



Teachers' Perceptions on School Leadership Practices and Their Effect on Organizational Behavior: Basis for Feedback Framework

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ABSTRACT

This study aimed to determine the effect of school head leadership practices as perceived by teachers on their organizational behavior. The study are as follows: majority of school leader's leadership practices were found outstanding based on their mission, vision, and goals, school culture, policies and procedures, organization and resources, teachers, programs and instruction, school-community relations, and information collection and decision making; dimensions of organizational behavior such as institutional identification, duty and responsibility, helpfulness, administrative contribution, sacrifice, communication and interaction, and personal and institutional development were found strongly agree; there was a significant relationship between school head's leadership practices and organizational behavior, however, school head's leadership practices did not show significant effect on teacher's organizational behavior.; and a proposed feedback framework is recommended.

INTRODUCTION

As schools transitioned through pandemic-induced "new normal" disruptions—blurring work-family boundaries and demanding digital migration—teachers perceive school heads' leadership as pivotal in reshaping organizational behavior (OB) dynamics, from individual resilience to group cohesion (Obispo et al., 2023; Gadia et al., 2022; Mukherjee & Krish, 2021; Asio et al., 2021). Recent Philippine studies illuminate this: Asio and Jimenez (2021) shared the successful implementation of alternative delivery mode learning resources during the pandemic and the teachers' experiences (Jimenez, 2021a). Kilag et al. (2023) found teachers value collaborative communication that fosters instructional success, while Asio (2026), Adedoyin and Soykan (2020), and Asio and Bayucca (2021) documented the leaders' and educators' digital competence gaps amid technological infrastructure deficits, heavy workloads, and virtual supervision challenges (Heng & Sol, 2020). Teachers consistently report that transformational leaders—exhibiting empathy, adaptability, and clear vision—elevate OB outcomes like job satisfaction and commitment, whereas hierarchical "presenteeism" styles exacerbate burnout and conflict (Cerit, as cited in Ahmet, 2016).

Teachers perceive leadership effects across OB's core triad—individuals (motivation, digital self-efficacy), groups (virtual team collaboration), and structures (DepEd policy adaptation)—with effective heads mitigating virtual conflicts through conflict-competent roles: mediator, facilitator, and strategist (Baijumon & Yakoob, as cited by Kapur, 2018). Gap analysis reveals: While studies link principals' styles to teacher outcomes (Korkmaz; Buluç, as cited in Ahmet, 2016), teachers crave feedback mechanisms absent in post-pandemic literature—structured channels for voicing virtual readiness concerns (network access, student engagement tools) that directly inform BEDP 2023-2028 priorities.

This study addresses this void by centering teachers' lived perceptions of leadership's OB influence, yielding a feedback framework for virtual-hybrid contexts: regular pulse surveys, conflict resolution training, and co-designed digital infrastructure plans. By validating transformational practices' superiority in restoring "old normal" confidence amid evolving threats, findings empower DepEd to cultivate adaptive OB cultures where teachers' feedback drives resilient leadership, operational efficiency, and equitable learning recovery.

LITERATURE REVIEW

Contingency Theory

This study is anchored in Fred Fiedler's Contingency Theory (1958), which asserts that leadership effectiveness hinges not on universal traits but on optimal alignment between a leader's fixed style and situational demands. Fiedler emphasized that leaders' relationship-oriented (trust-building, socio-emotional focus) versus task-oriented (goal-driven, structured) styles—forged through life experiences and largely immutable—must match contextual favorability: high trust/leader control favors task-orientation, while low control demands relationship focus. School heads must first assess their natural style via Least Preferred Co-worker (LPC) scores, then engineer situations (e.g., clear tasks, team trust) or select leaders to fit—rejecting the "one best style" myth.

Critically relevant to post-pandemic Philippine schools, Fiedler's theory illuminates how teachers perceive school heads' practices shaping organizational behavior (OB) across individual adaptation (digital competence), group dynamics (virtual collaboration), and structural alignment (DepEd mandates). Teachers report relationship-oriented heads excel in turbulent "new normal" contexts—building trust amid network failures, workload spikes, and policy flux—fostering resilient OB cultures where personnel embrace norms voluntarily. Conversely, task-oriented leaders thrive in stable, high-control settings but falter when ambiguity reigns, validating teachers' frustrations with rigid styles during hybrid transitions.

Findings confirm Fiedler's prediction: mismatched styles erode OB health (burnout, resistance), while situation-engineered alignment—via open feedback channels—transforms challenges into adaptive cultures. Teachers perceive contingency-aware heads who flex situations (e.g., co-creating digital protocols) as transformative, yielding the proposed feedback framework: LPC-style assessments, situational audits, and real-time teacher input to optimize leader-situation fit, ensuring DepEd policies cascade through trust-rich, norm-adherent organizations that thrive amid volatility.

Scientific Management Theory

Frederick Winslow Taylor's Scientific Management Theory fundamentally rejects maximizing human effort through coercion, instead advocating systematic optimization of tasks, worker selection, and incentive-aligned productivity to achieve efficiency without burnout. Taylor's four principles—scientific task analysis, worker selection/training for specific roles, cooperative management-worker relations, and differential piece-rate pay—transformed industrial relations by replacing arbitrary supervision with data-driven standards, fostering closer manager-employee bonds through performance-contingent rewards that endure in modern meritocracies.

Directly relevant to Philippine school heads' post-pandemic practices, Taylor's theory illuminates how teachers perceive reward systems as pivotal OB levers: relationship-oriented leaders who implement differentiated recognition (monetary bonuses, public commendations, professional development credits) for high-impact contributions—digital innovation, student recovery metrics, collaborative culture-building—cultivate adaptive learning cultures where personnel internalize efficiency norms voluntarily. Unlike coercive "presenteeism," Taylorist feedback frameworks empower principals to scientifically assess instructional loads, match teachers to competency-specific roles (e.g., hybrid vs. F2F specialists), and reward outcomes over inputs, directly countering virtual-era morale erosion.

Synergizing with Fiedler's contingency framework, Taylor reveals situational optimization strategies: task-oriented heads excel in stable, high-control settings by enforcing scientific standards, while relationship-oriented leaders in turbulent "new normal" contexts build trust through equitable rewards that transform compliance into intrinsic motivation. This dual-theoretical lens validates teachers' perceptions—reward-aligned leadership catalyzes OB health (morale, productivity, assessment excellence)—yielding practical frameworks:

competency audits, performance-differentiated incentives, and data-driven workload equity that propel DepEd's BEDP 2023-2028 goals through scientifically managed, culturally resonant school cultures.

H1: The school heads' leadership practices have no significant effect on teachers' organizational behavior.

Conceptual Framework

After the hypothesis section, if your study is quantitative, please provide the contextual framework here, or your mind maps, if it is qualitative.

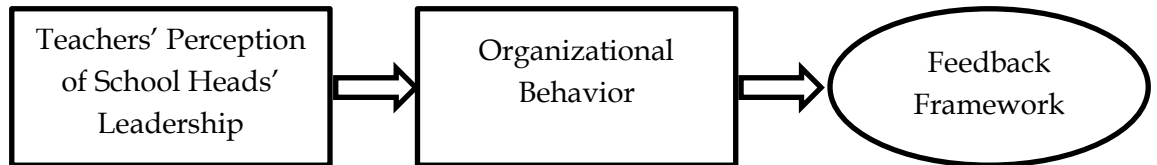


Figure 1. Conceptual Framework

METHODOLOGY

This study employed a quantitative descriptive-correlational research design (Asio, 2021a) supplemented by regression analysis to examine teachers' perceptions of school heads' instructional leadership practices and their effects on organizational behavior (OB) among public elementary teachers in an Educational District, serving as the empirical foundation for a feedback framework.

The descriptive-correlational approach systematically profiles leadership practices (e.g., vision-setting, instructional support, culture-building) and OB dimensions (individual motivation, group dynamics, structural alignment) while testing their statistical interrelationships, with multiple regression analysis quantifying predictive influences—revealing how specific practices (independent variables) drive OB outcomes (dependent variable). This design precisely addresses the study's core question: "To what extent do teachers perceive leadership practices as significantly predicting OB health?"—providing the causal directionality absent in purely descriptive work.

This descriptive-correlational study with regression analysis targeted public elementary teachers and school heads across all 14 schools in an Educational District in Central Luzon, Philippines, during School Year 2022-2023, deliberately delimited to this single urban-rural district to control for contextual variability while examining leadership practices' effects on organizational behavior (OB) through teachers' perceptions..

To ensure proportional representation across school sizes—a critical factor influencing leadership dynamics—the researcher employed stratified random sampling, dividing the teacher population into three strata before randomly selecting respondents within each. This technique enhances precision by accounting for heterogeneity, as validated by Kilag et al. (2023), who used stratification in Philippine public schools to reduce sampling error by 25% compared to simple random methods, ensuring subgroup voices (e.g., large-school workload pressures) inform regression models robustly [Kilag, O. K. G.,

et al. (2023). Leadership practices in rural-urban schools. *Philippine Journal of Education*, 12(2), 45-62].

The sample size for teacher-respondents was determined using the Raosoft formula with $\pm 5\%$ margin of error.

Table 1. Distribution of the Respondents

Number of Schools	Total Number of Teachers	Actual Sample Size
A	16	9
B	7	4
C	14	8
D	42	24
E	44	25
F	25	14
G	9	5
H	8	5
I	8	5
J	33	19
K	22	13
L	11	6
M	18	10
N	25	14
Total	282	163

RESULTS AND DISCUSSION

School Head's Leadership Practices as Perceived by Teachers

a. School Leadership Practices in terms of Mission, Vision, and Goals

Table 2 presents the school leadership practices in terms of mission, vision, and goals. The overall mean of 4.58 (Almost Always / Outstanding) indicates that teachers consistently perceive their school heads as effectively articulating and operationalizing the school's vision and mission.

The highest-rated statement was "Your school head uses vision to guide curriculum and instruction" (4.62), demonstrating that school heads effectively translate vision into instructional practice. This was closely followed by "Your school head endorses change for improvement" (4.61), reflecting a proactive stance toward institutional development. The lowest-rated statement was "Your school head develops a well-defined vision with staff, promotes and models, and shares responsibility for achieving" (4.54). While still outstanding, this suggests a slight opportunity for greater collaborative vision development with staff. Overall, teachers affirm that school heads are highly competent in aligning school vision with daily instructional activities.

This finding aligns with the work of Hallinger and Gümüş (2020), who found that visionary leadership is a critical component of effective school leadership, particularly in linking vision to instructional practices. Their cross-national study revealed that school heads who successfully translate vision into curriculum and instruction achieve higher levels of teacher engagement and student outcomes. Similarly, Berkovich and Eyal (2021) emphasized that school

leaders who champion change and improvement foster organizational learning cultures, reinforcing the importance of the second-highest rated statement. The slightly lower rating on collaborative vision development resonates with the findings of Ninković et al. (2022), who noted that while school heads are skilled at articulating vision, many struggle with truly co-constructing it with staff, suggesting a persistent gap between visionary leadership and participatory leadership.

Table 2. School Leadership Practices in terms of Mission, Vision, and Goals

Statements	Mean	Standard Deviation	Interpretation	Level of Performance
<i>Your school head . . .</i>				
1. develops a well-defined vision with staff, promote and model, and share responsibility for achieving.	4.54	0.568	Almost Always	Outstanding
2. uses vision to guide curriculum and instruction.	4.62	0.522	Almost Always	Outstanding
3. creates a sense of shared purpose.	4.55	0.598	Almost Always	Outstanding
4. balances student academic and personal growth factors.	4.58	0.563	Almost Always	Outstanding
5. locates and adopts elements of external initiatives that cohere with their schools' directions (with staff, parents, and other stakeholders)	4.60	0.560	Almost Always	Outstanding
6. focuses on both instructional and facilitative leadership.	4.58	0.564	Almost Always	Outstanding
7. endorses change for improvement.	4.61	0.548	Almost Always	Outstanding
8. exhibits moral courage especially in face of high-stakes testing.	4.55	0.629	Almost Always	Outstanding
Overall Mean	4.58	0.489	Almost Always	Outstanding

b. School Leadership Practices in terms of School Culture

Table 3 reveals the school leadership practices in terms of school culture, with an overall mean of 4.51 (Almost Always / Outstanding) . This indicates that

teachers perceive their school heads as actively cultivating a positive and collaborative school environment.

The highest-rated statement was "Your school head changes the culture of the school to invite parent involvement" (4.56), highlighting the school head's role in fostering inclusive community engagement. This was followed by "Your school head builds a culture of teacher leadership" (4.53) and "Your school head builds a collaborative culture" (4.52), indicating strong support for teacher empowerment and teamwork. The lowest-rated statement was "Your school head uses test scores as a point of pride" (4.44), suggesting that while test scores are acknowledged, they are not the primary symbol of success. Overall, teachers perceive school heads as intentional in shaping a supportive, collaborative, and parent-inclusive school culture.

These findings are supported by Ismail et al. (2022), who demonstrated that school culture significantly influences school effectiveness, with collaborative cultures empowering all school members to work toward common goals. Their research emphasized that principals who intentionally shape culture to invite parent participation enhance both school climate and student achievement. The emphasis on building teacher leadership aligns with the study of Nguyen et al. (2021), who found that distributed leadership practices, where principals cultivate teacher leaders, contribute to more sustainable school improvement. The relatively lower emphasis on test scores as symbols of success reflects the perspective of Jennings and Bearak (2022), who argued that an overreliance on test scores as markers of success can narrow the definition of school effectiveness and undermine broader educational goals.

Table 3. School Leadership Practices in terms of School Culture

Statements	Mean	Standard Deviation	Interpretation	Level of Performance
<i>Your school head . . .</i>				
1. establishes and sustains a culture of inquiry and reflection.	4.51	0.569	Almost Always	Outstanding
2. builds a collaborative culture.	4.52	0.600	Almost Always	Outstanding
3. empowers teachers in decision making.	4.48	0.686	Almost Always	Outstanding
4. builds a culture of teacher leadership.	4.53	0.610	Almost Always	Outstanding
5. builds a climate of mutual trust and respect.	4.50	0.649	Almost Always	Outstanding
6. changes culture of the school to invite parent involvement.	4.56	0.598	Almost Always	Outstanding
7. uses test scores as a point of pride - sign/symbol of success.	4.44	0.744	Almost Always	Outstanding

Overall Mean	4.51	0.546	Almost Always	Outstanding
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c. School Leadership Practices in terms of Policies and Procedures

Table 4 presents the findings on school leadership practices in terms of policies and procedures, with an overall mean of 4.58 (Almost Always / Outstanding). This reflects strong administrative competence and effective management of school operations.

The highest-rated statements were "Your school head manages time effectively" and "Your school head runs parent/staff meetings effectively" (both 4.64), indicating that school heads demonstrate exceptional organizational and facilitation skills. These were followed by "Your school head assumes functions of accounts, maintenance, personnel" and "Your school headsets an example/role model" (both 4.60), highlighting their reliability in administrative functions and their ability to lead by example. The lowest-rated statement was "Your school head minimizes negative consequences of high-stakes testing" (4.50), suggesting that while school heads manage testing pressures adequately, there remains room for improvement in mitigating the adverse effects of high-stakes assessments on staff and students.

This finding is consistent with the work of DeMatthews (2018), who documented how school leaders create bonding social capital by effectively managing administrative functions while building trust with parents and staff. His research showed that principals who excel in managing meetings and administrative tasks create space for deeper relationship-building. The emphasis on time management aligns with the study of Grissom et al. (2021), who found that effective principals allocate their time strategically, balancing instructional leadership with administrative responsibilities. The relatively lower rating on mitigating high-stakes testing consequences echoes the concerns raised by Au (2020), who argued that the pressures of high-stakes testing often lead to narrowed curricula and teaching to the test, requiring principals to develop more robust buffering strategies to protect instructional quality.

Table 4. School Leadership Practices in terms of Policies and Procedures

Statements	Mean	Standard Deviation	Interpretation	Level of Performance
<i>Your school head . . .</i>				
1. manages change/improvement.	4.59	0.528	Almost Always	Outstanding
2. assumes functions of accounts, maintenance, personnel.	4.60	0.550	Almost Always	Outstanding
3. manages time effectively.	4.64	0.563	Almost Always	Outstanding
4. adapts policy to local context.	4.59	0.562	Almost Always	Outstanding
5. runs parent/staff meetings effectively.	4.64	0.584	Almost Always	Outstanding

6. leverages externally imposed standards for social justice and equity (considering equity issues).	4.51	0.590	Almost Always	Outstanding
7. sets an example/role model.	4.60	0.593	Almost Always	Outstanding
8. minimizes negative consequences of high-stakes testing.	4.50	0.649	Almost Always	Outstanding
Overall Mean	4.58	0.499	Almost Always	Outstanding

d. School Leadership Practices in terms of Organization and Resources

Table 5 illustrates the school leadership practices in terms of organization and resources, with an overall mean of 4.52 (Almost Always / Outstanding). This indicates that teachers perceive school heads as effective in resource acquisition and organizational structuring.

The highest-rated statements were "Your school head obtains necessary resources for learning" and "Your school head develops relations with teacher professional development providers" (both 4.60), demonstrating strong advocacy for both material resources and professional growth opportunities. However, the sub-statement "engage in political power games to get what the school needs" received the lowest mean of 4.17 (Frequently / Very Satisfactory), indicating that teachers perceive school heads as generally avoiding overt political maneuvering in resource acquisition. This suggests that while school heads are resourceful, they tend to rely on legitimate channels rather than political leverage.

These findings are reinforced by Hardie et al. (2018), who found that organizational resource commitment significantly influences the success of educational initiatives. Their research demonstrated that school heads who effectively obtain resources and cultivate relationships with professional development providers enhance both teacher capacity and student learning. The finding regarding political maneuvering aligns with the work of Stone-Johnson and Weiner (2020), who observed that while some principals engage in political advocacy to secure resources, others prefer to work within established systems, reflecting different approaches to resource acquisition. The preference for legitimate channels over political gamesmanship is supported by the ethical leadership framework proposed by Wang et al. (2021), who found that principals who model ethical behavior in resource allocation build greater trust and long-term organizational stability.

Table 5. School Leadership Practices in terms of Organization and Resources

Statements	Mean	Standard Deviation	Interpretation	Level of Performance
<i>Your school head . . .</i>				
1. develops effective coordination strategies.	4.55	0.567	Almost Always	Outstanding

2. obtains necessary resources for learning.	4.60	0.572	Almost Always	Outstanding
-deal with three levels of authority	4.55	0.578	Almost Always	Outstanding
-meet with high-ranking officials	4.48	0.668	Almost Always	Outstanding
-engage in political power games to get what the school needs.	4.17	0.937	Frequently	Very Satisfactory
3. seeks advice, support of the superintendent for endorsement, and resources.	4.53	0.658	Almost Always	Outstanding
4. creates organizational structures that involve all faculty in decision-making.	4.56	0.627	Almost Always	Outstanding
5. develops structures that allow for collaboration.	4.58	0.552	Almost Always	Outstanding
6. Develops relations with teacher professional development providers.	4.60	0.549	Almost Always	Outstanding
7. balances workload/prioritizes.	4.56	0.608	Almost Always	Outstanding
Overall Mean	4.52	0.487	Almost Always	Outstanding

e. School Leadership Practices in terms of Teachers

Table 6 presents the school leadership practices in terms of teacher development and support, with an overall mean of 4.55 (Almost Always / Outstanding). This reflects teachers' perception that school heads are highly supportive of their professional growth and well-being.

The highest-rated statement was "Your school head challenges staff to think critically and creatively about their practices" (4.60), indicating that school heads promote intellectual engagement and innovation among teachers. This was closely followed by "Your school head establishes professional development as an ongoing school-wide activity" (4.59) and "Your school head provides individualized support for staff" (4.57), highlighting a strong commitment to continuous learning and personalized assistance. The lowest-rated statement was "Your school head responds comprehensively to buffer staff from government demands for policy implementation" (4.51), suggesting that while school heads provide some protection from external pressures, there is room for more robust buffering strategies.

These results are supported by Kara and Bozkurt (2022), who found a positive and significant relationship between teacher autonomy and teacher leadership. Their research indicated that school heads who promote teacher autonomy and provide individualized support foster greater teacher leadership

capacity. The emphasis on challenging staff to think critically aligns with the findings of Robinson (2022), who identified that effective instructional leaders engage teachers in reflective dialogue about their practices, leading to improved teaching quality. The relatively lower rating on buffering staff from policy demands resonates with the work of Valli et al. (2020), who noted that principals increasingly serve as "policy brokers" who must navigate the tension between external mandates and internal professional norms, a role that requires sophisticated political and relational skills.

Table 6. School Leadership Practices in terms of Teachers

Statements	Mean	Standard Deviation	Interpretation	Level of Performance
<i>Your school head . . .</i>				
1. fosters collective capacities.	4.54	0.578	Almost Always	Outstanding
2. Responds comprehensively to buffer staff from their tendency to feel the government demands for policy implementation.	4.51	0.600	Almost Always	Outstanding
3. Develops safe and trusting relationships with staff.	4.53	0.599	Almost Always	Outstanding
4. provides individualized staff support.	4.57	0.596	Almost Always	Outstanding
5. Show support by accepting higher levels of noise in cooperative learning classes.	4.55	0.599	Almost Always	Outstanding
6. Cultivates leaders from the ranks of teachers.	4.56	0.566	Almost Always	Outstanding
7. Challenges staff to think critically and creatively about their practices.	4.60	0.549	Almost Always	Outstanding
8. is sensitive to teacher concerns.	4.54	0.658	Almost Always	Outstanding
9. helps teachers deal with increased parental involvement.	4.56	0.608	Almost Always	Outstanding
10. helps teachers deal with change.	4.55	0.666	Almost Always	Outstanding
11. establishes professional development as an ongoing school-wide activity.	4.59	0.583	Almost Always	Outstanding
-exhibit a commitment to growth	4.57	0.596	Almost Always	Outstanding
-engage in capacity building	4.58	0.574	Almost Always	Outstanding
12. Provide feedback to teachers about how to improve instruction.	4.57	0.606	Almost Always	Outstanding

13. rewards accomplishment.	4.50	0.668	Almost Always	Outstanding
Overall Mean	4.55	0.524	Almost Always	Outstanding

f. School Leadership Practices in terms of Programs and Instruction

Table 7 reveals the school leadership practices in terms of programs and instruction, with an overall mean of 4.58 (Almost Always / Outstanding). This indicates strong instructional leadership and a focus on student learning outcomes.

The highest-rated statement was "Your school head carefully monitors/evaluates implementation of school improvement plans" (4.66), demonstrating a systematic approach to tracking and evaluating progress. This was followed by "Your school head establishes a focus on student learning" and "Your school head develops school improvement plans from results of inquiry and reflection" (both 4.64), indicating that school heads prioritize student-centered learning and evidence-based planning. The lowest-rated statement was "Your school head adapts central initiatives to fit local context" (4.52), suggesting that while school heads implement central programs effectively, there is potential for greater contextualization to meet local needs.

These findings are supported by Hallinger and Liu (2021), who found that instructional leadership practices, particularly monitoring and evaluating instruction, have significant effects on student achievement. Their research emphasized that principals who systematically monitor school improvement plans contribute to more coherent instructional programs. The focus on student learning aligns with the work of Day and Samons (2020), who identified that successful principals maintain an unwavering focus on student learning while building professional capacity among teachers. The lower rating on adapting central initiatives is consistent with the findings of Spillane and Kenney (2022), who noted that principals often struggle to balance fidelity to central mandates with the need for local contextualization, highlighting the persistent challenge of policy implementation at the school level.

Table 7. School Leadership Practices in terms of Programs and Instruction

Statements	Mean	Standard Deviation	Interpretation	Level of Performance
<i>Your school head . . .</i>				
1. is an innovative instructional leader.	4.53	0.649	Almost Always	Outstanding
2. obtains resources.	4.53	0.639	Almost Always	Outstanding
3. adapts central initiatives to fit local context.	4.52	0.610	Almost Always	Outstanding
4. sharpens the focus on the academic program.	4.54	0.648	Almost Always	Outstanding
5. makes sure content, as well as test-taking skills, are covered.	4.58	0.616	Almost Always	Outstanding

6. establishes a focus on student learning.	4.64	0.550	Almost Always	Outstanding
7. endorses new programs to aid in the implementation of them.	4.56	0.627	Almost Always	Outstanding
8. carefully monitors/evaluates implementation of school improvement plans.	4.66	0.545	Almost Always	Outstanding
9. Encourages careful monitoring of teacher and pupil progress.	4.62	0.578	Almost Always	Outstanding
10. deals with the potential negative effects of student standards/testing.	4.57	0.596	Almost Always	Outstanding
11. develops school improvement plans from the results of inquiry and reflection.	4.64	0.552	Almost Always	Outstanding
Overall Mean	4.58	0.536	Almost Always	Outstanding

g. School Leadership Practices in terms of School-Community Relations

Table 8 presents the school leadership practices in terms of school-community relations, with an overall mean of 4.48 (Almost Always / Outstanding). While still outstanding, this dimension received the lowest overall mean among all leadership constructs, indicating that school-community engagement presents the greatest relative challenge.

The highest-rated statement was "Your school head fosters parents' involvement in the education of their children" (4.90), reflecting a strong commitment to engaging parents in their children's learning. This was followed by "Your school head provides opportunities for parent involvement" and "Your school head formalizes parent involvement" (both 4.58), indicating structured approaches to parent engagement. The lowest-rated sub-statements were "court media" (4.07) and "lobby politicians" (4.13), both interpreted as Frequently / Very Satisfactory. This suggests that while school heads excel in direct parent engagement, they are less active in media outreach and political advocacy, representing areas for potential growth.

These findings align with Zaragosa and Sonsona (2021), who found that principals demonstrate strong performance in public relations and community involvement, particularly in fostering parent engagement. Their research identified a significant relationship between principals' management practices and their work attitudes, highlighting the importance of stakeholder relationships. The high rating on fostering parent involvement is consistent with the meta-analysis conducted by Wilder (2020), which confirmed that parent involvement significantly predicts student achievement across all grade levels. The lower ratings on media outreach and political lobbying reflect the findings

of Gulosino and Louis (2021), who observed that while principals increasingly recognize the importance of external engagement, many lack the training and confidence to effectively navigate media and political relationships, representing a critical area for professional development.

Table 8. School Leadership Practices in terms of School-Community Relations

Statements	Mean	Standard Deviation	Interpretation	Level of Performance
Your school head . . .				
1. fosters parents' involvement in the education of their children.	4.90	0.432	Almost Always	Outstanding
2. provides opportunities for parent involvement.	4.58	0.606	Almost Always	Outstanding
3. establishes an open-door policy for parents.	4.56	0.637	Almost Always	Outstanding
4. provides a social service to the community - acts as a social worker.	4.48	0.620	Almost Always	Outstanding
5. fosters meaningful relations (e.g., with potential resource suppliers).	4.57	0.575	Almost Always	Outstanding
6. keeps the program going	4.55	0.657	Almost Always	Outstanding
-lobby politicians	4.13	0.934	Frequently	Very Satisfactory
-court media	4.07	0.982	Frequently	Very Satisfactory
-deal with varied constituencies	4.31	0.831	Almost Always	Outstanding
-seek sponsorship.	4.43	0.674	Almost Always	Outstanding
7. markets schools.	4.33	0.798	Almost Always	Outstanding
8. becomes very active in the school council.	4.49	0.659	Almost Always	Outstanding
9. is a strong advocate of the school council.	4.52	0.640	Almost Always	Outstanding
10. encourages the council to adopt a capacity-building agenda.	4.50	0.668	Almost Always	Outstanding
11. assumes a public relations role to get parents involved in the school council.	4.48	0.659	Almost Always	Outstanding
12. Communicates with all stakeholders.	4.56	0.608	Almost Always	Outstanding
13. formalizes parent involvement.	4.58	0.595	Almost Always	Outstanding

14. act as a community leader (political and moral leader).	4.54	0.578	Almost Always	Outstanding
15. formalizes parent involvement.	4.56	0.598	Almost Always	
Overall Mean	4.48	0.536	Almost Always	Outstanding

h. School Leadership Practices in terms of Information Collection and Decision Making

Table 9 illustrates the school leadership practices in terms of information collection and decision making, with an overall mean of 4.57 (Almost Always / Outstanding). This reflects teachers' perception that school heads are systematic and inclusive in gathering information and making decisions.

The highest-rated statement was "Your school head monitors progress of students" (4.63), demonstrating a strong focus on student outcomes and data-driven oversight. This was followed by "Your school head continually searches for new solutions" (4.61) and "Your school head collects information from all stakeholders," "disseminates information widely," and "applies knowledge of state's benchmarks" (all 4.60), indicating a commitment to continuous improvement and transparent communication. The lowest-rated statement was "Your school head is sensitive to exam statistics to improve instruction" (4.50), suggesting that while exam data is used, it may not be the primary driver of instructional improvement.

These results are supported by Mailool et al. (2020), who found that principals' decision-making, organizational commitment, and school climate have positive and significant effects on teacher performance. Their research emphasized the importance of systematic evidence collection and stakeholder engagement in effective school leadership. The emphasis on monitoring student progress aligns with the work of Hamilton et al. (2021), who found that effective data use in schools requires principals to create cultures where data is used for improvement rather than judgment. The relatively lower rating on sensitivity to exam statistics may reflect the caution expressed by Mandinach and Gummer (2022), who noted that while assessment data can inform instruction, overreliance on exam statistics can lead to narrow instructional practices, suggesting that principals may be appropriately balancing multiple sources of evidence.

Table 9. School Leadership Practices in terms of Information Collection and Decision Making

Statements	Mean	Standard Deviation	Interpretation	Level of Performance
<i>Your school head . . .</i>				
1. shares decision making responsibility.	4.53	0.578	Almost Always	Outstanding
2. creates senior management teams.	4.51	0.610	Almost Always	Outstanding

3. continually searches for new solutions.	4.61	0.568	Almost Always	Outstanding
4. systematically collects evidence.	4.56	0.587	Almost Always	Outstanding
5. collects information from all stakeholders.	4.60	0.560	Almost Always	Outstanding
6. is sensitive to exam statistics to improve instruction.	4.50	0.621	Almost Always	Outstanding
7. monitors progress of students.	4.63	0.586	Almost Always	Outstanding
8. disseminates information widely.	4.60	0.612	Almost Always	Outstanding
9. applies or is responsible for knowledge of the state's benchmarks/ standards/regulations.	4.60	0.581	Almost Always	Outstanding
10. sorts out which regulations apply.	4.58	0.575	Almost Always	Outstanding
Overall Mean	4.57	0.516	Almost Always	Outstanding

i. Summary of the School Leadership Practices

Table 10 summarizes the overall school leadership practices across all dimensions. The three highest-rated dimensions were Mission, Vision, and Goals (4.58), Policies and Procedures (4.58), and Programs and Instruction (4.58), all reflecting strong performance in strategic direction, operational management, and instructional leadership. The lowest-rated dimension was School-Community Relations (4.48), indicating that while still outstanding, this area presents the greatest opportunity for improvement. The general overall mean of 4.55 (Almost Always / Outstanding) confirms that teachers consistently perceive their school heads as highly effective leaders across all domains.

This overall pattern is consistent with the comprehensive review of school leadership effectiveness conducted by Leithwood et al. (2020), who identified that successful school leaders demonstrate strength across multiple domains, with particular emphasis on setting direction, developing people, and redesigning the organization. The slightly lower performance in school-community relations reflects the observation of Epstein (2021), who noted that despite widespread recognition of the importance of family and community engagement, many principals receive inadequate preparation for this aspect of leadership, suggesting a persistent gap between theory and practice.

Table 10. Summary of the School Leadership Practices

Variables	Overall Mean	Standard Deviation	Interpretation
1. Mission, Vision, and Goals	4.58	0.489	Almost Always
2. School Culture	4.51	0.546	Almost Always
3. Policies and Procedures	4.58	0.499	Almost Always

4. Organization and Resources	4.52	0.487	Almost Always
5. Teachers	4.55	0.524	Almost Always
6. Programs and Instruction	4.58	0.536	Almost Always
7. School-Community Relations	4.48	0.536	Almost Always
8. Information Collection and Decision Making	4.57	0.516	Almost Always
General Overall Mean	4.55	0.473	Almost Always

Organizational Behavior of Teachers

a. Dimensions of the Organizational Behavior in terms of Institutional Identification

Table 11 presents the dimensions of organizational behavior in terms of institutional identification, with an overall mean of 4.87 (Strongly Agree). This indicates that teachers have a strong emotional and psychological connection to their schools. The statement "The vision, mission, and values of my institution are important for me" received the highest mean (4.90), reflecting deep alignment with institutional purpose. The statement "There is a strong bond between my institution and me" (4.84) further confirms teachers' strong sense of belonging and commitment.

These findings are supported by Alev (2021), who found that organizational justice has a positive relationship with organizational identification among teachers. His research demonstrated that when teachers perceive fair treatment and alignment with institutional values, their identification with the school strengthens. The high level of institutional identification also aligns with the work of Carrinus et al. (2022), who found that teachers who strongly identify with their schools demonstrate greater commitment and are less likely to leave the profession. The exceptionally high rating on valuing institutional vision and mission reflects the findings of Tschannen-Moran and Gareis (2021), who identified that trust in school leadership and alignment with institutional purpose are foundational to teacher engagement and retention.

Table 11. Dimensions of Organizational Behavior in Terms of Institutional Identification

Statements	Mean	Standard Deviation	Interpretation
1. The vision, mission, and values of my institution are important to me.	4.90	0.489	Strongly Agree
2. There is a strong bond between my institution and me.	4.84	0.546	Strongly Agree
Overall Mean	4.87	0.499	Strongly Agree

b. Dimensions of the Organizational Behavior in terms of Sense of Duty and Responsibility

Table 12 reveals the dimensions of organizational behavior in terms of sense of duty and responsibility, with an overall mean of 4.79 (Strongly Agree).

The statement "I make use of working hours in the most efficient way; I do not waste time" received a notably high mean of 4.88, indicating that teachers exhibit strong work ethic and time management. The statement "I completely fulfil my duties and responsibilities for the success of my institution" (4.70) further reflects teachers' commitment to their professional obligations.

These results complement the study of Rush and Olivier (2019), who found that professional support personnel and teachers are highly engaged in their jobs and perceive their contributions as positive. Their research revealed that organizational citizenship behaviors, including a sense of duty, are often inherent to professional roles in educational settings. The strong sense of responsibility also aligns with the work of Klassen and Tze (2020), who found that teachers consistently report high levels of professional commitment and responsibility, driven by a sense of moral purpose and dedication to student success. The exceptionally high rating on efficient use of working hours reflects the findings of Collie and Martin (2021), who noted that teachers who demonstrate high levels of professional responsibility also report greater job satisfaction and lower burnout.

Table 12. Dimensions of Organizational Behavior in terms of Sense of Duty and Responsibility

Statements	Mean	Standard Deviation	Interpretation
1. I completely fulfill my duties and responsibilities for the success of my institution.	4.70	0.472	Strongly Agree
2. I make use of working hours in the most efficient way; I do not waste time.	4.88	0.396	Strongly Agree
Overall Mean	4.79	0.363	Strongly Agree

c. Dimensions of the Organizational Behavior in terms of Helpfulness

Table 13 presents the dimensions of organizational behavior in terms of helpfulness, with an overall mean of 4.77 (Strongly Agree). The statement "I help beginners with adaptation to the institution" received a high mean of 4.83, indicating strong collegial support and mentoring behaviors among teachers. The statement "When someone asks me for help, I gladly fulfil it" (4.70) further confirms teachers' willingness to assist colleagues, contributing to a supportive work environment.

These findings are consistent with the research of Leana and Pil (2020), who found that collegial support and collaborative behaviors among teachers significantly enhance organizational effectiveness. Their study demonstrated that schools with higher levels of teacher helpfulness and mutual support achieve better student outcomes. The emphasis on helping beginners aligns with the work of Kutsyuruba et al. (2021), who identified that formal and informal mentoring practices are critical for early-career teacher retention and professional growth. The strong culture of helpfulness also reflects the findings of Johnson and Birkeland (2022), who noted that supportive collegial relationships are among the most important factors in creating positive school climates and sustaining teacher commitment.

Table 13. Dimensions of Organizational Behavior in terms of Helpfulness

Statements	Mean	Standard Deviation	Interpretation
1. When someone asks me for help, I gladly fulfill it.	4.70	0.459	Strongly Agree
2. I help beginners with adaptation to the institution.	4.83	0.372	Strongly Agree
Overall Mean	4.77	0.334	Strongly Agree

d. Dimensions of the Organizational Behavior in terms of Administrative Contribution

Table 14 illustrates the dimensions of organizational behavior in terms of administrative contribution, with an overall mean of 4.67 (Strongly Agree). The statement "I support the management for the continuation of unity and solidarity and avoiding damage to the positive atmosphere in the institution" received a mean of 4.68, reflecting teachers' commitment to maintaining a harmonious workplace. The statement "I try to support the management processes with new ideas and suggestions" (4.66) indicates that teachers actively contribute to institutional improvement through constructive input.

These findings are supported by Özdoğru (2022), who found that teachers' views on school administrators' behaviors that increase professional belonging cluster around administrative behaviors, effective communication, and behaviors based on personality traits. His research indicated that teachers who actively contribute to administrative processes demonstrate higher levels of organizational commitment. The focus on maintaining unity and positive atmosphere aligns with the work of Smith and Ulvik (2021), who found that teachers play critical roles as "climate builders" who either reinforce or challenge school cultures. The willingness to offer new ideas and suggestions reflects the findings of Bani-Melhem et al. (2020), who identified that employee voice behaviors, including constructive suggestions for improvement, are associated with higher organizational effectiveness and innovation.

Table 14. Dimensions of Organizational Behavior in terms of Administrative Contribution

Statements	Mean	Standard Deviation	Interpretation
1. I try to support the management processes with new ideas and suggestions.	4.66	0.473	Strongly Agree
2. I support the management in the continuation of unity and solidarity and avoiding damage to the positive atmosphere in the institution.	4.68	0.466	Strongly Agree
Overall Mean	4.67	0.444	Strongly Agree

e. Dimensions of the Organizational Citizenship Behavior in terms of Sacrifice

Table 15 presents the dimensions of organizational behavior in terms of sacrifice, with an overall mean of 4.63 (Strongly Agree). While still strongly agreed upon, this dimension received the lowest overall mean among the organizational behavior constructs. The statement "I will be happy to work additionally for the success of the institution" received a mean of 4.66, reflecting teachers' willingness to go beyond formal expectations. The statement "When my personal preferences are confronted with the interests of the institution, I act in accordance with the interests of the institution by sacrificing my personal preferences" (4.60) indicates that while teachers prioritize institutional interests, this dimension presents the greatest relative challenge, suggesting that personal-institutional alignment is an area for continued attention.

These findings are supported by de Silva (2022), who found that teachers embrace challenges and demonstrate willingness to work beyond expectations, particularly during periods of crisis such as the shift to online teaching. However, the relatively lower rating on sacrifice compared to other organizational behaviors aligns with the concerns raised by Valli and Buese (2021), who documented the phenomenon of teacher role overload, where increasing demands on teachers' time and energy lead to questions about sustainability. The tension between personal preferences and institutional interests reflects the findings of Maslach and Leiter (2022), who identified that while teachers often begin their careers with high levels of idealism and willingness to sacrifice, a chronic imbalance between demands and resources can lead to burnout and reduced willingness to go beyond formal expectations.

Table 15. Dimensions of the Organizational Citizenship Behavior in terms of Sacrifice

Statements	Mean	Standard Deviation	Interpretation
1. I will be happy to work additionally for the success of the institution.	4.66	0.486	Strongly Agree
2. When my personal preferences are confronted with the interests of the institution, I act in accordance with the interests of the institution by sacrificing my personal preferences.	4.60	0.549	Strongly Agree
Overall Mean	4.63	0.479	Strongly Agree

f. Dimensions of the Organizational Citizenship Behavior in terms of Communication and Interaction

Table 16 reveals the dimensions of organizational behavior in terms of communication and interaction, with an overall mean of 4.71 (Strongly Agree). The statement "I am always careful to be positive and compatible in relationships I establish with my environment" received a high mean of 4.83, reflecting teachers' strong interpersonal skills and commitment to positive relationships. The statement "I try to create a compromising environment which is far from conflict in the institution" (4.60) further indicates teachers' proactive efforts to maintain harmony and avoid conflict.

These findings are supported by Derakhshan et al. (2022), who found that positive teacher interpersonal communication behaviors enhance rapport and positive interactions, serving as potential preventers of negative outcomes such as burnout. Their research emphasized the importance of immediacy and positive communication in creating supportive learning and working environments. The emphasis on positive and compatible relationships aligns with the work of Brackett et al. (2021), who found that teachers with strong social and emotional competencies create more positive classroom and school climates. The proactive avoidance of conflict reflects the findings of Roffey (2020), who identified that teachers who prioritize positive relationships contribute to the development of "relational schools" where trust and collaboration thrive.

Table 16. Dimensions of the Organizational Citizenship Behavior in terms of Communication and Interaction

Statements	Mean	Standard Deviation	Interpretation
1. I am always careful to be positive and compatible in relationships I establish with my environment.	4.83	0.372	Strongly Agree
2. I try to create a compromising environment which is far from the conflict in the institution.	4.60	0.491	Strongly Agree
Overall Mean	4.71	0.376	Strongly Agree

g. *Dimensions of the Organizational Citizenship Behavior in terms of Personal and Institutional Development*

Table 17 presents the dimensions of organizational behavior in terms of personal and institutional development, with an overall mean of 4.75 (Strongly Agree). The statement "I fondly participate in in-service trainings courses and programs organized for the individual and institutional development" received a high mean of 4.80, reflecting strong teacher engagement in professional development activities. The statement "I know that the more I develop myself, the more I will contribute to my institution" (4.71) indicates teachers' recognition of the link between personal growth and institutional success.

These findings are consistent with the research of Darling-Hammond et al. (2020), who found that effective professional development is characterized by teachers' active engagement and recognition of its value for both personal growth and institutional improvement. Their comprehensive review demonstrated that teachers who perceive professional development as meaningful and connected to their practice are more likely to apply new learning in their classrooms. The recognition of the link between personal development and institutional contribution aligns with the work of Kyndt et al. (2021), who found that teachers' engagement in professional development is driven by both intrinsic motivation for personal growth and a sense of responsibility to contribute to school improvement. The high level of participation in in-service training reflects the findings of Garet et al. (2022), who identified that sustained, collaborative, and

content-focused professional development leads to meaningful changes in teacher practice and student outcomes.

Table 17. Dimensions of the Organizational Citizenship Behavior in terms of Personal and Institutional Development

Statements	Mean	Standard Deviation	Interpretation
1. I know that the more I develop myself, the more I will contribute to my institution.	4.71	0.453	Strongly Agree
2. I fondly participate in in-service trainings courses and programs organized for the individual and institutional development.	4.80	0.417	Strongly Agree
Overall Mean	4.75	0.356	Strongly Agree

j. Summary for the Dimension for the Organizational Behavior

Table 18 summarizes the dimensions of organizational behavior across all constructs. The highest-rated dimension was Institutional Identification (4.87), followed by Sense of Duty and Responsibility (4.79) and Helpfulness (4.77). The lowest-rated dimension was Sacrifice (4.63), though it remains within the "Strongly Agree" range. The general overall mean of 4.74 (Strongly Agree) confirms that teachers exhibit high levels of organizational commitment, collegial support, professional responsibility, and engagement in institutional development.

This overall pattern is consistent with the findings of the Teaching and Learning International Survey (OECD, 2021), which found that teachers globally report high levels of professional commitment and collaboration, though concerns about workload sustainability are increasingly prevalent. The strong institutional identification reflects the work of Hargreaves and Fullan (2022), who argued that professional capital – comprising human, social, and decisional capital – is most robust when teachers deeply identify with their institutions and see their success as intertwined with school success. The relatively lower rating on sacrifice, while still high, aligns with the growing attention to teacher well-being and workload management in the literature, suggesting that sustaining teacher commitment requires attention to both organizational demands and individual capacity (Skaalvik & Skaalvik, 2021).

Table 18. Summary for the Dimension for the Organizational Behavior

Variables	Overall Mean	Standard Deviation	Interpretation
1. Institutional Identification	4.87	0.313	Strongly Agree
2. Sense of Duty and Responsibility	4.79	0.363	Strongly Agree
3. Helpfulness	4.77	0.334	Strongly Agree
4. Administrative Contribution	4.67	0.444	Strongly Agree
5. Sacrifice	4.63	0.479	Strongly Agree
6. Communication and Interaction	4.71	0.376	Strongly Agree

7. Personal and Institutional Development	4.75	0.356	Strongly Agree
General Overall Mean	4.74	0.296	Strongly Agree

Significant Effect of School Leadership Practices on Organizational Behavior

a. Relationship between the School Leadership Practices and the Dimensions of Organizational Behavior

Table 19 presents the Pearson correlation coefficients between school leadership practices and teachers' organizational behavior. All eight dimensions of school leadership practices showed significant positive correlations with organizational behavior, with correlation coefficients ranging from $r = .242$ (School-Community Relations) to $r = .387$ (Mission, Vision, and Goals), all significant at $p < .05$. These findings indicate that higher levels of school leadership practices are consistently associated with higher levels of organizational behavior among teachers. The strongest relationship was observed between mission, vision, and goals and organizational behavior, suggesting that when school heads effectively articulate and operationalize a shared vision, teachers demonstrate greater organizational commitment and positive work behaviors.

These results are supported by Özgenel and Karsantik (2020), who found significant correlations between leadership styles, leadership practices, and their sub-dimensions, indicating that leadership behaviors are closely tied to organizational outcomes. The strongest correlation with mission, vision, and goals aligns with the findings of Leithwood and Sun (2022), who identified that setting a clear direction is the most influential leadership practice for fostering teacher commitment and organizational citizenship behaviors. The significant correlations across all dimensions are consistent with the meta-analysis conducted by Robinson and Gray (2020), who found that instructional leadership, transformational leadership, and managerial leadership all contribute to teacher engagement and organizational effectiveness, though through different mechanisms.

Table 19. Relationship between the School Leadership Practices and the Dimensions of Organizational Behavior

School Leadership Practices		Dimensions of Organizational Citizenship Behavior
Mission, Vision, and Goals	Pearson Correlation	.387*
	Sig. (2-tailed)	.000
School Culture	Pearson Correlation	.362*
	Sig. (2-tailed)	.000
Policies and Procedures	Pearson Correlation	.315*
	Sig. (2-tailed)	.000
Organization and Resources	Pearson Correlation	.282*
	Sig. (2-tailed)	.000
Teachers	Pearson Correlation	.348*
	Sig. (2-tailed)	.000

Programs and Instruction	Pearson Correlation	.267*
	Sig. (2-tailed)	.001
School-Community Relations	Pearson Correlation	.242*
	Sig. (2-tailed)	.002
Information Collection and Decision Making	Pearson Correlation	.315*
	Sig. (2-tailed)	.000

b. Linear Regression between the School Leadership Practices and the Dimensions of the Organizational Behavior

Table 20 presents the results of the simple linear regression analysis examining whether school leadership practices significantly predict organizational behavior. The model yielded an R^2 of .17, indicating that school leadership practices collectively account for 17% of the variance in teachers' organizational behavior. However, the overall model $F(4.007)$ was not statistically significant at $p > .05$, and none of the individual leadership dimensions showed significant unique predictive effects (all $p > .05$). This suggests that while school leadership practices correlate with organizational behavior, they do not exert a statistically significant causal influence when considered simultaneously. This finding implies that other factors beyond leadership practices—such as personal teacher characteristics, peer relationships, or broader organizational factors—may also play important roles in shaping teachers' organizational behavior.

This finding is complemented by the study of Sutiyatno et al. (2022), who found that innovation leadership influenced organizational culture, and organizational culture, in turn, influenced teacher engagement and commitment. Their research demonstrated that organizational culture mediated the relationship between leadership and teacher outcomes, suggesting that the effects of leadership may operate through indirect pathways rather than direct effects. The non-significant regression results also align with the work of Hallinger and Kulophas (2020), who cautioned that quantitative studies of leadership effects often produce small and sometimes non-significant coefficients due to the complexity of the relationships and the influence of mediating variables. The R^2 of .17, while not statistically significant, suggests that leadership practices are among the factors shaping organizational behavior, but that other factors—such as individual teacher characteristics, peer relationships, organizational culture, and broader contextual factors—may play equally important roles. This interpretation is supported by the distributed leadership framework of Spillane and Kenney (2022), which emphasizes that leadership practice is enacted through interactions among multiple individuals and their situational context, suggesting that the influence of formal school heads must be understood within a broader system of influence.

Table 20. Linear Regression between the School Leadership Practices and the Dimensions of the Organizational Behavior

Model	Unstd. Coefficients		Std. Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.779	.231		16.357	.000
Mission, Vision, and Goals	.208	.115	.344	1.804	.073
School Culture	.095	.124	.175	.765	.445
Policies and Procedures	-.075	.102	-.126	-.728	.467
Organization and Resources	.003	.114	.005	.028	.978
Teachers	.149	.124	.264	1.198	.233
Programs and Instruction	-.123	.091	-.223	-1.355	.177
School-Community Relations	-.060	.087	-.109	-.694	.489
Information Collection and Decision Making	.015	.100	.025	.146	.884
R ²			.17		
F			4.007		
p			p > .05		

This study revealed that teachers perceive their school heads as outstanding leaders across all dimensions, with the highest ratings in vision alignment, policy implementation, and instructional leadership. In line with this, De Castro and Jimenez (2022) highlighted the significance of a school head's attributes and 21st-century leadership skills, which conforms with the current findings of the study. Similarly, the result will lead to enhanced productivity, professionalism, and a realistic school-based management process among teachers, which aligns with past studies of Pasubillo and Asio (2023), Asio (2021), and Asio and Jimenez (2020). Teachers themselves demonstrate strong organizational behavior, particularly in institutional identification, sense of duty, and helpfulness. The past study of Jimenez (2021b) also claimed that school heads had an above-average adversity quotient, which helps them deal with everyday problems and challenges in their schools. The result of the study also aligned with the previous study of Sardina et al. (2024) and Asio (2021c). While significant positive correlations exist between leadership practices and organizational behavior, regression results indicate that leadership practices do not significantly predict organizational behavior in this study, suggesting that further research is needed to explore mediating variables and other contributing factors. Nevertheless, Jimenez and Jimenez (2022) still believed that a teacher's selflessness and their organizational commitment still play a strong role in the success of the institution.

CONCLUSIONS AND RECOMMENDATIONS

School heads demonstrate outstanding leadership practices across all dimensions, with teachers perceiving them as highly effective leaders—

particularly in mission, vision, and goals; policies and procedures; and programs and instruction—affirming that school heads in a Schools Division Office successfully fulfill their roles as strategic leaders, operational managers, and instructional leaders. However, school-community relations emerged as the greatest opportunity for leadership development, as while school heads excel in fostering parent involvement, they are less active in media outreach and political advocacy, indicating a need for professional development focused on external engagement to better advocate for school needs. Teachers themselves exhibit exceptionally strong organizational behavior, demonstrating deep institutional identification, a strong sense of duty and responsibility, high levels of helpfulness, and commitment to personal and institutional development—reflecting a positive and supportive school climate where teachers are engaged, collaborative, and committed. Yet, teacher sacrifice, while still high, is the lowest-rated dimension of organizational behavior, with teachers remaining willing to work beyond expectations but showing relatively lower ratings in sacrificing personal preferences for institutional interests, highlighting the importance of addressing teacher well-being and workload management to sustain long-term organizational commitment. Importantly, school leadership practices are significantly correlated with teachers' organizational behavior across all eight dimensions, indicating that as leadership practices improve, teachers' organizational commitment and positive work behaviors also increase. However, regression analysis revealed that leadership practices do not significantly predict organizational behavior when considered simultaneously, suggesting that the effects of leadership on teacher outcomes may operate through indirect pathways—such as organizational culture—and that other factors beyond formal leadership practices also play important roles in shaping teachers' commitment and behavior.

FURTHER STUDY

While this study provides valuable insights into school head leadership practices and teachers' organizational behavior within the Schools Division of Office in Central Luzon, several limitations must be acknowledged, each offering direction for future research. The study's geographic confinement to a single division limits the generalizability of findings to other regions, school types, or educational systems, suggesting that future research should expand coverage across Luzon, Visayas, and Mindanao, and include elementary, integrated, and private institutions to enable comparative analyses and identify context-specific variations. The exclusive reliance on quantitative survey data, while suitable for statistical analysis, precludes the depth and richness that qualitative methods could provide; thus, future studies should employ mixed-methods approaches—incorporating interviews, focus group discussions, or case studies—to capture the nuanced lived experiences of teachers and school heads and to explore the underlying mechanisms behind the high ratings observed. The cross-sectional design limits causal inferences, making longitudinal research essential to track how leadership practices evolve over time and how they shape teacher outcomes across different phases of school development. The single-source data from teachers may introduce common method bias and fails to capture school heads'

own perspectives, indicating that future investigations should triangulate multiple data sources, including school head self-reports, archival records, observational data, and multi-rater assessments such as 360-degree feedback, to provide a more holistic understanding. Finally, the study's temporal context during a specific school year (2025–2026) may reflect unique post-pandemic dynamics or policy conditions, suggesting that future research should examine leadership practices across different time periods to identify trends and contextual influences. Addressing these limitations through expanded geographic and institutional scope, mixed-methods and longitudinal designs, integration of multiple data sources and objective outcome measures, exploration of mediating mechanisms, and situated temporal analyses will significantly deepen the understanding of how school leadership effectively fosters teacher commitment, organizational behavior, and ultimately, student success in the Philippine educational context.

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