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SCHOOL HEADS' MANAGEMENT STRATEGIES AND ORGANIZATIONAL BEHAVIOR OF PUBLIC SECONDARY TEACHERS OF PANABO CITY DIVISION

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ABSTRACT

The study explored the relationship between school heads` management strategies and organizational behavior of teachers in public secondary schools of Panabo City Division. Also, it investigated the association of the involved variables and the domains of school heads` management strategies that significantly influence organizational behavior of teachers. With the use of probability sampling, 203 public secondary teachers 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 high school heads` management strategies and high organizational behavior of teachers among the respondents. Furthermore, there was a significant relationship between school heads` management strategies and organizational behavior of teachers. Moreover, all domains of school heads` management strategies, namely, instructional management and assessment for learning were found to have significantly influence the organizational behavior of teachers. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to strengthen the school heads` management strategies which would boost organizational behavior of teachers. More so, future researchers may further explore the involved variables considering other factors and research methods.

KEYWORDS: *School Heads` Management Strategies; Organizational Behavior; Descriptive Correlational; Panabo City Division, Philippines.*

INTRODUCTION

Organizational behavior of teachers encompasses their attitudes, motivation, and adherence to the school's culture, policies, and goals, which collectively impact overall school performance and student outcomes. It is believed that the management strategies of school heads directly influence the organizational behavior of teachers. Unfortunately, some teachers nowadays are exhibiting lack of collaboration, resistance to change, and ineffective communication with colleagues and administrators. This showcases poor organizational behavior of teachers which may lead to a negative school climate, reduced student performance, and lower overall job satisfaction.

In Nigeria, public secondary schools face several challenges related to organizational behaviour. Many schools in Nigeria struggle with ineffective leadership which can have a detrimental impact on organizational behavior. Weak leadership can result in poor decision-making, lack of clear direction and insufficient support for teachers and staff (Jensen et al., 2019). This can contribute to low morale, conflicts and a lack of motivation in the school community (Samerkhanova & Imzharova, 2018). In USA, poor working conditions, lack of administrative support, increased workloads, and high levels of organizational stressors generate poor work behaviors and attitudes among teachers (Duyar, 2023). In Pakistan, Ali et al. (2019) disclosed that there is incivility among faculty members and higher discontent with university resources which generates a conflict-inducing attitude in faculty members and subsequently creates negative behavior in teachers towards students.

In the Philippine setting, The Gallup Survey noted that the Philippines has the highest workplace stress in Southeast Asia wherein employees experience poor work- life balance, unhappiness, misery, anger, and work disengagement (Royandoyan, 2022). These are manifestation of poor organizational behavior. Moreover, the quality of teachers' personal lives appears to influence teachers' affective states directly and that those emotional states, in turn, affect the behavior of teachers in school (Go et al., 2020). As reported by Marcelo (2023) in the Philippine Star, the poor treatment of teachers, especially in terms of welfare, is perhaps one of the most pressing concerns. The government has continued to neglect of the condition of teachers.

Locally, Baoc-Daguisonan (2018), while conducting a study in Lanao del Sur, mentioned that frustrated teacher distracts the basic task of teaching. Routine duties, administrative paperwork, and assigned nonteaching duties are excessive. Teachers irritate, annoy, and interrupt each other. They also tend to be indifferent or even divisive, intolerant and uncommitted. Teachers do not exercise cooperative efforts and participation in school activities; do not welcome criticisms and suggestions from colleagues; and do not receive due recognition for their hard work in school.

The organizational behavior of teachers had been considered a concerned issue in the educational sector. It had been widely researched in the national and global setting. However, limited studies were provided in the local context. Though poor organizational behavior among teachers was evident in Lanao del Sur, this could not represent the situation in Panabo City Division. Assessing the abovementioned situations, the organizational behavior of teachers was somehow determined by how they were being treated. Hence, the researcher was prompted to explore the management strategies of school heads and the organizational behavior of teachers. Also, this undertaking aimed to investigate the relationship of two variables and the domains of management strategies that significantly influenced the organizational behavior of teachers.

The intention of this study was to be of help to teachers, specifically in the improvement of their organizational behavior. Apparently, this study sought to provide valuable insights for policymakers, assisting in the creation of policies, programs, interventions, projects, and activities that improved both the management strategies of school heads and the organizational behavior of teachers within schools. The research also aimed to benefit the wider school community. Additionally, the researcher intended to present the findings of this study at local, national, and international conferences. The researcher was also determined to publish this study in a Scopus-indexed journal.

REVIEW OF SIGNIFICANT LITERATURE

The related literature and studies of this study provided inputs about the management strategies of school heads on organizational behavior of teachers. The independent variable is management strategies of school heads. It has two indicators namely: instructional management and assessment of learning (Enorme-Lopera & Pinca-Atutubo, 2022). Meanwhile, the dependent variable is organizational behavior of teachers. It has four indicators namely: organizational commitment, professional commitment, organizational citizenship, and job involvement (Buitizon, 2021).

Management Strategies of School Heads

Managerial skills are the ability, knowledge, and experience necessary to execute management responsibilities and achieve organizational objectives and goals. Principals are under tremendous pressure to demonstrate the importance of their work to the progress of the school. As a result, decision-making is at the heart of management, and it strives to choose the optimal option for achieving a goal. School heads play a critical role in helping the school by articulating a common purpose and establishing distributed leadership within a collaborative school climate. The law precisely defines how the school principal has to carry out his responsibilities, and it is expected that one's leadership qualities would be put to the best possible advantage. Organizational success is dependent on effective leadership. Behavior is often recognized as one of the most influential variables in leadership. School leadership and management activities challenge everyone in the field to promote the culture of lifelong learning an According to Afolayan (2021), management requires core skills based on modern management theories and practices, such as technical skills, which involve knowledge and proficiency in activities, methods, processes, and procedures. To be effective, particularly at upper organizational levels, managers must be able to do more than just identify problems. They must also have the valuable skill of being able to design workable solutions to the problems in light of the realities they face.

School heads display management by tools and procedures, and situational decision-making requires them to make their own choices. To effectively lead schools toward achieving educational goals, school principals must have a wide range of skills that lead to changing expectations of what leaders must know and do. In the study of Aquino et al. (2021), it is stressed that the management of a school is a complex function that requires sophistication in practice. Effective school heads need various skills that range from technical design. School heads must have the will to implement the solutions they come up with and must recognize the emotions, needs, and motivations of people involved in initiating the necessary change, as well as those who resist change.

Managerial skills are essential in any organization. It establishes the conditions and expectations for excellent instruction and the developing learning culture for both educators and learners. For decades, educational officials worldwide have pushed to enhance school performance (Abdurahman Omar, 2021). For school managers, the primary consequence of this shift in policy has been competent managers who guide the organization in attaining the school's objective, which is largely focused on education and development, is a critical component of a successful school. The schools would be successful, and the teachers' performance would improve as a catalyst for change if the school heads had the necessary administrative abilities.

As cited by Gamala and Marpa (2022), school as a learning institution should create conducive learning environment, where students could acquire both academic and social skills which are important to produce students with potentials

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parallel to the government's mission in developing human resource as a prerequisite to the development of knowledge-based economy. Effective leader influences a variety of school outcomes, including student achievement, through their recruitment and motivation of quality teachers, their ability to identify and articulate school vision and goals, their effective allocation of resources, and their development of organizational structures to support instruction and learning".

With familiarity and expertise in management strategies, school heads certainly become successful in achieving the mission, vision, and goals of education. They can be great advocate of change not just in the school, but also in the community and country. It has unwaveringly revealed that school heads play a substantial role in school reforms and achievement. They were believed to be the key to effective schools. They held unique position, as persons in schools responsible for and empowered to oversee the entire schools and operations (Robinson, 2019).

Recognizing the value of improving the leadership skills of the school head is closely related to the need for organizations to recruit and retain high-performing teachers. The heart of successful leadership practice includes personal skills (advancement of self-awareness, critical and complex management of stress and well-being and conflict resolution); interpersonal skills (building relationships through constructive communication, gaining authoritCannolly et al., 2019).

Cited in the study of Mahmud and Sanusi (2021), the need for effective management is all pervasive. Be it any industry or any form of organizational body, effective management of people, assets and resources is of paramount importance. Investments in terms of time and monetary resources are of little use if the same is not managed and administered effectively. Thus, managerial skills are high priority issues for many people concerned with education these days. The way school heads manage their school considering the management skills they possess is tantamount to how their schools performed in the educational arena. It is not surprising, then, that so many authors have provided insights about such skills for school heads. The skills include the abilities to create a healthy school culture for continual improvement in quality education; teamwork with others; communicate goals, policies, and procedure to staff; modify practice and school structures to accommodate new policy expectations; provide curriculum lea

A related study discovered that the way teachers are managed by the principals is important and determines the academic achievement of the learners in a school. This is because teachers are strategic assets that facilitate the acquisition of the expected knowledge, competencies, and skills among learners. The management of teachers in terms of teamwork and teacher monitoring were ineffective in influencing classroom instruction and the performance of learners. The author discovered that there were a number of ineffective school principals with limited administrative skills, especially in monitoring teachers' delivery of the curriculum, which affected learners' performance. Such findings were also realized in Ethiopia, where most principals were found to be ineffective administrators of schools in terms of teacher management, which hindered schools' academic performance. The effectiveness of school performance is a result of the principals being fair, respectful, and concerned with issues involving teachers aOwala, 2021).

In the same line of argument, Kilwake et al (2023) argued that schools can make a difference to students' academic achievement through the principals' managerial roles, such as staff monitoring on syllabus coverage and motivation of teachers. Motivating teachers is one of the principals' management roles that enhance learners' academic achievement. The scholar discovered that poor performance in schools is associated with poor management of teachers. This study emphasized the need for quality resource management, in particular the management of teachers, which would enhance students' academic performance.

STATEMENT OF THE PROBLEM

This study determined the relationship between management strategies of school heads and organizational behavior of public secondary schools in Panabo City Division. More specifically, it sought to answer the following questions:

1. What is the level of school heads' management strategies as perceived by public secondary teachers in terms of:
   1.1 instructional management; and
   1.2 assessment of learning?
2. What is the level of organizational behavior of public secondary teachers in terms of:
   2.1 organizational commitment;
   2.2 professional commitment;
   2.3 organizational citizenship; and
   2.6 job involvement?
3. Is there a significant relationship between school heads' management strategies and organizational behavior of teachers?
4. Which domains of school heads' management strategies significantly organizational behavior of teachers?

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METHODOLOGY

This chapter provides an overview of the methodology for this study, encompassing the research design, research participants, research tools, data collection procedure, and data analysis to be utilized in this investigation.

Research Design

This study used a quantitative research approach, specifically the descriptive correlational method. Quantitative research systematically gathers and analyzes data from multiple sources to measure and understand the extent of a problem, with findings that could be generalized to a larger population. This approach involves the use of statistical analysis to collect, analyze, and present numerical data. It provides several benefits, such as obtaining reliable and precise data, efficient data collection, extensive data analysis, and minimizing bias, making it a valuable method in research (Fleetwood, 2024).

The descriptive-correlational study approach utilizes quantitative methods to describe and analyze current conditions by documenting, examining, and interpreting existing data. It involves comparing and contrasting data to identify relationships between variables without manipulating them. This approach primarily focuses on present conditions but often considers historical factors in relation to current situations. The main goal is to characterize the associations between variables rather than establishing causal relationships (Bhat, 2024).

This study was categorized as quantitative due to its use of numerical data for analysis and interpretation. It adopted a descriptive approach to assess the management strategies of school heads and the organizational behavior of teachers. Additionally, it was correlational in nature, as it explored the relationship between the management strategies employed by school heads and the organizational behavior of teachers in public secondary schools within the Panabo City Division. Furthermore, the study investigated the factors that significantly impacted teachers' organizational behavior.

Research Respondents

This study targeted 203 public secondary teachers in the Panabo City Division. Using the Slovin Formula with a margin of error of .05, the total population of 415 public secondary teachers with three years of teaching experience was reduced to 203. According to Memon et al. (2020), a sample size of 200 was sufficient for analyses involving Pearson r. Therefore, the researcher opted to include 203 participants, exceeding the minimum required sample size to achieve the study's objectives.

In this study, the researcher utilized a probability sampling method, specifically cluster random sampling. This approach was commonly used for studying large, geographically dispersed populations by selecting pre-existing units such as schools or cities as clusters. In cluster sampling, the population was divided into smaller groups, or clusters, and then random selection was made from these clusters to create the sample (Thomas, 2023). In particular, the researcher randomly selected samples that represented the identified schools.

The inclusion and exclusion criteria for this study involved selecting secondary teachers with a minimum of three years of teaching experience. Choosing respondents with at least three years of teaching experience for evaluating the management strategies of school heads and the organizational behavior of teachers was justified because they possessed a sufficient depth of experience to provide informed and nuanced perspectives. Teachers with three or more years of experience had likely encountered a range of management strategies and organizational dynamics, allowing them to offer valuable insights into their effectiveness and impact. Their established tenure enabled them to assess and compare different leadership approaches and their influence on teacher behavior. This level of experience ensured that the feedback and data collected were grounded in practical, real-world experiences, enhancing the reliability and relevance of the study’s findings.

Additionally, to ensure the protection and comfort of respondents, it was crucial to guarantee that their participation in the survey was entirely voluntary and that they had the right to withdraw at any time without penalty or negative consequences. Participants were informed that their responses were confidential and that they could choose not to answer any questions or discontinue their involvement if they felt uncomfortable. This approach not only respected their autonomy and privacy but also fostered a supportive environment that encouraged honest and open feedback, ultimately contributing to the integrity and reliability of the research findings.

Research Instruments

To collect data, this study used a tailored survey questionnaire created specifically for the research. The questionnaire consisted of two distinct sections aimed at comprehensively exploring the research objectives: the first section assessed the management strategies of school heads, while the second section examined the organizational behavior of teachers. The tool paved a way to answer the statement of the problem of this study.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized. These tools were used in answering the statement of the problem and the hypotheses of the study.

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Mean
This was used to measure the level of management strategies of school heads and organizational behavior of teachers. It answered the statement of the problem 1 and 2.

Pearson Product-Moment Correlation Coefficient
This was utilized to determine the relationship between management strategies of school heads and organizational behavior of teachers. This answered the statement of the problem 3 and the first hypothesis.

Regression Analysis
This determined the significant influence of management strategies of school heads on organizational behavior of teachers. This answered the statement of the problem 4 and the second hypothesis.

RESULTS AND DISCUSSIONS

This chapter presents the results of the study. These are the findings of the problems raised in the previous chapter. They are presented both in the textual and tabular forms.

Level of School Heads` Management Strategies in terms of Instructional Management
Table 1 reflects the level of school heads` management strategies in terms of instructional management. It shows that the overall mean 4.21, in a very high level. This means that the level of school heads` management strategies in terms of instructional management is always evident.

It can be gleaned from the data that all 13 statements reveal a very high result. When arranged chronologically according to mean scores, the items are as follows: conducting the instructional supervision using appropriate strategy (4.26), preparing and implementing an instructional supervisory plan (4.25), and addressing deficiencies and sustain successes of current programs in collaboration with teachers and learners (4.24). These items prove that the school heads` management strategies in terms of instructional management is always evident.

The data presented demonstrates that school heads' management strategies in terms of instructional management are consistently at a very high level. This indicates that the strategies employed by school heads to manage and oversee instruction are regularly evident and effectively implemented within the school environment. Such high ratings reflect the school heads' commitment to creating and maintaining strong instructional frameworks, which significantly contribute to the success of teaching and learning processes. The very high mean score further suggests that these strategies are integral to the daily functioning of the school, ensuring that instructional goals are achieved with consistency and effectiveness.

The specific items related to instructional management, such as conducting instructional supervision with appropriate strategies, preparing and implementing an instructional supervisory plan, and addressing deficiencies and sustaining successes through collaboration with teachers and learners, all demonstrate strong levels of execution. The high ratings of these practices reinforce the idea that school heads are highly engaged in the instructional management process, actively fostering environments where teachers and students can thrive. These results imply that school heads not only recognize the importance of instructional quality but also take tangible steps to ensure its continuous improvement, ultimately benefiting both educators and learners alike.

The very high status of instructional management of school heads validated the perspective of Sorono and Quirap (2023) highlighting that school heads must be true instructional leaders who keep their focus on teaching and learning. School improvements cannot be achieved without the support and participation of school heads. The challenge of implementing change in the school community lies on the hands of the school heads. These changes are necessary for the development of the school and instructional development of the teachers so that the students' learning progress continuous. In this cycle, the primary role of the school heads is the initiation of best practices that ultimately lead to improved school performance.

Additionally, Mehnaz et al. (2022) articulates that in a public-school setting, school superintendents need to ensure that school heads are effective instructional leaders. For this, the role of the superintendent encompasses the need to identify school heads' behaviors which exhibit instructional leadership, assess how the school heads are managing the dimensions of instructional leadership, and whether leadership is impacting student achievement positively. They are held accountable for high levels of student achievement. To achieve this, they need to ensure that the entire range of incentives and conditions in schools fully support teaching and learning.

CONCLUSION AND RECOMMENDATIONS

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.

The main focus of the study was to determine the significance of the relationship school heads` management strategies and organizational behavior of teachers in public secondary schools. The study was conducted in the selected public schools of Panabo City Division. There were two hundred three (203) teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adapted 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 level of school heads` management strategies is very high. This indicates that these leaders consistently implement effective approaches to guide their schools. This suggests that school heads are actively engaged in managing instructional practices and assessing student learning to promote overall school improvement. The findings highlight that their management strategies are effectively aligned with enhancing the quality of education and supporting the organizational behavior of teachers.

Meanwhile, the level of organizational behavior of teachers is high. The high level of organizational behavior among teachers reflects their strong commitment and involvement in their professional roles. This suggests that teachers are motivated to contribute positively to their school environment, demonstrating a sense of responsibility and engagement in their work. The findings indicate that teachers are actively involved in their jobs, exhibit loyalty to their school, and display a professional attitude towards their responsibilities.

It was found out that there is a significant relationship between school heads` management strategies and organizational behavior of teachers. Moreover, all domains of the management strategies of school heads significantly influence the organizational behavior of teachers. This highlights the crucial role of effective leadership in shaping teacher behavior and performance. The data reveals that various aspects of school heads' management, such as instructional management and assessment for learning, directly influence teachers' organizational commitment, citizenship, and job involvement. This implies that when school heads implement strong and strategic management practices, teachers are more likely to demonstrate positive organizational behaviors that contribute to the overall success of the school.

Conclusions

Based on the findings of this study, the following conclusions were offered:
The level of school heads` management strategies means that it is always evident. In particular, instructional management and assessment of learning are always evident.

Meanwhile, the level of organizational behavior of teachers is high. Specifically, organizational commitment is always evident while professional commitment, organizational citizenship, and job involvement are oftentimes evident.
Based on the findings, school heads` management strategies and organizational behavior are related. All domains of school heads` management strategies are linked to the organizational behavior of teachers. This leads to the rejection of the null hypothesis.

Moreover, all domains of school heads` management strategies have significantly influenced the organizational behavior of teachers. Of which, assessment for learning shows a slightly stronger influence on the organizational behavior of teachers. This leads to the rejection of the null hypothesis.

The significant and positive correlation between the school heads` management strategies and organizational behavior of teachers supports the principles established in Contingency Theory by Fiedler (1967) as cited in Miles (2024). Shalaby (2024) mentioned that in Contingency Theory, it emphasized the importance of adapting organizational structures and management practices to fit the specific circumstances faced by an organization. It posited that there is no universal best way to organize and manage organizations; instead, the most effective approach depends on various situational factors, such as the environment, technology, and goals of the organization. In educational settings, where complexities abound and the environment is constantly changing, contingency theory offers valuable insights into tailoring organizational strategies to meet the unique needs of schools, colleges, or educational institutions.

Shonk (2025) emphasized that effective management strategies, such as providing professional development and support, positively influence teacher motivation and performance, shaping a productive and cohesive school culture. Thus, the management approach of school heads plays a critical role in shaping the attitudes, collaboration, and professional behavior of teachers.

Recommendations

The following suggestions were offered based on the conclusions of the study:
Based on the findings, DepEd officials may continue to strengthen and institutionalize training programs that enhance school heads' management strategies, particularly focusing on sustaining strong practices in instructional management and

assessment of learning. To further elevate teacher organizational behavior, DepEd may design and implement support systems that encourage school heads to develop innovative approaches in managing professional commitment, job involvement, and organizational citizenship among teachers. Additionally, DepEd may consider incorporating regular monitoring and mentoring mechanisms that assess and reinforce the effectiveness of school heads' strategic management styles, ensuring that these positively influence teacher morale, engagement, and long-term organizational loyalty.

Moreover, school heads are encouraged to sustain their strong practices in instructional management and assessment of learning, while also enhancing other areas of management that can positively impact teacher behavior. Specifically, school heads may adopt inclusive leadership approaches that promote teacher participation in decision-making, recognize teacher achievements, and support professional growth opportunities to boost professional commitment and job involvement. Furthermore, school heads are advised to implement initiatives that cultivate a culture of organizational citizenship, such as promoting collaboration, shared values, and mutual accountability, in order to strengthen the overall organizational behavior of teachers within their respective schools.

Furthermore, teachers are encouraged to continue demonstrating high levels of organizational commitment and actively engage in the areas of professional commitment, organizational citizenship, and job involvement. They may seek opportunities to collaborate with their school heads and colleagues, actively participate in school initiatives, and contribute to a positive school culture. Additionally, teachers may benefit from aligning their personal goals with the school's instructional and assessment strategies, ensuring that their efforts in teaching are in sync with school management practices. This alignment will help strengthen their professional and organizational behavior, fostering a more effective and supportive teaching environment.

Lastly, future researchers are encouraged to explore the specific mechanisms through which school heads' management strategies influence different dimensions of organizational behavior among teachers. It would be valuable to investigate how various leadership styles and management strategies, such as collaborative versus authoritative approaches, affect teacher motivation, job satisfaction, and commitment in more diverse educational settings. Additionally, examining the long-term impact of these management strategies on teacher retention and student outcomes may provide deeper insights. Researchers may also consider expanding the scope of the study to include a broader range of school contexts, such as public versus private institutions, to determine if the findings are consistent across different educational systems.

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