and reflection. Both theories helped explain teachers' consumptive behavior in educational settings.

## II. METHOD

The study used a qualitative phenomenological design to explore teachers' experiences with consumptive behavior and resource use. This approach helped understand how teachers perceived and made sense of resource management in schools. It allowed the researcher to gather detailed insights into the factors affecting their behavior and decisions about resource consumption.

This study used a qualitative framework guided by four main philosophical assumptions. Ontology viewed reality as subjective, shaped by each teacher's unique experiences and perspectives on resource use. Epistemology focused on knowledge as co-created through interactions between the researcher and participants, allowing teachers to share their personal views. Axiology acknowledged that both the researcher's and participants' values influenced the study, stressing the importance of transparency about these biases. Finally, rhetorics referred to the research methods, using a phenomenological approach and tools like interviews and document analysis to deeply explore teachers' consumptive behavior and the meanings behind it.

The interpretive perspective was supported by qualitative research, which saw reality as formed by people's experiences and perceptions. Instead of measuring the individuals' experiences objectively, the researcher sought to discover the meanings they attached to them. Social, institutional, and personal circumstances were thought to have an impact on teachers' attitudes and behaviors in this study on their consumptive behavior. The study's primary goal was to gather subjective, in-depth data, and the researcher actively interpreted the results in collaboration with the participants.

The study involved 10 school heads from Cateel, Davao Oriental, chosen through purposive sampling to ensure they had relevant experience. Participants had to be current public-school heads in the area, have at least three years of experience, and be willing to take part in in-depth interviews. This selection ensured the participants were knowledgeable about managing teacher behavior and resource use, providing valuable insights for the study. The researcher collected data through in-depth, face-to-face interviews using a guided set of questions. This method allowed for flexible, detailed exploration of participants' experiences and views on teachers' consumptive behavior.

The process started with creating an interview guide to keep questions consistent while allowing deeper follow-ups. Participants answered open-ended questions in a relaxed, conversational setting to share their experiences freely. With their consent, interviews were audio-recorded and later transcribed for thorough analysis.

The researcher analyzed the data using a six-step thematic analysis process. First, all interviews were transcribed and reviewed multiple times to fully understand the participants' views. Next, initial codes were created by identifying important parts of the data related to the research questions. Then, these codes were grouped into broader themes representing key patterns. After that, the themes were reviewed and refined for clarity and accuracy. In the fifth step, the researcher clearly defined each theme. Finally, the findings were written up, linking themes to the study's theory and including participant quotes to provide a detailed understanding of the topic.

## III. RESULTS AND DISCUSSIONS

The thematic analysis of interviews with 10 school heads revealed six main challenges they faced in managing teachers' consumptive behavior. The first research question included the themes of a lack in clear rules for using resources, causing inconsistent use; heavy reliance on traditional teaching materials despite digital alternatives; resistance from some teachers to change or accept oversight; limited ways to monitor resource use due to time and workload; unequal resource use across different grade levels, leading to tension; and a low awareness among teachers about how their behavior affects overall resource sustainability. These themes highlight the real difficulties school heads encounter in encouraging responsible consumption.

In response to the second research question, the analysis found six main strategies school heads used to manage teachers' consumptive behavior. These included setting clear and consistent rules for resource use, encouraging digital and low-cost alternatives to reduce spending, and regularly auditing resources to monitor consumption. School leaders also led by example in using resources carefully, involved teachers in planning to boost accountability, and provided training to improve teachers' skills and awareness in managing materials responsibly. These approaches show how school heads actively tackled resource challenges through leadership, policies, and education.

Regarding the third research question, the analysis revealed three main insights from school heads about managing teachers' consumptive behavior. They realized that raising awareness encourages more responsible use of resources, as teachers become more mindful of their impact. They also found that involving teachers in planning helps enforce resource policies by creating a sense of ownership. Lastly, they stressed that sustainable resource management requires ongoing leadership and consistent effort, not just one-time actions.

The study then identified key challenges school heads faced in managing teachers' consumptive behavior, including unclear resource guidelines, reliance on traditional materials, resistance to change, limited monitoring, unequal resource distribution, and low awareness of resource stewardship. To address these, school heads used strategies like setting clear rules, encouraging digital alternatives, regular audits, leading by example, involving teachers in planning, and offering training. From their experiences, school heads gained important insights: raising awareness encourages responsible use, teacher involvement improves policy enforcement, and sustained leadership is essential for long-term resource management. These findings highlight the critical role of leadership, collaboration, and culture in promoting sustainable practices in schools.

The challenges highlight the need for clearer policies and stronger administration to prevent resource waste and inequality. The Department of Education should provide standardized guidelines and training for school heads, while promoting teacher awareness of resource stewardship. The coping strategies show that effective leadership, collaboration, and supportive policies are key to managing resources well. Lastly, lasting change depends on consistent, value-driven leadership and involving teachers in decision-making, with ongoing support and monitoring to sustain responsible resource use.

The Department of Education should create clear, standardized policies and provide training for school heads on resource management, while promoting sustainability education and equitable resource distribution nationwide. School heads need to strengthen their role by setting clear protocols, involving teachers in planning, and monitoring resource use, supported by ongoing professional development. Teachers should actively participate in resource planning, practice mindful consumption, and use digital or low-cost teaching alternatives. Students should be gradually involved in sustainability through classroom activities to build responsible habits early on. Future research could expand to different school types and use quantitative or mixed methods to evaluate the impact of interventions on reducing consumptive behavior.

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