



# MANAGEMENT BEHAVIOR OF SCHOOL HEADS AND PSYCHOLOGICAL CAPITAL OF PUBLIC SECONDARY TEACHERS IN PANABO CITY DIVISION

Dina S. Tiempo<sup>1</sup>, Ronaldo L. Serras, EdD<sup>2</sup>

<sup>1</sup>Student, Graduate School, The Rizal Memorial Colleges, Inc.

<sup>2</sup>Faculty, Graduate School, The Rizal Memorial Colleges, Inc.

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## ABSTRACT

The study explored the relationship between management behavior of school heads and psychological capital of teachers in public secondary schools of Panabo City Division. Also, it investigated the association of the involved variables and the domains of management behavior of school heads that significantly influenced psychological capital of teachers. With the use of probability sampling, 150 secondary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was a very extensive management behavior of school heads and a very extensive psychological capital of teachers. Furthermore, there was a significant relationship between the management behavior of school heads and psychological capital of teachers. Moreover, all domains of management behavior of school heads were found to have significantly influenced on the psychological capital of teachers. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to help the school heads in strengthening their management behavior to help teachers reinforce their psychological capital.

**KEYWORDS:** Management behavior, psychological capital, descriptive correlation, Panabo City Division, Philippines

## INTRODUCTION

Psychological Capital (PsyCap) is an individual's positive psychological state of development and is characterized by having confidence (efficacy) to take on and put in the necessary effort to succeed at challenging tasks, making a positive attribution (optimism) about succeeding now and in the future, and persevering towards goals and, when necessary, redirecting paths to goals (hope) in order to succeed (Freire et al., 2020). It is the individuals' ability to successfully reflect their economic, social, and human capital to the organization with the purpose of productivity. In other words, positive psychological capital focuses on the individuals' positive sides and strengths rather than their negative sides and weaknesses. However, the demanding nature of teaching challenges teachers' psychological capital.

In Turkey, it was revealed that the factors that prevented teachers from positive psychological capital were related to administrators, teaching profession, parents, colleagues, students, institutions, and teachers themselves (Kulekci Akyavuz, 2021). Specifically, a strict bureaucratic focus and ongoing interference by school principals, inadequate physical conditions of the school, negative attitudes of parents and colleagues, the poor reputation of the teaching profession; and negative experiences of teachers were identified as damaging to psychological capital (Cemin & Ozgan, 2018). In Great Britain, Morris et al. (2021) reported that educators' psychological capital is greatly affected by being taken for granted and having unmanageable workloads along high expectations placed on them.

In the Philippines, teachers' psychological capital is being challenged by varied circumstances. In fact, in the report of the Analysis of the World Education Indicators, it was reported that Filipino teachers are among the groups of teachers with high burnout condition caused by work-related stress. This is alarming given the fact that teacher quality is a critical input to student achievement (Ganotice et al. 2015). Investment in harnessing teacher competence in psychological domains is therefore warranted. More so, Alson (2019) reported that stress is a pervasive factor in



teachers' lives in the Philippines, negatively affecting their performance. It reduces individual and institutional efficiency, which has a profound effect on educational institutions.

In the Division of Panabo City, it was observed that teachers were overworked with too many responsibilities and accountabilities that restrained them to perform well and tested their psychological capital. Several factors impeded the psychological capital of teachers. These included heavy workload, tight schedules, and high-stress levels. Insufficient support from administrators, colleagues, or the community, as well as a lack of acknowledgment for their efforts and achievements, negatively impact their psychological capital. Apparently, the feeling of being undervalued or unsupported eroded their confidence and optimism. More so, a lack of access to quality professional development hindered their growth, resulting in a decrease in psychological capital.

However, the mentioned circumstances were solely observed, as the researcher had not encountered any existing study focusing on the psychological capital of teachers within the local context, particularly considering the management behavior of school heads. Given this scenario, the researcher was driven to delve into the magnitude of management behavior exhibited by school heads and its impact on the psychological capital of teachers, specifically within the public secondary schools of Panabo City Division. Moreover, the objective was to explore the relationship between these two variables.

This endeavor also offered valuable insights to policymakers in formulating policies, programs, interventions, projects, and activities that can encourage all school leaders to demonstrate exemplary behavior worth emulating. This effort supported teachers in developing a fortified psychological capital. Additionally, the researcher aimed to present this study in various local, national, and international forums, with the ultimate goal of publishing it in a journal indexed by Scopus.

## METHODOLOGY

### Research Design

In this research, a quantitative approach was utilized, precisely employing a descriptive correlational technique. Quantitative research involves gathering numerical data and then applying mathematical analysis, frequently integrating statistical tools. This methodology is employed to clarify and offer insights into particular problems or phenomena (Apuke, 2017). In the realm of descriptive correlational studies, the emphasis is on delineating variables and the inherent relationships that emerge among them (Davis, 2021).

Descriptive research involves a non-interventionist approach by the researcher, observing variables without any manipulation. Its principal aim is to offer a comprehensive comprehension of the fundamental attributes of these variables, as highlighted by Korrapati (2016). Conversely, a correlational study aims to ascertain if a relationship exists between two variables. According to Kabir (2016), this entails assessing whether a change, either an increase or decrease, in one variable is connected to a corresponding increase or decrease in the other.

This study fell under the quantitative category as it depended on numerical data for analysis and interpretation. It was descriptive in nature as it assessed both the management behavior of school heads and the psychological capital of teachers. Furthermore, this academic undertaking was considered correlational because it examined the association between the management behavior of school heads and the psychological capital of teachers in public secondary schools of Panabo City Division.

### Respondents and Sampling

A total of 150 public secondary teachers were invited to participate in this study. According to Hair et al. (2018), it was suggested that a minimum of 50 samples was required for simple regression analysis, and typically around 100 samples suffice for most research scenarios. Therefore, having 150 respondents was more than sufficient to fulfill the objectives of this study.

In selecting the study's sample, a two-staged cluster sampling, a form of probability sampling, was utilized. This sampling method allows for determining the probability or likelihood of inclusion for each item. Essentially, every member of the population has an equal and independent chance of being part of the sample (Ragab & Arisha, 2018). In research, cluster sampling is a widely adopted technique that involves dividing the population into clusters. A



cluster comprises unique units, forming exhaustive and mutually exclusive subsets (Thomas, 2020). The two-stage cluster sampling was employed due to the random selection of a sample from each specified cluster or division. In the context of this study, all secondary teachers from the public secondary schools in Panabo City Division were taken into account.

The inclusion and exclusion criteria for this study specified the selection of secondary teachers with a minimum of 2 years of teaching experience. This criterion was essential as it allowed teachers with at least a 2-year tenure in public schools to effectively evaluate the management behavior of their school heads and its impact on the psychological capital of teachers. Additionally, participants who felt uneasy or uncomfortable answering the survey questionnaire had the option to voluntarily withdraw from participating in the study. They did not face any pressure to continue their involvement, and their decision to withdraw was fully respected, emphasizing the paramount importance of the respondents' welfare in the study's conduct.

### Research Instruments

Regarding data collection, this study utilized a customized survey questionnaire. The questionnaire used in this project had two distinct sets. The initial set centered on evaluating the management behavior of school heads, while the subsequent set focused on assessing the psychological capital of teachers.

**Management Behavior.** The management behavior of school heads questionnaire was adapted from Epperson (2018). The instrument consisted of 25 items. It comprised the following indicators, namely: representation (1-5), tolerance of uncertainty (1-5), persuasiveness (1-9), and consideration (1-6). The questionnaire was subjected to a pilot testing having a result of .75 suggesting that the items have relatively high internal consistency.

**Psychological Capital.** The psychological capital questionnaire was adapted from Sapyaprapa et al. (2013). The tool had a total of 27 items. It had nine indicators, namely: work self-efficacy (1-6), optimism (1-6), hope (1-6), and resilience (1-6). The questionnaire was subjected to a pilot testing having a result of .73 suggesting that the items have relatively high internal consistency.

The instruments employed in this study were tailored to align with the study's objectives. The researcher incorporated and consolidated all feedback, comments, and suggestions provided by the adviser, panel members, and expert validators to enhance and refine the research tools, thereby ensuring the achievement of construct validity.

### Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

*Weighted Mean.* This was used to measure the extent of management behavior of school heads and psychological capital of teachers.

*Pearson r.* This was utilized to determine the relationships between management behavior of school heads and psychological capital of teachers.

*Regression Analysis.* This was employed to determine the significant influence of management behavior of school heads on psychological capital of teachers.

## RESULTS AND DISCUSSION

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

### Findings

The main focus of the study was to determine the significance of the relationship between management behavior of school heads and psychological capital of teachers in public secondary schools. The study was conducted in the selected secondary schools in Panabo City Division. There were one hundred fifty (150) secondary teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was



made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The extent of management behavior of school heads is very extensive which means that the management behavior is always evident among school heads. The findings underscore the crucial role these leaders play in fostering a positive organizational climate, influencing the school's culture, and contributing to the overall well-being and effectiveness of the teaching staff.

Meanwhile, the extent of psychological capital of teachers is very extensive which means that it is always evident. The findings highlight the robust mental well-being and positive mindset of teachers, factors crucial for their professional satisfaction and effectiveness in the dynamic educational environment.

It was found out that there is a significant relationship between management behavior of school heads and psychological capital of teachers. The results underscore a meaningful connection between the management behavior of school heads and the psychological capital of teachers. This statistical significance suggests that effective management practices implemented by school heads have a notable impact on shaping the positive psychological well-being of teachers, emphasizing the interdependence of leadership behavior and the mental resilience and optimism exhibited by educators.

More so, it was revealed that all the domains of management behavior of school heads significantly influence the psychological capital of teachers. The findings indicate a comprehensive impact, revealing that all domains of management behavior among school heads significantly influence the psychological capital of teachers. This implies that effective leadership across various management domains collectively contributes to shaping a positive and resilient psychological state among teachers, emphasizing the holistic influence of school leadership on the well-being of the teaching workforce.

### **Conclusions**

Based on the findings of this study, the following conclusions were offered:

The extent of management behavior of school heads means that it is always evident in the school. In fact, all dimensions are always evident from the school heads, namely, representation, tolerance of uncertainty, persuasiveness, and consideration.

Meanwhile, the extent of psychological capital of teachers is always evident. Apparently, all indicators are found to be always evident specifically on work self-efficacy, optimism, hope, and resilience.

Based on the findings, the management behavior of school heads and the psychological capital of teachers are related. All domains of management behavior of school heads are linked to the psychological capital of teachers.

Also, management behavior of school heads significantly influenced the psychological capital of teachers. In fact, all domains of management behavior of school heads, namely, representation, tolerance of uncertainty, persuasiveness, and consideration significantly influence the psychological capital of teachers. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the four domains of management behavior of school heads, the psychological capital of teachers will increase.

The significant and moderate positive relationship between management behavior of school head validates Seligman et al.'s (1990) concept of Psychological Capital, which emphasizes identifying and nurturing individuals' strengths and potentials. Translating this perspective into organizational settings, it is asserted that by enhancing employees' strengths and psychological resources, their performance can improve, and untapped potentials can be unleashed.

In the realm of education, Çimen (2015) underscored that administrators' positive and supportive behaviors in educational institutions, such as fostering effective communication, fostering cooperation, and ensuring equitable task distribution, positively impact teachers' psychological capital. Consequently, administrators' intrusive and bureaucratic approaches toward teachers have a detrimental effect on teachers' psychological capital.



### Recommendations

The following suggestions were offered based on the conclusions of the study:

In light of the very extensive management behavior demonstrated by school heads and the concurrent very extensive psychological capital of teachers, the Department of Education (DepEd) officials may recognize and leverage these positive attributes within the education system. Encouraging continuous professional development programs for school leaders may further enhance their management skills, ensuring sustained positive impacts on teachers' well-being and overall effectiveness. Simultaneously, initiatives focusing on nurturing and maintaining the psychological capital of teachers, such as well-being workshops and mentorship programs, may be prioritized. Recognizing the symbiotic relationship between effective management and teachers' psychological well-being, DepEd officials may foster a school culture that prioritizes both, ultimately contributing to a more conducive and thriving educational environment.

Moreover, school heads may continue fostering a positive and collaborative work environment. Building on their effective management practices, school heads may prioritize ongoing professional development to further refine leadership skills, emphasizing open communication and support for teachers. Simultaneously, recognizing the extensive psychological capital of teachers, school heads may actively promote well-being initiatives, creating a culture that acknowledges and values the resilience, optimism, and efficacy of the teaching staff. Regular check-ins, mentorship programs, and professional growth opportunities may further enhance the positive dynamics between school leaders and teachers, contributing to a harmonious and thriving educational community.

Furthermore, teachers may actively engage in collaborative initiatives and professional growth opportunities. They may leverage the positive management culture within their schools by participating in open dialogues with school heads, providing valuable feedback, and contributing to the overall school vision. They may capitalize on their extensive psychological capital by actively participating in well-being programs, sharing experiences, and fostering a supportive community among colleagues. Embracing a proactive approach to professional development and well-being initiatives may enhance the positive educational atmosphere created by school leaders, ultimately contributing to a more fulfilling and effective teaching experience for educators.

Lastly, future researchers may explore potential moderating variables or contextual factors that may influence the relationship between management behavior and psychological capital could provide a more nuanced understanding. Qualitative research methods, such as interviews or focus groups, may offer deeper insights into the subjective experiences of both school heads and teachers. Furthermore, longitudinal studies may help in understanding the sustainability and long-term impact of positive management behavior on teachers' psychological capital. By delving into these aspects, future research may contribute to the development of targeted interventions and strategies that enhance the positive educational environment, benefitting both school leaders and teaching staff.

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