

ORGANIZATIONAL BEHAVIOR OF SCHOOL HEADS AND ORGANIZATIONAL COMMITMENT OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN THE DISTRICT OF PILAR

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ABSTRACT

The way school administrators behave in an organizational capacity is vital to influencing teachers' organizational commitment and, eventually, the standard of instruction transmitted to the school community. The study aimed to determine the level of organizational behavior of school heads and the degree of organizational commitment of public elementary school teachers in the District of Pilar for the S.Y. 2023-2024. The respondents of the study were the 160 elementary school teachers. Foreign and local literatures related to the study were reviewed in relation to their relevance and implications to the study. A validated and reliability tested researcher-made questionnaire was used to gather the needed data from the randomly selected respondents. The statistical tools employed to analyze and interpret the data gathered were the frequency count, mean, t-test, ANOVA and Pearson r. The findings of the study revealed that the level of organizational behavior of school heads and the degree of organizational commitment of teachers were "very high". No significant differences were found in the level of organizational behavior of school heads and the degree of organizational commitment of teachers when respondents were grouped according to sex, civil status, highest educational attainment, and length of service. However, a significant relationship was found between the organizational behavior of school heads and the organizational commitment of public elementary school teachers. Open and transparent communication may be developed between school heads and teachers. This may not only enhance the quality of decisions, but also reinforces a sense of community and commitment.

Keywords: *public school, organizational behavior, school heads, teachers, organizational commitment*

Introduction

The way school administrators behave in an organizational capacity is vital to influencing teachers' organizational commitment and, eventually, the standard of instruction transmitted to the school community. The way principal behaves when engaging with teachers holds significant influence over their relationships and job performance. Engaging in respectful and harmonious collaboration can lead to beneficial transformations within the organization. As individuals develop emotional control, they can sustain a feeling of togetherness and belongingness, ultimately motivating everyone to fulfill their roles and tasks. (Almirol et al., 2022).

In the globalized landscape of education, the dynamics between school leadership and teacher commitment are recognized as crucial factors influencing educational outcomes. While numerous studies have explored organizational behavior and commitment in educational settings, there exists a notable research gap in understanding the specific connection between the behavior and conduct of school administrators in an organization and the loyalty and responsibility of teachers (Sudheep & Narayanaswamy, 2016).

In recent years, Japanese school teachers have faced increasing demands, requiring them to manage classrooms effectively and provide individual guidance to students. This challenge is not limited to young or novice teachers, but extends to older and more experienced educators as well. Despite their dedication to teaching and supporting students in a rapidly changing educational environment, Japanese school teachers may experience exhaustion and mental strain. Criticisms, complaints from students and parents, and negative feedbacks from school leaders, coupled with lack of mutual support among teachers, contribute to an environment that heightens the risk of burnout. This situation is problematic as it negatively impacts the mental health of school teachers, ultimately leading to a decline in psycho-educational services in Japan (Hashimoto & Maeda, 2021).

In China, school heads emphasize the vital role of tailoring leadership for school upgrading. Chinese principals often rely on instructional leadership and authority management for school administration, reflecting the pressure to achieve ambitious educational goals within a traditional, factory-style model. Challenges such as difficulty in recruiting qualified teachers, especially in rural areas, may force some principals to employ underqualified teachers. In some cases, Chinese principals are perceived as ineffective and uninvolved, with one-third of teachers reporting that their principals function solely as administrators (Celik & Konan, 2021).

Further, in the Philippines, the school system is undergoing a significant transformation, transitioning from traditional learning to an advanced computer and information technology mode of learning delivery (Ferre et al., 2020). This shift is driven by the need for school leaders to adapt their behaviors to remain competitive in the evolving educational landscape (McKay, 2012). Burack (2020) suggests that this behavioral change is compelling school managers to align their organization's managing processes with the demands of the society. This modification is seen as motivation for implementing cooperation and involvement of employees to foster high level of commitment.

Organizational behavior in educational institutions encompasses leadership styles, decision-making processes, and communication strategies that shape the school's work culture. Effective organizational behavior positively influences teacher job satisfaction and potential. It is a key determinant of teacher retention, job satisfaction, and overall school effectiveness (Ingersoll & Strong, 2011). Committed teachers are more likely to invest discretionary effort, leading to improved student outcomes (Hitt & Tucker, 2016).

It is well acknowledged that heads play a chief role in work behaviors' shaping of attitudes of their subordinates. Within the workplace, they exert influence and contribute to the formation of an organizational culture that benefits both the institution and its employees (Joo & Jo, 2017). This leadership style is predominant and effective in addressing issues related to educational shortcomings, ethical dilemmas, and struggles (Roncesvalles & Sevilla, 2015; Wang & Hsieh (2013).

In today's era of increased globalization and international competition, organizations must effectively manage their human resources to maintain a competitive edge. This is particularly crucial in educational institutions where teachers, as a vital workforce component, are instrumental to realize the organization's tasks and purposes. Research indicates that employees with strong organizational commitment tend to surpass their duties, cultivate positive relationships, and remain dedicated to the organization's goals, even when those goals don't completely align with their personal priorities (Nadiri & Tanova, 2010; Dagli & Gençdal, 2019; Nordin, 2012).

Conversely, organizational behavior is believed to enhance employee productivity and efficient management, thereby contributing to the overall stability of an organization's performance (Ali & Waqar, 2013). This behavior is exemplified when individuals willingly lend their support in the workplace, maintain a positive attitude, safeguard the organization's interests, and willingly undertake extra responsibilities. Outside of regular working hours, they exert additional effort and demonstrate diligence in their tasks and willingly accepting roles in hardworking committees.

Thus, understanding the intricate interplay between leadership behavior and teacher commitment is crucial for improving school effectiveness. This research delves into this critical link, investigating how specific organizational behaviors of school heads cultivate or hinder teacher commitment, ultimately impacting student

learning and school success. It was conceptualized to explore the teachers' commitment levels, while investigating the potential impact of school heads' organizational behavior on the teachers' commitment especially in the Pilar District.

LITERATURE REVIEW

Foreign Literatures

A study exploring the impact of school principals' behaviors and attitudes favoring specific individuals on educators' commitment revealed a negative and moderate-level association between school administrators' favoritism attitudes. This emphasizes negative correlation between favoritism and commitment, underscoring the substantial influence of fairness on commitment levels (Okcu & Ucar, 2016).

Organizational matters in Eastern culture pertain to loyalty toward one's supervisor, particularly in the context of schools where supervisors are typically school heads. In the Turkish context, there were robust and meaningful correlations between various aspects of devotion to administrators and teachers' commitment. Notably, the study by Çelebi et al. (2016) revealed a crucial finding that the commitments were influenced by distinct facets of teachers' loyalty to their principals.

Further, the commitment of teachers expressed in their dedication towards work and loyalty was affected by principals' leadership and recognized within the context of Indonesian schooling as significant contributor to the knowledge of instructional management and organizational responsibility. They mentioned that to enhance teachers' commitment to their schools or organizations, school principals should prioritize comprehensive instructional leadership (Sukarmin & Sin, 2022).

The pivotal role of instructional management by school leaders, emphasizing the importance of leadership in shaping teachers' commitment was highlighted by Sukarmin & Sin (2022).

Power is the ability to influence and direct others' behavior towards desired outcomes. School administrators use various power styles to guide school staff in achieving their goals. These power styles can be categorized as stylistic and personal power. Employees who remain committed engage voluntarily, and possess loyalty to the organization is important to the organization's success. (Dogan & Celik, 2019).

Administrators' power styles predict teachers' performance and commitment, underlining the influence of leadership dynamics as revealed in the study of Dogan & Celik (2019).

Regarding teachers' organizational commitment, Koswara et al. (2021) highlights the importance of enhancing teachers' commitment to their organizations. They suggest that strengthening teamwork, practicing effective situational leadership by the principal, and fostering strong self-efficacy can be employed to bolster teachers' dedication to their organizations. A positive and significant correlation exists between the head's situational management and educators' commitment within the organization. He gives emphasis on teamwork and situational leadership by principals that establishes a connection between collaborative leadership and enhanced teacher commitment.

Organizational commitment, while defined in various ways across different organizations, fundamentally represents the process by which individuals establish a loyal and enduring connection with their organizations. This loyalty-based affiliation is upheld through organizational commitment and, as a result, both employees and organizations play pivotal roles in shaping the outcomes of the association. Related to this is Zhang & Jing, (2016) affirmation that educators' behavior, with teachers demonstrating their full potential when they possess a deep, intrinsic commitment to their work have significantly influenced the level of organizational commitment.

Through loyalty-based affiliation, both employees and organizations perform essential roles in determining and framing the future and outcomes of the association; hence, organizational commitment needs to be sustained. Related to this is Zhang & Jing's (2016) affirmation that educators' behavior, with teachers demonstrating their full potential when they possess a deep, intrinsic commitment to their work, has significantly influenced commitment to the organization.

The gradation of organizational commitment has a significant impact on educators' behavior, with teachers demonstrating their full potential when they possess a deep, intrinsic commitment to their work (Zhang & Jing, 2016).

In the study conducted by Zhang and Jing (2016), organizational commitment was recognized as a multidimensional construct. The research highlighted the presence of intrinsic commitment as a key factor, motivating teachers to fully harness and maximize their potential within the organizational context. Intrinsic commitment is the internalized dedication and emotional connection on their tasks and organization. Intrinsic commitment plays a pivotal part in driving teachers to go beyond their basic responsibilities. Educators' high intrinsic commitment demonstrate strong passion sense, enthusiasm, and personal investment in their roles.

Empowerment of teachers is strongly linked to their organizational commitment. Assigning greater responsibilities is a key factor in this connection. Studies suggest that when teachers are given tasks and decision-

making autonomy, they exhibit higher levels of commitment to their organization. Empowered teachers are more engaged and tend to reciprocate their commitment. This empowerment is significantly associated with their dedication to the organization, professional commitment, and job satisfaction. Empowered teachers demonstrate increased commitment to their schools, work, and experience greater job satisfaction (Ahadi & Suandi, 2014).

High rate of teacher absenteeism may be attributed to the low commitment of teachers in educating the youth. A positive correlation between job fulfillment among teachers is shown. Practical implication of this research is that school principals need to enhance teachers' fulfillment to promote their commitment, thereby ensuring that students receive a well-rounded education. It can contribute to existing knowledge by offering valuable insights from the empirical context of Merauke, Indonesia (Dahlan, 2020).

The headship patterns of school heads and teachers, along with their organizational commitments, play a role in enhancing work performance by providing attention, guidance, setting an example through exemplary behavior, motivation, and inspiration. The leadership style and commitment play an important function in fostering job satisfaction, supporting work performance through attributes such as diligence, earnestness, integrity, working hard without anticipating rewards, taking pride in one's work, and a sense of responsibility for the job. This provides valuable insights into the positive impact of leadership and commitment on work performance within educational context. Acknowledging intricate landscape of leadership and the varied expressions of commitment is crucial for a thorough and precise analysis of their effects on teachers' job satisfaction and performance (Syaiful et al., 2023).

Teachers alone, no matter how skilled, cannot intervene with the same impact as a school leader can. This provides an idea that the critical role of leadership and the importance of sharing effective behavior management strategies. However, a more nuanced approach that considers contextual factors, involves all stakeholders, and provides specific, evidence-based strategies would contribute to a more comprehensive understanding of effective behavior management in schools. Base on the result of the study, it gives importance on the adopting exemplary behavior and the value of sharing successful strategies, with this there is a need for a better approach that incorporates contextual considerations, engages all stakeholders, and offers specific, evidence-based strategies to comprehensively understand and enhance effective behavior management in schools (Bennett, 2017).

Teachers appreciated and respected the school's structure, relying on head-teachers for smooth operations. The relationships were flexible, lacking bureaucratic hurdles, and teachers felt free to express their opinions in meetings. The head-teacher considered suggestions, fostering a motivating working environment where colleagues supported each other, leading to successful task completion. Collegiality and teamwork were identified as key factors contributing to achievements surpassing set targets. The study emphasized that if there is a positive reception of the school's structure by teachers, characterized by flexible relationships, open communication, and supportive teamwork, there will be a successful and supporting environment (Nyathi & Bhebhe, 2019).

Likewise, commitment among mentors was high, especially those related to instruction. The strong association between principals' practices and mentors' commitment was reflected in ways of improving working situations. The situations included the school environment and opportunities provided to contribute to the policy-making process. It stresses the admirable commitment of mentors and highlights an influential part of the principal's practices in fostering such dedication. The emphasis on recognizing and valuing this commitment suggests potential positive impacts on student outcomes and the overall school environment, emphasizing the importance of acknowledging and reinforcing educators' dedication (Kean, Kannan, & Piaw, 2017).

Dedicated educators, driven by strong beliefs and energetic actions, have a profound impact on students' lives, guiding them to recognize their intrinsic values. Passion has an important function in motivating besides enhancing teachers' performance, influencing student achievement significantly. The correlation between passionate teaching and successful student learning is strong. Commitment, characterized by a strong sense of adherence, emerges as a crucial factor influencing the learning process of students. The study emphasized the importance of teachers' commitment on the learning process of the student. If the teachers are motivated to teach and also if they will improve their teaching performance truly same will also the effect to the students; academic performance. This simply give the school heads an input that they should give teachers opportunity to enhance their skills in teaching and to provide a good working environment. (Altun, 2016).

The positive outcome is credited to teachers' trust in decisions made fairly and transparently. This trust leads to effective and commendable task performance. Similarly, teachers trust administration's objectives which motivated them to work diligently to attain them. Principals' recognition of the significance of partnership fosters high morale among teachers, subsequently enhancing their commitment and sense of belonging. This emphasizes that school heads recognition and trust to teachers play an important role for their teachers do their job accordingly. Therefore, the whole performance of the school relies on the partnership of the teachers besides the school head (Kiral, & Kacar, 2016).

In Paustian-Underdahl, Walker, & Woehr (2014), perceived leadership effectiveness involving men and women did not differ. Also, Turkmen & Gul's (2017) study proposed that there are negligible differences in

teachers' perceptions on school administrator leadership behaviors based on their marital status. But variation was evident according to sex and tenure. Their study revealed that teachers' perceptions of leadership effectiveness can vary by gender, marital status, and seniority. With this, further study can be conducted to prove such claims.

Individuals with doctorate degrees consistently demonstrated high proficiency of management and proficiencies. It was uncovered that there are noteworthy alterations in demonstrated competencies based on the highest educational qualifications. These results suggest that obtaining the highest degrees may enable school heads to consistently exhibit skills more effectively than their colleagues. (Lepardo and Caingcoy, 2020).

School managers and teachers do not vary in subscales of organizational assurance according to period of service. It can be stated that the length of service cannot affect the perception of organizational assurance at institutes (Karademir, 2015).

Duration of tenure within the organization, such as acclimatization to the work, satisfaction with the job, and the attainment of status and retirement benefits do not vary in influencing employee's assurance to the association. It indicated that the employee's commitment was the same in terms of acclimatization to the work, satisfaction with the job, and the attainment of status and retirement benefits. With this, organizations may explore and prioritize other factors beyond the duration of tenure, acclimatization, job satisfaction, and status or retirement benefits to enhance employee commitment (Didin, 2014; Ozbakır, 2015, Sharma, Mohapatra, & Rai 2013).

Organizational culture and commitment are interrelated (Maral, 2015). Desired situation in school is expected when there is a good organizational culture. This means that there must be cooperation, fellowship, and friendship. Teacher may tend to have high commitment when they are happy and satisfied. Stated in Dere (2014) teachers were enthusiastic in their works. While (Erturk, 2014; Sharma, Mohapatra, & Rai, 2013) claimed teachers trust the school and school heads was from Kahveci, (2015); and teachers avoid alienation instead working together for the schools (Korkmaz, 2014). Their studies place emphasis on the positive correlation between employee behavior within an organization, which is shaped and influenced by what they value: behavior, systems, protocols, and commitment. Concisely, by fostering cooperation, trust, and a sense of belonging, institutions can not only enhance teachers' commitment but also contribute to their job satisfaction, motivation, and overall professional well-being.

Local Studies

School heads exhibit excellent workplace behavior, especially when it comes to building self-confidence, optimism, and hopefulness. This is demonstrated by their extremely high levels of hope, positive attitude, and self-efficacy when it comes to overcoming obstacles at work. With this, it requires a closer examination of these factors to analyze the workplace behavior of principals and how it affects the teachers' performance (Almerol et al., 2022).

School administrators consistently demonstrated leadership behaviors involving both initiating structure and consideration, fostering organizational commitment among teachers in various forms. It is worth noting that a weak positive correlation existed between these leadership behaviors and teachers' job performance, as well as a modest positive correlation with teachers' commitment to the organization. A model is being developed to pinpoint specific aspects of school leadership behaviors related to initiating structure and consideration that may need reassessment (Medul, 2022).

Teachers are dedicated to their profession, aiming to deliver high-quality education as reflected in students' academic achievements. It is imperative to investigate the nature of commitment among the teachers who have chosen to remain understanding as what motivates their commitment. This knowledge can serve as a basis for developing best practices that can be adopted by other teachers, integrated into school policies and training programs, all with the goal of ensuring that teachers will continue to provide even higher-quality education and find long-lasting fulfillment in their careers.

Individuals with a strong organizational commitment tend to be more content and productive in their roles. This commitment comprises three dimensions: an affective, continuance, and normative commitment. Employees' emotional commitment reflects a wholehearted dedication to their work and it is driven by alignment with the administration's objectives and personal satisfaction. Continuance commitment is staying in organization as they weigh the costs of leaving against the benefits of staying. It entails a feeling of duty to remain within the group, and individuals with heightened normative commitment are more inclined to remain even in the face of challenging circumstances. (Roncesvalles & Gaerlan, 2021).

In the realm of remote learning, Buitizon (2021) emphasized that there were instrumental in shaping a strategic plan put forth by the DepEd and school authorities. An evaluation of management practices led to the adoption of a sustainable approach by school administrators, involving innovative adjustments at their respective institutions. The approach places a strong emphasis on involving teachers in crucial decision-making processes and customized collaborative planning that considers the unique context of each school. To facilitate this, teachers are encouraged to participate in seminars and capacity-building initiatives aimed at refining their teaching methods and skills to address the challenges presented by the "new normal" in education.

The majority of the teachers in the study were predominantly females, aged 41 and above, and were associated with the Makabayan department in larger schools. These teachers, as a whole, held the belief in the presence of organizational justice within the Division and they perceived their principals as just in terms of distributive, procedural, and interactional justice. Furthermore, these teachers displayed positive organizational behavior. The result exhibit most of the teachers were female, aged 41 and above and Makabayan department-affiliated teachers had a collective belief in organizational justice within the Division, perceiving their principals as just across distributive, procedural, and interactional dimensions, ultimately aligning with positive organizational behavior. With this, encouraging and supporting positive organizational behavior should be a priority, possibly through professional development programs and initiatives that reinforce a collaborative and equitable working environment. (Pasion, 2023).

Senior high school teachers who display great act of organizational plus proficient commitment exhibit elevated job satisfaction. The study recommends (DepEd) and school administrators implement activities to sustain and enhance teachers' commitment to their institutions and their teaching profession. Despite of the observed high job satisfaction, the study underscores existing problems and issues related to teachers' working conditions, urging the DepEd to address these concerns. Additionally, the research suggests the replication of the study in a broader range of institutions and senior high schools to gain a more comprehensive understanding of teachers' perspectives on commitment and job satisfaction. Furthermore, an extension of the study could explore additional organizational behaviors of teachers to identify specific factors positively influencing job satisfaction, such as citizenship, institutional image, job involvement, work spirituality, and organizational culture. The study indicated that despite the high job satisfaction there were also some issues and concerns related to work conditions. With this a need for further study may be conducted to gain more knowledge how to achieve high school heads and teacher's work satisfaction and commitment and. (Tindowen et al., 2020).

Catholic teachers in Higher Education Institutions demonstrate elevated levels of empowerment. The teachers also display high levels of organizational behaviors, with three empowerment subscales consistently predicting various dimensions of these behaviors. Despite expressing limitations in participating in institutional decision-making and having autonomy in scheduling, the teachers exhibit positive organizational behaviors, including strong commitment, active engagement, positive relationships with supervisors, discretionary actions beyond their roles, and a strong desire to uphold the teaching profession. The study revealed the elevated empowerment levels among Catholic teachers in Higher Education Institutions and highlights positive organizational behaviors, including strong commitment and engagement. This call for further search of factors influencing dynamics in the organization and empowerment of mentors is necessary to analyse its implication to teachers' performance and the success of the institution. (Tindowen, 2019).

School managers affect the teacher's classroom performance. With this, they need set an opportunity to help one another to attain the school vision, aspirations, missions and objective. Trainings, conferences and seminars would be of great help. (Baluyos, Rivera, & Baluyos, 2019).

On the other hand, Altamia, (2018) categorized the demographic profile like gender, rank, marital status, tenure of teaching and educational level were the independent factors that does not involve teaching commitment. This suggests that these factors do not serve as determining factors regarding their dedication to their teaching profession. It was added that if possible that these teachers exhibit a genuine passion for teaching, and this deep-seated love for their profession motivates them to remain committed, regardless of the challenges occasionally faced by educators.

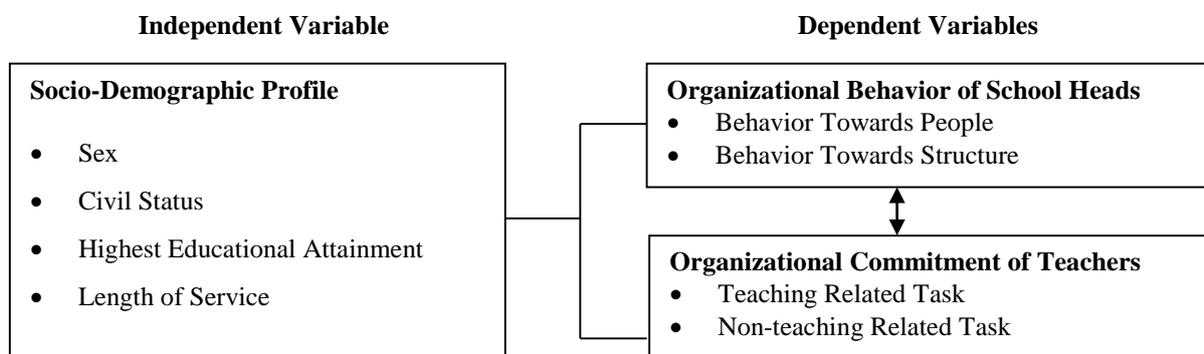


Figure 1. Schematic diagram showing the framework of the study.

Methods

Descriptive-correlational research design, a quantitative method involving numerical data analysis, was employed in this study. According to Creswell 2014, the descriptive research design is a study that describes the characteristics of a population or phenomenon being studied. A Quantitative research primarily employs numerical data. That is, the information that was obtained were analyzed, and interpreted in numerical form. According to Springer (2010), the usual quantitative research study starts with posing a research questions, followed by formulation of hypotheses, then data collection and analysis from which after a conclusion were drawn.

The study included one hundred sixty (160) randomly selected elementary school teachers out of a population of two hundred seventy-three (267) teachers from twenty-four (24) public elementary schools in the District of Pilar for the school year 2023-2024. The margin of error was set at 5.0 percent in determining the number of teacher-respondents.

A three-part questionnaire created by the researcher was used to collect data on the socio-demographic profile of school heads and teachers, the degree of organizational behavior demonstrated by school heads, and the degree of organizational commitment exhibited by teachers. The reliability of the questionnaire was determined using Cronbach alpha. The statistical tools used to analyze the data were frequency count, percentage, mean, t-test, ANOVA and Pearson r. All statistical data were computer processed.

Results and Discussion

Level of Organizational Behavior of School Heads as a Whole

Based on the mean analysis, the level of organizational behavior of school heads when taken as a whole was “Very High” with the mean of 4.54. In terms of their behavior towards people the mean was 4.56 which means “very high”, same verbal interpretation of “very high” with the behavior towards structure with the mean of 4.52. Data are shown in Table 2.

Table 2
Level of organizational behavior of school heads as a whole.

Components	Mean	Verbal Interpretation
Behavior towards People	4.56	Very High
Behavior towards Structure	4.52	Very High
Grand Mean	4.54	Very High

NOTE: Components are presented from highest to lowest.

Results further showed that the level of organizational behavior of school heads in terms of their behavior towards people had a mean of 4.56 with a verbal interpretation of “very high,” higher than the mean of 4.52 for behavior towards structure with a verbal interpretation of “very high.” The results imply that the school heads in the District of Pilar possess a consistently and substantially high level of organizational behavior. They exhibit good behavior towards people and structures. It is notable that the school head's focus on behavior towards people is rooted in the understanding that positive interpersonal relationships form the foundation for a thriving educational institution. By prioritizing people over structure, school leaders contribute to a positive culture, effective communication, and the overall success and well-being of the school community. The findings of Tyler (2016) supported it, that in order to build trust communication is necessary. This also affirms the study of Bennett (2017) that every leader should intentionally seek to the very best behavior possible in their schools as a matter of priority.

Degree of Organizational Commitment as a whole

Results on the degree of organizational commitment of public elementary school teachers in the District of Pilar had a grand mean of 4.59 with verbal interpretation of “Very High” as shown in Table 2.

Table 3
Degree of organizational commitment as a whole.

Components	Mean	Verbal Interpretation
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Teaching Related Tasks	4.67	Very High
Non-Teaching Related Tasks	4.51	Very High
Grand Mean	4.59	Very High

NOTE: Components are presented from highest to lowest.

Table 3 showed that the degree of organizational commitment of teachers with a mean of 4.59 which means "very high." In teaching-related tasks, the mean was 4.67 which means "very high," which was higher than in terms of non-teaching related tasks with a mean score of 4.51, which means "very high" also. This denotes that teachers are significantly committed to their core responsibilities in the classroom. This suggests a dedication to delivering high-quality education and engaging with students in a meaningful way. However, the difference in mean implies that teachers may show a slightly lower level of commitment to non-teaching-related tasks. These tasks could include administrative duties, professional development, or other responsibilities not directly linked to classroom instruction wherein they perform these tasks beyond office hours. The present study finds support in the study of Kean et al. (2017), whose results revealed that the commitment of teachers was very high in tasks related to teaching. Also, the principals' and teachers' commitment were interrelated in improving working relationship.

Differences in the Level of Organizational Behavior of School Heads when Respondents are grouped according to the Selected Profiles

The organizational behavior of school heads and organizational commitment of teachers when grouped according to the selected profiles of the respondents, the profile of the respondents was first presented.

Table 4
Profile of the Respondents

	Profile	Frequency	Percent (%)
Sex	Male	28	17.50
	Female	132	82.50
	Total	160	100.00
Civil Status	Single	43	26.90
	Married	110	68.80
	Widowed/Separated	7	4.30
	Total	160	100.00
Highest Educational Attainment	Bachelors' Degree	54	33.80
	Bachelors' Degree with Masteral Units	71	44.40
	Masters' Degree	34	21.20
	Doctorate Degree	1	0.60
	Total	160	100.00
Length of Service	Short	65	40.60
	Long	95	59.40
	Total	160	100.00

Sex. Data showed that 28 (17.50%) were males and 132 (82.50%) were females. Results showed that most of the respondents were females. There were more female respondents than their male counterparts.

Civil Status. Data showed that 43 (26.90%) were singles, 110 (68.80%) were married, and 7 (4.30%) were widowed/ separated.

Highest Educational Attainment. Data showed that 54 (33.80%) were Bachelors' Degree Holder, 71 (44.40%) were Bachelors' Degree Holder with Masteral units, 34 (21.20%) were Masters' Degree Holder, and 1 (0.60%) was Doctorate Degree Holder.

Length of Service. Data showed that 65 (40.60%) had served short in and 95 (59.40%) had served long in their respective schools.

Table 5 presents the significant values, t/F values, and corresponding probability of the differences in the

organizational behavior level of school heads and their socio-demographic profile, including sex, civil status, highest educational attainment, and length of service.

Table 5
Differences in the level of organizational behavior when respondents are grouped according to the selected profiles.

Socio-Demographic Profile	T/F Sig. Value	Significant Value	Probability
Sex	1.281	0.202	n.s
Civil status	0.958	0.386	n.s
Highest Educational Attainment	0.324	0.808	n.s.
Length of Service	1.649	0.101	n.s

p-value > 0.05 = not significant

The findings in Table 5 showed that there was no discernible difference in the degree of school administrators' organizational conduct when the respondents were categorized based on their marital status, highest length of service and level of education. Therefore, the null hypothesis, which states that there is no significant difference in the level of organizational behavior of school heads when the respondents are grouped according to the selected profiles is accepted. The results imply that male and female respondents have the same perception on the organizational behavior of their school heads. After all, the sex of the respondents was not the basis for measuring the level of the organizational behavior of the school heads as a whole. Paustian-Underdahl et al. (2014) supports the present study, that revealed men and women have the same perceived leadership effectiveness. The results imply that the level of school heads' organizational behavior does not differ with civil status of the respondents. Single, married, separated, and widowed respondents have the same perception on the organizational behavior of their school heads. Turkmen & Gul (2017) supported the present study that teachers' views of school administrators on servant leadership behaviors do not differ according to their marital status. Regarding the organizational behavior of their school heads, respondents with a bachelor's, master's, or doctorate share the same opinions. The findings of this study contradict those of Lepardo and Caingcoy (2020), as their research revealed that individuals with doctorate degrees consistently demonstrated high proficiency of leadership and core behavioral competencies. This suggests that there is no relationship between the respondents' length of service and the organizational behavior of school heads. The respondents' perceptions of the organizational behavior of their school head are similar regardless of how long or short their service was. The findings of Karademir (2015) agree with the present study that school managers and teachers' subscales of organizational confidence according to period of service were the same.

Differences in the Degree of Organizational Commitment when Respondents are grouped according to the Selected Profiles

Table 5 presents the significant values, t/F values, and corresponding probability of the differences in teachers' organizational commitment levels and their socio-demographic profile, including sex, civil status, highest educational attainment, and length of service.

Table 6
Differences in the degree of organizational commitment when respondents are grouped according to the selected profiles.

Socio-Demographic Profile	T/F Sig. Value	Significant Value	Probability
Sex	1.085	0.280	n.s
Civil status	1.441	0.240	n.s
Highest Educational Attainment	2.164	0.094	n.s.
Length of Service	0.300	0.765	n.s

p-value > 0.05 = not significant

The results in Table 6 revealed that there was no significant difference in the degree of organizational

commitment of teachers when they were grouped according to sex, civil status, highest educational attainment, and length of service. Thus, the null hypothesis, which states that there is no significant difference in the degree of organizational commitment of teachers when they are grouped according to the selected profiles is accepted. The result implies that the degree of organizational commitment of teachers does not vary in their socio-demographic profile such as sex, marital status, highest educational attainment and length of service. The results imply that sex of teachers does not affect their organizational commitment. Teachers, regardless of sex, have the same degree of organizational commitment in terms of their teaching and non-teaching-related tasks. The result of the study finds support to the study of Kiral & Kacar (2016) that the male and female teachers believe in the aims of their organization, and working hard to achieve the goals and vision. The results suggest that the degree of organizational commitment of teachers does not differ with civil status. Single, married, separated, and widowed teachers. Altamia's (2018) findings, supported it indicating that there is no notable difference in the level of teaching commitment among teachers when categorized by sex, position, civil status, length of teaching experience, and educational attainment. This implied that teachers who have a doctoral degree, a master's degree, or a bachelor's degree have the same level of organizational commitment. The outcomes of this investigation align with the conclusions drawn by Didin (2014), Ozbakır (2015), and Sharma et al. (2013). These studies similarly specify that, based on the duration of tenure within the organization, factors such as acclimatization to the work, satisfaction with the job, and the attainment of status and retirement benefits do not reveal significant differences in influencing employee commitment to the organization.

Relationship between the level of Organizational Behavior and the degree of Organizational Commitment of the respondents

The results on the relationship between the level of organizational behavior of school heads and the degree of organizational commitment of elementary school teachers in the district of Pilar shown in Table 6.

Table 7
Differences in the degree of organizational commitment when respondents are grouped according to the selected profiles

Variable	N	Pearson's r	Significance Value	Probability
Level of Organizational Behavior of School Heads				
Degree of Organizational Commitment of Elementary School Teachers	160	0.393	0.000	s.

The degree of organizational commitment exhibited by teachers and the organizational behavior of school heads were found to be significantly correlated, as indicated by the table. A significant value of 0.000 was found for the Pearson r value of 0.393, which was less than 0.05 alpha. Therefore, the null hypothesis, which states that there is no significant relationship between the level of organizational behavior of school heads and the degree of organizational commitment is rejected. The findings indicate a relationship between elementary school teachers' organizational commitment and the organizational behavior of school administrators. Elementary school teachers may exhibit a higher level of organizational commitment as a result of school heads' higher levels of organizational behavior. In the end, elementary school teachers may be less committed to the organization if school administrators exhibit poor organizational behavior. This is consistent with research by Maral (2015), who discovered a positive correlation between commitment and organizational culture. It also shows that affective commitment has the strongest correlation with organizational culture, followed by normative and continuation

commitment. It is a desired state that affective commitment and organizational culture have the strongest relationship.

Conclusions and Implications

Based on the findings of the study, the following conclusions were drawn: The school heads demonstrate a remarkably high level of organizational behavior. This strong leadership quality positions them to positively impact the school's overall performance by inspiring and motivating teachers and staff to help improve teaching quality, student achievement, and success of the school. Teacher who work in public elementary schools, exhibit a high level of organizational commitment and dedication to their roles and responsibilities, both in terms of their non-teaching duties as well as their teaching duties. All school heads regardless of respondent gender, civil status, highest level of education attained, or length of service have excellent organizational behavior. The public elementary school teachers possess excellent organizational behavior irrespective of being male or female, their civil status, highest education attained, and teaching experience. The very high level of organizational behavior of administrators at Pilar District can result to very high degree of organizational commitment of teachers. The findings indicate a relationship between elementary school teachers' organizational commitment and the organizational behavior of school administrators. Elementary school teachers may exhibit a higher level of organizational commitment as a result of school heads' higher levels of organizational behavior. In the end, elementary school teachers may be less committed to the organization if school administrators exhibit poor organizational behavior. Further research may be conducted to other school districts in the Schools Division of Capiz to verify, amplify, or negate the findings of this study.

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