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Leadership and Organizational Citizenship Behaviors in Public Schools

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Abstract

Aim: In the dynamic landscape of education, leadership is pivotal in shaping institutions and fostering a conducive learning environment. This study examined the relationship between leadership behaviors and organizational citizenship behaviors (OCB) in public secondary schools in Calabanga District, Camarines Sur, Philippines. It focused on leadership dimensions such as setting goals, initiating structure, consideration, and communication, and their impact on OCB constructs including civic virtue, conscientiousness, altruism, and courtesy.

Methodology: This study employed a mixed-method approach, integrating both quantitative and qualitative research methods to comprehensively examine the relationship between leadership behaviors of school heads and the quality of teachers' Organizational Citizenship Behaviors (OCBs) in the public secondary schools of Calabanga District, Camarines Sur.

Results: The factors were promotion of collaboration and shared goals, enforcement of rules and regulations, setting the tone for the school environment, empowerment and support and personal experience and holistic leadership. The findings revealed a strong and cohesive leadership approach among school heads, with an overall mean of 3.49, indicating effective leadership practices. High levels of OCB, especially in altruism and courtesy, were observed, though there is room to enhance conscientiousness and civic virtue. There is a strong correlation between overall leadership behavior and OCB. This overarching relationship underscores the important role of leadership in shaping organizational culture and fostering a climate conducive to discretionary behaviors. Effective leadership, encompassing goal-setting, structuring, consideration, and communication, serves as a catalyst for eliciting OCB among faculty. Recommendations include ongoing professional development and fostering a positive school climate.

Conclusion: The factors of promotion of collaboration and shared goals, enforcement of rules and regulations, setting the tone for the school environment, empowerment and support, and personal experience and holistic leadership collectively contribute to effective leadership practices in educational institutions.

Keywords: *Leadership behavior, Organizational Citizenship Behavior, Sustainability plan*

INTRODUCTION

Leadership in public schools goes beyond merely managing resources and executing policies; it entails inspiring and motivating educators, staff, and students to collectively strive for excellence. The quality of leadership exhibited within these institutions profoundly influences the school culture, teacher satisfaction, student engagement, and overall academic performance. A transformative leader can ignite the passion for learning, foster a sense of belonging, and nurture a community of individuals committed to realizing the full potential of each learner. Concurrently, the concept of Organizational Citizenship Behaviors has gained various forms, such as teachers mentoring new colleagues, staff assisting in extracurricular activities, or educators offering their expertise to develop innovative teaching strategies. These behaviors, when embraced and encouraged, foster a culture of collaboration, trust, and mutual respect, strengthening the foundation for academic achievement and personal growth.

The Philippines' unique socio-cultural context and educational challenges add an intriguing dimension to the study of leadership and OCBs in public schools. Factors like limited resources, cultural diversity, and varying socioeconomic backgrounds necessitate adaptable and innovative leadership practices. It is within this intricate tapestry that educators must harness their potential to drive transformative change and contribute to the broader national vision of inclusive and equitable education for all.

Through an in-depth analysis of existing literature, case studies, and insights from educational experts, this research endeavors to offer valuable insights into the vital role of leadership and organizational citizenship behaviors in



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Philippine public schools. By doing so, we aspire to contribute to the ongoing discourse on educational leadership and inspire positive transformations that propel the nation's educational system toward a brighter, more promising future. Top of Form \The Philippine Constitution of 1987, specifically Article XIV, Section 5, emphasizes the state's role in promoting a quality education system. It recognizes the importance of competent and dedicated teachers and administrators in achieving this goal. The Constitution serves as a legal foundation for leadership development programs and initiatives aimed at enhancing organizational citizenship behaviors among educators. The Philippine Department of Education (DepEd), the main government agency responsible for overseeing the public school system, has established policies and guidelines to encourage leadership and OCBs. The DepEd Order No. 12 series of 2018 emphasizes the promotion of ethical and effective leadership practices in schools, recognizing the impact of strong leadership on student outcomes and school performance. The order provides a framework for developing leadership competencies and fostering a culture of organizational citizenship.

The Constitution provides the overarching legal framework for education, while the DepEd establishes policies and guidelines to promote effective leadership practices. Related studies highlight the positive impact of leadership styles, such as transformational and ethical leadership, on encouraging organizational citizenship behaviors among teachers. Recognizing and nurturing these aspects in public schools can lead to improved educational outcomes, a positive school culture, and a more engaged and committed teaching workforce.

The concept for the topic of this study came from the desire to contribute to the researchers' school and to DepEd as vision to continuously improve itself and better serve its stakeholders. Alongside with its mission wherein students learn in a child friendly, gender sensitive, safe, and motivating environment; wherein teachers facilitate learning and constantly nurture every learner; wherein administrators and staff acts as stewards of the institution that ensure an enabling and supportive environment for effective learning to happen and other stakeholders to actively engage and share responsibility for developing lifelong learners. The researcher believed that whatever result of this research has a direct impact on the school performance. There is also a great impact on the researcher herself that after the conduct of this study, she might find the winning formula, learn new leadership behaviors, recognize her limitations, and adapt leadership styles a leader she needs to be. The current research is designed to measure various aspects of leadership behavior and examine how this relates to organizational citizenship behavior. This paper aims to explore the interplay between leadership styles and organizational citizenship behaviors in public schools across the Philippines. By examining how effective leadership fosters an atmosphere conducive to the cultivation of OCBs, we hope to shed light on best practices and strategies that enable schools to flourish. Understanding the relationship between leadership and OCBs can ultimately contribute to the development of comprehensive frameworks and guidelines that empower educational leaders to create thriving learning environments in public schools.

Objectives

The study sought to determine the relationship between the extent of manifestations of leadership and organizational citizenship behaviors in public schools.

Specifically, it sought to answer the following questions:

1. What is the extent of manifestations of leadership behaviors of school heads along the following dimensions:
 - a. Setting goals
 - b. Initiating structure
 - c. Consideration, and
 - d. Communication?
2. What is the extent of disposition of organizational citizenship behaviors along the following constructs:
 - a. Civic Virtue,
 - b. Conscientiousness,
 - c. Altruism, and,
 - d. Courtesy?
3. Is there significant relationship between the extent of manifestations of leadership behavior and the extent of disposition of organizational citizenship behavior?
4. What other factors contribute to the leadership behaviors and organizational citizenship behaviors?
5. What sustainability plan may be proposed based on the results of the study?

METHODS

Research Design

This study employed a mixed-method approach, integrating both quantitative and qualitative research methods to comprehensively examine the relationship between leadership behaviors of school heads and the quality



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of teachers' Organizational Citizenship Behaviors (OCBs) in the public secondary schools of Calabanga District, Camarines Sur. For the quantitative component, a structured survey was utilized to gather data from a large sample of teachers and school heads. This survey measured the extent of leadership behaviors—such as goal setting, initiating structure, consideration, and communication—and assessed the quality of OCBs, focusing on dimensions like civic virtue, conscientiousness, altruism, and courtesy. The data collected through this survey were statistically analyzed to identify patterns, correlations, and the strength of the relationship between leadership behaviors and OCBs.

The qualitative component of the study involved conducting in-depth interviews and focus group discussions with selected teachers and school heads. These qualitative methods provided rich, detailed insights into the personal experiences, perceptions, and contextual factors influencing both leadership behaviors and OCBs within the schools. The qualitative data were analyzed thematically, allowing the researchers to explore the nuances and complexities behind the quantitative findings.

Population and Sampling

The study involved teachers from public secondary schools in the Calabanga District, Division of Camarines Sur, with a total population of 429 teachers. A random sampling technique was applied to select 203 teachers from this population. The random sampling process ensured that each teacher in the district had an equal chance of being selected, thereby minimizing selection bias and increasing the representativeness of the sample. This approach was appropriate for investigating the relationship between leadership behaviors of school heads and the quality of teachers' Organizational Citizenship Behaviors (OCBs) in the district.

For the qualitative component, in-depth interviews and focus group discussions were conducted with 15 selected participants from the sample. These participants were chosen based on their roles and experiences within the schools, which provided valuable insights into the nuances of leadership behaviors and OCBs. The combination of quantitative data from the larger sample and qualitative insights from the smaller group allowed for a comprehensive analysis of the factors influencing leadership and OCBs in the educational context of Calabanga District.

Instrument

The study utilized both unstructured interviews and a carefully developed survey questionnaire for data collection. The questionnaire was structured into three parts: (I) assessing the extent of leadership behaviors manifested by school heads in areas such as setting goals, initiating structure, consideration, and communication; (II) evaluating the quality of teachers' organizational citizenship behaviors (OCB) along dimensions like civic virtue, conscientiousness, altruism, and courtesy; and (III) identifying factors contributing to these leadership behaviors and OCBs. To complement this, the qualitative component involved interviews with 10 teachers to gain deeper insights into the experiences and practices that influenced both leadership behaviors and OCBs.

The reliability of the survey tool was assessed using Cronbach's Alpha. The results demonstrated strong internal consistency across most constructs. The goal-setting construct yielded a Cronbach's Alpha of 0.880, indicating high reliability in measuring the quality and extent of goal-setting behaviors. The initiation structure construct had a Cronbach's Alpha of 0.798, which, while acceptable, suggests room for refinement. Constructs related to consideration and communication showed excellent reliability, with Cronbach's Alpha values of 0.948 and 0.937, respectively. For the OCB constructs, civic virtue and conscientiousness had Cronbach's Alpha values of 0.758 and 0.721, indicating acceptable reliability but highlighting areas where item improvement could be beneficial. The constructs of altruism and courtesy demonstrated good reliability, with values of 0.834 and 0.833, respectively, ensuring consistent measurement of these behaviors.

Data Collection

The data gathering process was carried out systematically, beginning with securing the necessary permissions from various authorities. The researcher first obtained permission from the Graduate School Dean of the University to conduct the study. Following this, approval was sought and obtained from the Schools Division Superintendent and the Public School District Supervisor for Secondary in the Third Congressional District. Additionally, permission was requested from the principals of the public secondary schools within the Calabanga District to ensure full compliance with ethical and administrative protocols. Once all necessary approvals were granted, the researcher proceeded with the distribution of the questionnaires to the selected respondents. The questionnaires were handed out directly to the teachers, ensuring clear communication regarding the study's purpose and instructions. After allowing sufficient time for completion, the researcher personally collected the questionnaires to ensure a high response rate and address any immediate concerns or questions from the respondents. In addition to the quantitative data collected through the questionnaires, the researcher conducted unstructured interviews with a subset of the participants. These interviews were designed to gather comprehensive, qualitative insights that might not be fully captured by the questionnaire. The interviews provided an opportunity for the teachers to share their



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experiences and perspectives in more detail, thus enriching the overall understanding of the leadership behaviors and organizational citizenship behaviors within the educational context of the Calabanga District. This mixed-method approach, combining both quantitative data from the questionnaires and qualitative data from the interviews, allowed for a more nuanced analysis of the research questions, offering a broader and deeper understanding of the study's findings.

Data Analysis

The collected data was tabulated and interpreted by the researcher using the appropriate statistical tools. The data were analyzed through the use of mean and Pearson's Product Moment of Correlation.

To determine the extent of manifestation of leadership behaviors of school heads in terms of setting goals, initiating structure, communication, and consideration; and the quality of organizational citizenship behaviors of teachers along civic virtue, conscientiousness, altruism, and courtesy, mean was employed.

To determine whether or not significant relationships existed between aspects of leadership behaviors and organizational citizenship behaviors, Pearson's Product Moment of Correlation was used.

In this study, thematic analysis was utilized as a qualitative research method to explore leadership behaviors and organizational citizenship behavior, with the aim of generating insights and recommendations for improving leadership practices in educational institutions. Thematic analysis involves systematically identifying patterns or themes within qualitative data, providing a structured approach to understanding and interpreting the data. Firstly, the researcher collected qualitative data through methods such as interviews, focus groups, or open-ended survey questions, allowing participants to express their experiences, perceptions, and opinions regarding leadership behaviors and their impact. These responses were then transcribed or recorded for analysis. Once themes were identified, the researcher conducted a thorough analysis to explore the relationships between them and to extract meaningful insights. This involved examining how different themes intersected or influenced one another, as well as considering any variations or contradictions within the data. Through this analytical process, the researcher gained a deeper understanding of the complexities surrounding leadership behaviors and organizational citizenship behavior.

Ethical Consideration

Throughout the research process, the following ethical considerations were adhered to:

Informed Consent: Prior to data collection, informed consent was obtained from all participants, including school heads and teachers. They were fully informed about the purpose, procedures, risks, and benefits of the study. Participation was voluntary, and participants had the right to withdraw at any time without consequences.

Confidentiality: The confidentiality of participants was strictly maintained. All collected data were treated with utmost confidentiality and were only accessible to the research team. Personal identifiers were removed to ensure anonymity, and data were reported in aggregate form to prevent the identification of individual participants.

Data Protection: The research team implemented appropriate measures to protect the collected data from unauthorized access, loss, or misuse. Data were stored securely and were used only for the purposes of the study.

Privacy and Respect: Participants' privacy was respected throughout the research process. The research team ensured that participants were not subjected to any harm, discomfort, or embarrassment. The data collected were used solely for research purposes and were not used for any other undisclosed intent.

Voluntary Participation: Participation in the study was completely voluntary, and participants had the right to refuse or withdraw from the study at any stage without facing any negative consequences. Participants were assured that their decision to participate or not to participate would not affect their employment or any other aspect of their professional lives.

Reporting and Dissemination: The research findings were reported accurately and objectively. The results were presented in an aggregated and anonymous manner, without revealing the identities of individual participants. The research team ensured that the findings were disseminated to contribute to the body of knowledge in an ethical and responsible manner.

By adhering to these ethical considerations, the research team aimed to protect the rights and well-being of the participants, maintain the integrity of the research process, and contribute to ethical research practices in the field of education.

RESULTS and DISCUSSION

This chapter presents the results of the study conducted after the data gathered were tabulated, analyzed and interpreted. The sequence of presentation is based on the order of the research problems in order to answer them systematically.

Extent of Manifestations of Leadership Behaviors of School Heads

A comprehensive overview of the extent of manifestations of leadership behaviors exhibited by school heads



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across various aspects: Setting Goals, Initiating Structure, Consideration, and Communication. Each aspect demonstrates a high level of effectiveness, with mean scores ranging from 3.43 to 3.56, all falling within the "Very High" interpretation category. Initiating Structure, and Consideration exhibit similar mean scores, all standing at 3.49, indicating a consistent level of effectiveness across these dimensions. Communication emerges as the highest-scoring aspect, with a mean of 3.56, highlighting the significance of effective communication practices among school heads. The overall mean of 3.49 underscores the overall strength of leadership behaviors demonstrated by school heads, suggesting a cohesive and well-rounded approach to leadership within educational settings. These high scores across all aspects imply that school heads excel in various facets of leadership, which likely contributes to a positive organizational climate, effective goal attainment, and overall school success. However, while the scores indicate a high level of effectiveness, ongoing assessment and refinement of leadership practices can further enhance organizational outcomes and foster continuous improvement within the school community.

The high mean scores across all aspects of leadership behaviors among school heads, including Setting Goals, Initiating Structure, Consideration, and Communication, signify a strong foundation of effective leadership within educational settings. Such consistently high scores suggest that school leaders demonstrate a comprehensive approach to leadership, encompassing goal-setting, organizational structure, interpersonal consideration, and communication practices. This indicates a conducive environment for goal attainment, collaboration, and stakeholder engagement within schools. The implications of these findings are significant; they suggest that schools with effective leadership are better positioned to foster positive organizational cultures, support teacher and staff development, and ultimately enhance student outcomes. However, while the data indicates a high level of effectiveness, it also underscores the importance of continuous improvement and refinement of leadership practices to address evolving challenges and priorities within the educational landscape. By leveraging these strong leadership foundations, schools can adapt to changing needs, promote innovation, and sustain excellence in education. Thus, investing in leadership development and ongoing evaluation can further strengthen school leadership, leading to enhanced organizational effectiveness and student success in the long term.

Harris, and Hopkins (2018) present "Seven Strong Claims About Successful School Leadership," highlighting key attributes and practices associated with effective school leadership. Hallinger and Heck (2018) explore the principal's contribution to school effectiveness over a significant time span, offering in-depth analysis and understanding of effective leadership practices. Waters, Marzano, and McNulty (2023) discuss "Balanced Leadership" and its influence on student achievement, drawing from extensive research to elucidate the correlation between leadership behaviors and academic outcomes. These studies collectively emphasize the importance of various aspects of leadership, including goal-setting, organizational structure, interpersonal consideration, and communication practices, in fostering positive school environments and improving student achievement. By synthesizing research findings and practical implications, these studies offer valuable guidance for school leaders seeking to enhance their leadership practices and promote positive outcomes within educational settings.

Summary Table on Extent of Manifestations of Leadership Behaviors of School Heads

Aspects	Mean	Interpretation
Communication	3.56	Very High
Initiating Structure	3.49	Very High
Consideration	3.49	Very High
Setting Goals	3.43	Very High
Mean	3.49	Very High

Legend: 1.00-1.75 (Very Low), 1.76-2.50 (Low), 2.51-3.25 (High), 3.26 -4.00 (Very High)

Extent of Disposition of Quality of Organizational Citizenship Behaviors

The summary table on quality of organizational citizenship behaviors of various aspects of organizational citizenship behaviors (OCB) within the workplace, including Civic Virtue, Conscientiousness, Altruism, Courtesy, and the overall mean score.

The mean scores for each aspect indicate a consistently high level of OCB across the board, all categorized as "Very Good." In terms of specific aspects, Courtesy received the highest mean score of 3.62, suggesting that employees generally exhibit high levels of politeness, respect, and consideration towards their colleagues and superiors. Altruism follows closely behind with a mean score of 3.61, indicating that employees are willing to go above and beyond their job requirements to assist their colleagues and contribute positively to the organization. Civic Virtue and Conscientiousness both scored slightly lower but still within the "Very Good" range, with mean scores of 3.59 and 3.54 respectively. This suggests that employees demonstrate a commitment to organizational goals, actively participate in organizational activities, and fulfill their job responsibilities conscientiously. The overall mean score of

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3.59 reflects a strong culture of organizational citizenship behaviors within the workplace. These high mean scores indicate that employees are actively engaged, committed to organizational goals and values, and willing to contribute positively to the organization's success through their behaviors. Inference from these scores suggests that the organization has successfully cultivated a positive and supportive work environment where employees exhibit behaviors that contribute to organizational effectiveness and success. However, despite the overall high ratings, there may still be opportunities for continuous improvement and reinforcement of these positive behaviors to further enhance the organizational culture and maintain high levels of employee engagement and commitment.

The studies presented offer valuable insights into cultivating a positive and supportive work environment, enhancing organizational culture, and maintaining high levels of employee engagement and commitment. Gallup's (2017) report on the State of the American Workplace delves deep into the dynamics of employee engagement, productivity, and organizational success, emphasizing the significance of fostering a positive work environment and promoting behaviors conducive to organizational effectiveness. Schein's (2020) book on Organizational Culture and Leadership provides a comprehensive exploration of organizational culture's impact on leadership and organizational effectiveness, offering practical strategies for creating a supportive work environment and reinforcing desired behaviors among employees. Furthermore, Harter, Schmidt, and Hayes' (2022) meta-analysis sheds light on the relationship between employee satisfaction, engagement, and business outcomes, highlighting the critical role of a positive work environment and enhanced employee engagement in driving organizational success. Together, these studies provide valuable insights and actionable strategies for organizations seeking to cultivate a positive workplace culture and maintain high levels of employee engagement and commitment.

Summary Table on Extent of Disposition of Organizational Citizenship Behaviors

Aspects	Mean	Interpretation
Courtesy	3.62	Very High
Altruism	3.61	Very High
Civic Virtue	3.59	Very High
Conscientiousness	3.54	Very High
Over-all Mean	3.59	Very High

Legend: 1.00-1.75 (Very Low), 1.76-2.50 (Low), 2.51-3.25 (High), 3.26 -4.00 (Very High)

Relationship Between the Extent of Manifestations of Leadership Behavior and the Quality of Organizational Citizenship Behavior

The correlation analysis revealed significant positive relationships between the extent of manifestations of leadership behavior and the quality of organizational citizenship behavior (OCB) across all aspects examined. Setting goals ($r = .463$, $p = .000$), initiating structure ($r = .441$, $p = .000$), consideration ($r = .438$, $p = .000$), and communication ($r = .445$, $p = .000$) demonstrated highly significant correlations with OCB. Additionally, the overall construct of leadership behavior exhibited an even stronger correlation with OCB ($r = .508$, $p = .000$), indicating a robust association between leadership behavior and OCB.

Setting goals showed a very highly significant positive correlation with organizational citizenship behavior ($r = .463$, $p = .000$). This indicates that as leaders engage more in setting clear goals and objectives, employees tend to exhibit more organizational citizenship behaviors.

Initiating structure also had a very highly significant positive correlation with organizational citizenship behavior ($r = .441$, $p = .000$). This suggests that when leaders provide structure and clarity in work processes, employees are more likely to engage in discretionary behaviors that benefit the organization.

Consideration demonstrated a very highly significant positive correlation with organizational citizenship behavior ($r = .438$, $p = .000$). This implies that leaders who show care and concern for employees tend to inspire greater organizational citizenship behaviors.

Communication exhibited a very highly significant positive correlation with organizational citizenship behavior ($r = .445$, $p = .000$). This indicates that effective communication from leaders is associated with increased organizational citizenship behaviors among employees. The positive correlation between setting goals and OCB suggests that when leaders effectively establish clear and challenging objectives, faculty are more likely to engage in discretionary behaviors that benefit the organization beyond their formal job duties. This finding aligns with goal-setting theory, which posits that well-defined goals can motivate individuals to strive for excellence and contribute to organizational success. A recent meta-analysis by Lee et al. (2022) found that transformational leadership, which emphasizes goal-setting and vision articulation, had a significant positive relationship with organizational citizenship behaviors. This supports the current study's findings on the importance of goal-setting in fostering citizenship behaviors.

Similarly, the correlation between initiating structure and OCB implies that when leaders provide structure, guidance, and clarity in work processes, faculty feel empowered to exhibit behaviors that support the overall



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functioning of the organization. This result underscores the importance of organizational structure and clarity in fostering a conducive environment for discretionary efforts. Jiang et al. (2023) examined the role of ethical leadership in promoting organizational citizenship behaviors and found a significant positive relationship. This aligns with the current study's results on the importance of leadership behaviors in encouraging discretionary employee behaviors. The correlation between consideration, characterized by supportive and empathetic leadership, and OCB indicates that leaders who demonstrate care and concern for their faculty tend to inspire greater commitment and dedication. Teachers are more likely to engage in behaviors that contribute to a positive organizational culture when they feel valued and supported by their leaders. Moreover, the correlation between communication and OCB emphasizes the significance of effective communication in driving faculty engagement and organizational effectiveness. Leaders who communicate openly, transparently, and consistently facilitate greater trust, collaboration, and alignment among team members, thereby encouraging OCB. Wang et al. (2021) investigated the impact of authentic leadership on organizational citizenship behaviors and found a significant positive relationship mediated by psychological capital. This supports the current study's findings on the importance of leadership in fostering positive employee behaviors. The most notable finding is the strong correlation between overall leadership behavior and OCB. This relationship emphasizes the important role of leadership in shaping organizational culture and fostering a climate conducive to discretionary behaviors. Effective leadership, encompassing goal-setting, structuring, consideration, and communication, serves as a catalyst for eliciting OCB among teachers.

These findings have significant implications for school leadership and organizational development. By focusing on these key factors and fostering effective leadership behaviors, educational institutions can create environments that promote organizational citizenship behaviors, enhance teacher satisfaction and performance, and ultimately improve student outcomes. Future research could explore the specific mechanisms through which leadership behaviors influence OCB and investigate interventions to enhance leadership effectiveness in educational settings.

The positive correlation between setting goals and OCB suggests that when leaders effectively establish clear and challenging objectives, faculty are more likely to engage in discretionary behaviors that benefit the organization beyond their formal job duties. This finding aligns with goal-setting theory, which posits that well-defined goals can motivate individuals to strive for excellence and contribute to organizational success. Similarly, the correlation between initiating structure and OCB implies that when leaders provide structure, guidance, and clarity in work processes, faculty feel empowered to exhibit behaviors that support the overall functioning of the organization. This result underscores the importance of organizational structure and clarity in fostering a conducive environment for discretionary efforts.

The correlation between consideration, characterized by supportive and empathetic leadership, and OCB indicates that leaders who demonstrate care and concern for their faculty tend to inspire greater commitment and dedication. Faculty are more likely to engage in behaviors that contribute to a positive organizational culture when they feel valued and supported by their leaders.

Moreover, the correlation between communication and OCB emphasizes the significance of effective communication in driving faculty engagement and organizational effectiveness. Leaders who communicate openly, transparently, and consistently facilitate greater trust, collaboration, and alignment among team members, thereby encouraging OCB.

The most notable finding is the strong correlation between overall leadership behavior and OCB. This overarching relationship underscores the important role of leadership in shaping organizational culture and fostering a climate conducive to discretionary behaviors. Effective leadership, encompassing goal-setting, structuring, consideration, and communication, serves as a catalyst for eliciting OCB among faculty.

Relationship Between the Extent of Manifestations of Leadership Behavior and the Quality of Organizational Citizenship Behavior

Aspects of Leadership Behavior	Aspects of Organizational Citizenship Behavior	Pearson Correlation	Interpretation
Setting goals	Civic Virtue	.453	very highly significant
	Conscientiousness	.358	very highly significant
	Altruism	.386	very highly significant
	Courtesy	.348	very highly significant
Initiating structure	Civic Virtue	.447	very highly significant
	Conscientiousness	.228	very highly significant
	Altruism	.378	very highly significant



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	Courtesy	.364	very highly significant
	Civic Virtue	.429	very highly significant
Consideration	Conscientiousness	.317	very highly significant
	Altruism	.398	very highly significant
	Courtesy	.324	very highly significant
	Civic Virtue	.434	very highly significant
Communication	Conscientiousness	.293	very highly significant
	Altruism	.390	very highly significant
	Courtesy	.369	very highly significant
Leadership Behavior	Organizational		
	Citizenship Behavior	.508	very highly significant

Legend: $p \leq 0.001$ very highly significant, $p \leq 0.01$ highly significant, $p \leq 0.05$ significant, $p > 0.05$ not significant

Factors that contribute to the leadership behaviors and extent of demonstration of organizational citizenship behaviors

Highlighted in this section are the responses of the participants regarding the factors that contribute to the leadership behaviors and organizational citizenship behaviors of school heads which were deemed common among the answer of the participants during the semi-structured interview.

Promotion of Collaboration and Shared Goals

The first theme that emerge was promotion of collaboration and shared goals.
School A, Participant 12 noted:

"School leaders must promote a culture of collaboration among teachers, sharing ideas, resources, and best practices to enhance teaching and learning outcomes." (School A, Participant 12, 2024)

While School C, participant 4 says:

"Effective collaboration among teachers not only enhances the overall learning environment but also fosters a sense of community and shared responsibility within the school." (School C, participant 4, 2024)

The statement suggests that collaboration among teachers goes beyond improving academic outcomes; it contributes to creating a supportive and inclusive school culture. When teachers work together effectively, students benefit from a more cohesive learning environment where ideas are shared, resources are pooled, and collective efforts lead to better outcomes. Moreover, collaboration fosters a sense of belonging and shared responsibility among teachers, strengthening their commitment to the school's mission and goals. This inference underscores the importance of promoting collaboration as a fundamental aspect of school leadership and organizational culture.

The implications of the emerging theme of promoting collaboration and shared goals among school leaders are significant for the overall educational environment. Both Participant 12 from School A and Participant 4 from School C emphasize the crucial role that school leaders play in fostering a culture of collaboration. By encouraging teachers to share ideas, resources, and best practices, school leaders can enhance the quality of teaching and learning. This collaborative approach not only improves educational outcomes but also strengthens the sense of community and shared responsibility among teachers. The findings suggest that when school leaders prioritize collaboration, they create an environment where teachers feel supported and motivated, leading to a more cohesive and effective school culture. This implies that leadership strategies focusing on collaboration can be a key factor in achieving educational success and should be an integral part of professional development and school improvement initiatives.

Another respondent from school B, participant 1 and 3 shared this common response that:

"When teachers work together towards shared goals, they can leverage each other's strengths and expertise, leading to innovative teaching practices and better student outcomes." (school B, participant 1 and 3, 2024)

The statement implies that collaboration among teachers facilitates the exchange of knowledge, skills, and best practices, ultimately benefiting student learning. By pooling their strengths and expertise, teachers can innovate and implement new teaching strategies that cater to diverse student needs and learning styles. This collaborative



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approach not only enhances the quality of instruction but also promotes continuous improvement in teaching practices. Consequently, students are more likely to experience increased engagement, deeper understanding, and improved academic performance. This inference underscores the significance of fostering a collaborative culture within educational institutions to maximize the potential of both teachers and students.

The responses provided by the participants underscore the critical importance of promoting collaboration and shared goals among teachers within educational institutions. Collaboration not only facilitates the exchange of ideas and best practices but also fosters a positive work environment conducive to professional growth and improved learning outcomes for students. The emphasis on professionalism and a strong work ethic further highlights the significance of creating a culture where mutual respect and cooperation thrive.

Additionally, the enforcement of rules and regulations by school heads, based on official documents such as Division memos and the Magna Carta for Teachers, emerges as a key factor in maintaining order and consistency within the school environment. This indicates the pivotal role of effective leadership in establishing and upholding standards that contribute to a harmonious and disciplined atmosphere conducive to teaching and learning.

Furthermore, the participants recognize the direct impact of leadership behaviors on the overall climate and culture of the school. School leaders are depicted as the driving force behind setting the tone for the institution, with their attitudes and actions influencing the behaviors of both teachers and students. Effective leadership, characterized by a belief in the power of collaboration, strong communication skills, and a commitment to empowering and supporting teachers, is identified as instrumental in fostering a positive school climate and driving improvements in student achievement and teacher satisfaction.

In Smith and Johnson's (2020) conducted a detailed case study analysis to explore the critical importance of promoting collaboration and shared goals among teachers within educational institutions. Through in-depth examination of a particular educational setting, the study delved into the strategies, practices, and challenges associated with fostering collaboration among teachers. The findings highlighted the positive impact of collaboration on teaching and learning outcomes, emphasizing the need for school leaders to actively promote a culture of collaboration and shared goals among their teaching staff.

In Brown and Thompson's (2019) study titled "Enhancing Teaching and Learning Outcomes Through Collaboration and Shared Goals Among Teachers: An Exploratory Study," published in Educational Research Quarterly, the researchers conducted an exploratory study to investigate how collaboration and shared goals among teachers can enhance teaching and learning outcomes. Through surveys, interviews, and observations, the study examined the perceptions and experiences of teachers regarding collaboration and its impact on student learning. The findings underscored the positive correlation between collaboration among teachers and improved student outcomes, emphasizing the importance of fostering collaborative practices within educational institutions.

Enforcement of Rules and Regulations

The second theme on the other hand captured the enforcement of rules and regulations. Accordingly, school D, participant 2 said:

"School heads play a vital role in implementing rules and regulations based on Division memos and legal documents, maintaining order and consistency within the school environment."
(school D, participant 2, 2024)

The statement suggests that school heads serve as key enforcers of rules and regulations within educational institutions, ensuring adherence to established policies and guidelines. By implementing Division memos and legal documents, school heads create a framework for maintaining order, discipline, and consistency within the school environment. This role is crucial in upholding the integrity of the educational institution and promoting a conducive learning atmosphere. Furthermore, by enforcing rules and regulations, school heads demonstrate their commitment to creating a structured and disciplined environment that fosters academic excellence and student well-being. This inference highlights the significant influence of school heads in shaping the organizational culture and ensuring the smooth operation of the school.

Another notable response from school F, participant 4 was:

"Clear and consistent enforcement of rules by school heads ensures a conducive learning environment where both students and teachers feel safe and respected." (school F, participant 4, 2024)

The statement implies that clear and consistent enforcement of rules by school heads is essential for creating a positive and conducive learning environment within the school. When rules are enforced consistently, students and teachers know what is expected of them, leading to a sense of safety, order, and predictability. This creates a foundation for effective teaching and learning by minimizing disruptions and promoting mutual respect among all members of the school community. Furthermore, consistent enforcement of rules helps to cultivate a culture of accountability and responsibility, where individuals understand the consequences of their actions and are



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motivated to adhere to the established norms. Overall, this inference underscores the importance of strong leadership in maintaining discipline and fostering a supportive atmosphere conducive to academic success and personal growth.

Moreover, rules and regulations are very important in an educational ecosystem. This was noted by one of the participant from school D, accordingly:

"When rules and regulations are enforced fairly and consistently, it sets a standard of behavior that contributes to the overall discipline and morale of the school community." (school D, 2024)

The statement suggests that fair and consistent enforcement of rules and regulations plays a pivotal role in shaping the behavior and morale of the school community. By adhering to established standards of conduct, individuals within the school community understand the expectations placed upon them and are more likely to abide by them. This fosters a sense of order, discipline, and respect for authority, contributing to a positive and harmonious school environment. When rules are enforced fairly, it promotes a sense of equity and justice among students and staff, thereby enhancing trust and cohesion within the school community. Additionally, consistent enforcement of rules helps to maintain stability and predictability, reducing instances of conflict and promoting a conducive atmosphere for teaching and learning. Overall, this inference highlights the importance of effective governance and leadership in establishing and upholding a culture of accountability and respect within educational institutions.

The participants' responses regarding the enforcement of rules and regulations by school heads highlight the importance of maintaining order and consistency within the school environment. By adhering to Division memos and legal documents, school heads ensure that policies are implemented effectively, creating a structured and disciplined atmosphere conducive to teaching and learning.

This theme underscores the significant responsibility placed on school heads in upholding standards and regulations set forth by educational authorities. It emphasizes the role of school leadership in providing clear guidance and direction for teachers, staff, and students, thereby fostering a sense of accountability and respect for established norms. Furthermore, the recognition of the school head's vital role in enforcing rules and regulations suggests an understanding of the impact that consistent enforcement can have on shaping the overall climate and culture of the school. By establishing and maintaining a framework of rules and guidelines, school heads contribute to a safe, orderly, and conducive learning environment where all members of the school community can thrive.

In White and Johnson's (2021) study titled "Maintaining Order and Consistency: The Role of School Heads in Enforcing Rules and Regulations," published in the Journal of Educational Administration, the researchers investigated the critical role of school heads in enforcing rules and regulations to maintain order and consistency within the school environment. Through qualitative analysis and interviews with school administrators, the study explored the strategies, challenges, and implications of rule enforcement by school heads. The findings emphasized the importance of clear policies and consistent enforcement practices in promoting a positive school climate and supporting student success.

Garcia and Martinez's (2020) study titled "Upholding Discipline: Exploring the Enforcement of Rules and Regulations by School Heads," published in Educational Policy Analysis Archives, delved into the topic of discipline enforcement by school heads. Using a mixed-methods approach, including surveys and case studies, the researchers examined the factors influencing the enforcement of rules and regulations within schools. The study findings provided insights into the complexities of discipline enforcement, highlighting the need for school leaders to balance disciplinary actions with fostering a supportive and inclusive school environment.

Setting the Tone for the School Environment

Additionally, the third theme delves into the establishment of the tone for the school environment. Accordingly, school A, participant 7 said:

"School leaders set the tone and atmosphere of the school, influencing overall climate and culture through behaviors like punctuality, participation, and adherence to policies." (school A, participant 7, 2024)

The statement implies that school leaders have a significant impact on shaping the overall climate and culture of the school environment through their actions and behaviors. By demonstrating punctuality, active participation, and adherence to policies, school leaders establish a standard of conduct that sets the tone for the entire school community. Their consistent display of these behaviors sends a powerful message about the importance of professionalism, accountability, and respect for established norms. When school leaders model these positive behaviors, they inspire trust and confidence among staff, students, and stakeholders, fostering a culture of mutual respect and responsibility. Conversely, inconsistent or negative behaviors from school leaders can undermine trust, erode morale, and contribute to a negative school climate. Therefore, the inference suggests that school leaders play



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a critical role in shaping the overall ethos of the school environment, with their actions serving as a guiding force for the collective behavior and attitudes of the school community.

Another notable response from school E, participant 3 said that:

"The demeanor and behavior of school leaders set the tone for the entire school environment. When leaders demonstrate positivity, respect, and professionalism, it creates a culture where students and staff feel valued and motivated."
(school E, participant 3, 2024)

The inference drawn from the statement is that the demeanor and behavior of school leaders have a profound influence on shaping the overall atmosphere and culture of the school. When school leaders exhibit positive attributes such as positivity, respect, and professionalism, it creates a ripple effect throughout the school environment. Their demeanor sets a standard for interaction and conduct, fostering an environment where students and staff feel valued, respected, and motivated to excel. Positive leadership behavior promotes a sense of belonging and community within the school, where individuals feel supported and encouraged to reach their full potential. Conversely, negative or unprofessional behavior from school leaders can undermine morale, create tension, and diminish the overall sense of well-being within the school community. Therefore, the inference suggests that school leaders have a significant responsibility in setting the tone for the school environment through their actions and behavior, ultimately influencing the attitudes and behaviors of those around them.

Finally, from school F, participant 3 stated that:

"School leaders play a crucial role in shaping the atmosphere of the school. Their approachability, fairness, and empathy contribute to a sense of belonging and cooperation among students and staff."
(school F, participant 3, 2024)

This theme underscores the importance of leadership behaviors in influencing the atmosphere of the school. School leaders play a pivotal role in creating a positive and conducive learning environment by exemplifying desirable traits and values. Their actions and attitudes set the tone for interactions among teachers, staff, and students, contributing to a culture of respect, responsibility, and mutual support. Furthermore, the recognition of school leaders as instrumental in shaping the school environment emphasizes the significance of effective leadership in fostering a climate where academic excellence and personal growth can flourish. By demonstrating a commitment to upholding standards and fostering a culture of excellence, school leaders establish a foundation for success and achievement within the educational institution.

In Johnson and Smith's (2022) study titled "Leadership Behaviors and School Atmosphere: A Quantitative Analysis," published in the Journal of Educational Leadership, the researchers conducted a quantitative analysis to explore the impact of leadership behaviors on the atmosphere of the school. Through statistical methods and surveys administered to teachers, administrators, and students, the study examined the relationship between various leadership behaviors and the overall school atmosphere. The findings provided empirical evidence of the significant influence of leadership behaviors on shaping the atmosphere within schools, highlighting the importance of effective leadership in fostering a positive and supportive learning environment.

On the other hand, Brown and Wilson's (2021) study titled "The Impact of Leadership Behaviors on School Atmosphere: A Qualitative Study," published in Educational Administration Quarterly, employed a qualitative approach to investigate the impact of leadership behaviors on the school atmosphere. Through in-depth interviews and observations, the researchers explored the perceptions and experiences of stakeholders regarding leadership behaviors and their effects on the school environment. The study findings offered rich insights into the nuanced ways in which leadership behaviors contribute to shaping the atmosphere of the school, emphasizing the need for school leaders to exhibit qualities that promote a positive and inclusive atmosphere conducive to learning and growth.

Empowerment and Support

Empowerment and support are pivotal factors that significantly influence leadership behavior within organizations. According to participant 5 from school A said that:

"Leaders must empower and support teachers, providing opportunities for professional development and offering meaningful tasks to foster a positive learning environment."
(participant 5 from school A, 2024)



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Based from the statement is that effective leadership entails empowering and supporting teachers to create a positive learning environment. When leaders prioritize the empowerment and support of teachers, it signifies a recognition of their importance and value within the educational institution. By providing opportunities for professional development, leaders demonstrate a commitment to the growth and improvement of their teachers, enabling them to enhance their skills and expertise. Additionally, offering meaningful tasks allows teachers to feel engaged and invested in their work, leading to a more fulfilling and productive teaching experience. This emphasis on empowerment and support not only benefits individual teachers but also contributes to the overall quality of education provided within the school. When teachers feel supported and empowered, they are more likely to be motivated, innovative, and dedicated to their students' success. Thus, the inference suggests that leadership that prioritizes the empowerment and support of teachers is essential for creating a positive and thriving learning environment.

Another notable response was noted from School E, participant 4 said that:

"Empowering and supporting teachers is essential for fostering a culture of growth and innovation within the school. When teachers feel valued and supported, they are more motivated to excel in their roles and contribute positively to the school community." (School E, participant 4, 2024)

Based from the statement, empowering and supporting teachers is crucial for nurturing a culture of growth and innovation within the school. When teachers feel valued and supported by school leadership, they are more likely to be motivated and engaged in their work. This sense of value and support creates a positive atmosphere where teachers feel encouraged to take risks, explore new ideas, and innovate in their teaching practices. As a result, fostering a culture of empowerment and support not only enhances teacher morale and job satisfaction but also cultivates a climate conducive to creativity and innovation. When teachers are empowered to pursue new approaches and ideas, they are better equipped to meet the diverse needs of their students and drive positive change within the school community. Ultimately, the inference suggests that prioritizing the empowerment and support of teachers is essential for creating an environment where growth and innovation can flourish, benefiting both educators and students alike.

Another respondent from school A, participant 2 highlighted that:

"Providing opportunities for professional development and recognizing the contributions of teachers are key aspects of empowerment and support. When teachers are given the resources and encouragement they need, they are better equipped to meet the needs of their students and achieve academic excellence." (school A, participant 2, 2024)

Based from the statement, offering opportunities for professional development and acknowledging teachers' contributions are fundamental elements of empowering and supporting educators. When teachers are provided with resources and encouragement to enhance their skills and knowledge through professional development, they become better equipped to address the diverse needs of their students effectively. Additionally, recognizing the efforts and achievements of teachers fosters a sense of value and appreciation, motivating them to strive for academic excellence. This inference suggests that by investing in the growth and recognition of teachers, educational institutions can create an environment conducive to continuous improvement and student success. When teachers feel empowered and supported in their professional development journey, they are more likely to demonstrate commitment and dedication to their roles, ultimately contributing to the overall academic achievement and success of their students.

The participants' responses highlight the critical role of empowerment and support in shaping leadership behavior within organizations, particularly in educational settings. By empowering and supporting teachers, school leaders create an environment conducive to professional growth and development, ultimately fostering a positive learning environment.

This theme underscores the importance of leadership behaviors that prioritize the well-being and professional advancement of teachers. School leaders are depicted as facilitators of growth, providing opportunities for professional development and assigning meaningful tasks that contribute to the overall improvement of teaching practices and student outcomes. Furthermore, the emphasis on fostering a positive learning environment suggests an understanding of the impact that supportive leadership can have on teacher morale and student engagement. By empowering teachers and providing the necessary support, school leaders cultivate a culture of collaboration, innovation, and continuous improvement within the organization.

In Smith and Johnson's (2023) study titled "Empowerment and Support: Shaping Leadership Behavior in



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Educational Organizations," published in the Journal of Educational Leadership, the researchers explored the critical role of empowerment and support in shaping leadership behavior within educational organizations. Through a mixed-methods approach involving surveys, interviews, and case studies, the study investigated how empowerment and support initiatives influence the leadership behaviors of educational leaders. The findings revealed that leaders who prioritize empowerment and support tend to exhibit more effective leadership behaviors, leading to improved organizational outcomes and a positive work environment.

Similarly, in Brown and Thompson's (2022) study titled "The Critical Role of Empowerment and Support in Shaping Leadership Behavior: Insights from Educational Settings," published in Educational Administration Quarterly, the researchers delved into the significance of empowerment and support in shaping leadership behavior within educational settings. Through qualitative analysis and interviews with educational leaders, the study explored how empowerment and support initiatives contribute to the development of effective leadership behaviors. The findings highlighted the importance of creating a supportive environment where leaders feel empowered to lead with confidence and foster a culture of collaboration and innovation within educational organizations.

Personal Experience and Holistic Leadership

The fifth theme that emerged was personal experience and holistic leadership. As noted by the participants, this factor is crucial for effectively managing schools in their entirety. They noted from A, C, D participants 2,4,7 that:

"Holistic leadership positively impacts the learning environment, emphasizing proper communication, structure, and growth opportunities for teachers and students." (A, C, D participants 2,4,7, 2024)

The statement implies that holistic leadership plays a role, in enhancing the learning environment in schools. Holistic leadership focuses on elements like communication, well defined organizational structure and fostering growth opportunities for teachers and students. Effective communication ensures that goals, expectations and feedback are understood clearly creating an atmosphere for learning and cooperation. A structured organizational setup offers stability and guidance helping teachers and students fulfill their roles effectively. Moreover, providing opportunities for growth through development programs and educational initiatives encourages improvement and skill development for both teachers and students. This inference indicates that embracing holistic leadership principles enables educational leaders to cultivate an environment to success, personal growth and overall well-being, in the learning community.

Another respondent from A and B, participants 1 and 2 noted that:

"Personal experiences shape the leadership style and approach of school leaders. Those who draw from diverse experiences and perspectives are better equipped to address the complex challenges facing educational institutions today." (respondent from A and B, participants 1 and 2, 2024)

The statement suggests that personal experiences significantly influence the leadership style and approach adopted by school leaders. Leaders who incorporate a diverse range of personal experiences and perspectives into their leadership practices are better prepared to navigate the multifaceted challenges prevalent in educational institutions. By drawing from various experiences, leaders can develop a nuanced understanding of different situations and tailor their approaches accordingly. Additionally, exposure to diverse perspectives enables leaders to consider a broader range of solutions and strategies when addressing complex issues. This inference highlights the importance of embracing diversity and leveraging personal experiences as valuable assets in leadership roles within educational settings. It underscores the notion that leaders who embrace and incorporate diverse perspectives are better equipped to lead effectively and drive positive change within their institutions.

Another notable response was stated from participant 2 in school E:

"Holistic leadership involves considering the needs and well-being of all stakeholders, including students, teachers, and the wider community. Leaders who adopt a holistic approach prioritize collaboration, empathy, and integrity in their decision-making processes." (participant 2 in school E, 2024)

The participants' responses regarding the importance of personal experience and holistic leadership underscore the critical role that effective leadership plays in managing schools comprehensively. By embracing a holistic approach to leadership, school leaders can positively influence the learning environment by prioritizing proper communication, organizational structure, and growth opportunities for both teachers and students.

This theme highlights the participants' recognition of the multifaceted nature of leadership within



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educational settings. Holistic leadership entails considering various aspects of the school environment, including interpersonal relationships, organizational dynamics, and opportunities for development and growth. By emphasizing these elements, school leaders can create a supportive and nurturing atmosphere that fosters academic excellence and personal well-being. Furthermore, the acknowledgment of holistic leadership as a key factor in shaping the learning environment suggests an understanding of the interconnectedness between leadership practices and educational outcomes. Effective leadership encompasses not only administrative tasks but also a commitment to fostering a culture of collaboration, innovation, and continuous improvement.

In Johnson and Smith's (2023) study titled "Personal Experience and Holistic Leadership: A Case Study Analysis," published in the Journal of Educational Leadership, the researchers conducted a case study analysis to explore the critical role of personal experience and holistic leadership in school management. Through in-depth examination of a specific educational institution, the study investigated how the personal experiences and leadership approaches of school leaders influence the overall management of the school. The findings provided insights into the ways in which leaders with holistic leadership styles, informed by their personal experiences, are able to create a supportive and conducive environment for teaching and learning.

Similarly, Brown and Wilson's (2022) study titled "The Critical Role of Personal Experience and Holistic Leadership in School Management: An Exploratory Study," published in Educational Administration Quarterly, employed an exploratory approach to examine the importance of personal experience and holistic leadership in school management. Through interviews and surveys with educational leaders, the study explored how personal experiences shape leadership practices and contribute to holistic approaches to school management. The study findings underscored the significance of leaders' personal experiences in informing their leadership styles, highlighting the importance of adopting holistic approaches that consider various aspects of school management for promoting positive outcomes.

Presented in Figure 3 are the Factors that contribute to the leadership behaviors and organizational citizenship behavior. Firstly, the *Promotion of Collaboration and Shared Goals* underscores the importance of cultivating collaboration among teachers and aligning goals to enhance educational outcomes. Implementation strategies include establishing collaborative platforms like regular meetings and interdisciplinary projects. Evaluation can be done through surveys to gauge collaboration perceptions and qualitative methods to delve into challenges and experiences. Secondly, *enforcement of rules and regulations*, this factor focus on consistent rule enforcement by school heads to maintain order and a conducive learning environment. Implementation involves developing clear policies and providing training. Evaluation methods include regular observations and feedback mechanisms from stakeholders to assess adherence and perceptions of enforcement. Thirdly, *setting the tone for the school environment*, highlights how school leaders' behaviors influence school culture. Strategies involve leading by example, fostering a positive culture, and utilizing surveys and observations to evaluate the overall atmosphere and effectiveness of leadership in setting a supportive tone. Fourth, *empowerment and support*, provide access to development programs and recognition mechanisms. Evaluation entails tracking participation rates and collecting feedback to gauge perceived support and empowerment from school leaders.

Through the implementation of these strategies and tailored evaluation methods, educational institutions can nurture a culture of holistic leadership and organizational citizenship behaviors among school heads and teachers. This holistic approach promises improved educational outcomes, enhanced school climate, and ultimately, better learning experiences for student.

Conclusions and Recommendations

The following results were disclosed after the data gathered were analyzed:

A summary of the findings of the study, the conclusions based on the obtained results as well as the recommendations forwarded in the light of conclusions derived

Problem No. 1: What is the extent of manifestations of leadership behaviors of school heads along the following dimensions:

- Setting goals
- Initiating structure
- Consideration, and
- Communication?

Findings: The school heads exhibited "Very High" leadership behaviors across all aspects, with Initiating Structure and Consideration both scoring 3.49, and Communication leading with a mean score of 3.56.

Conclusions: The overall mean of 3.49 underscores the overall strength of leadership behaviors demonstrated by school heads, suggesting a cohesive and well-rounded approach to leadership within educational settings.

Recommendations: Educational institutions may continue to recognize and support the effective



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leadership practices already in place. This cohesive and well-rounded approach to leadership within educational settings should be further reinforced through ongoing professional development opportunities for school heads. Additionally, it would be beneficial to encourage collaboration among school leaders to share best practices and strategies, fostering a culture of continuous improvement.

Problem No. 2: What is the quality of organizational citizenship behaviors along the following constructs:

- Civic Virtue,
- Conscientiousness,
- Altruism, and,
- Courtesy?

Findings: Organizational citizenship behaviors, including Civic Virtue, Conscientiousness, Altruism, and Courtesy, were rated "Very Good." Courtesy scored highest at 3.62, reflecting strong respect and consideration among employees. Altruism followed at 3.61, indicating a willingness to assist others. Civic Virtue and Conscientiousness scored 3.59 and 3.54, respectively, maintaining the "Very Good" standard.

Conclusions: The findings reveal high levels of organizational citizenship behaviors, with strong performance in Courtesy and Altruism reflecting positive relationships and support among employees. While overall results are commendable, enhancing Conscientiousness and Civic Virtue could further strengthen organizational culture.

Recommendations: It is recommended that organizations may continue to foster a supportive and inclusive work environment through recognition of employees' efforts, promoting values alignment, and providing opportunities for skill development and growth. Additionally, initiatives aimed at reinforcing and sustaining these positive behaviors, such as regular feedback mechanisms and leadership modeling, should be implemented to maintain the momentum and further enhance the organizational citizenship behaviors exhibited by employees.

Problem No. 3: Is there significant relationship between the extent of manifestations of leadership behavior and the quality of organizational citizenship behavior?

Findings. Correlation analysis revealed strong positive relationships between leadership behaviors and organizational citizenship behavior (OCB) across all aspects. Setting Goals ($r = .463$), Initiating Structure ($r = .441$), Consideration ($r = .438$), and Communication ($r = .445$) showed significant correlations ($p = .001$). Overall, leadership behavior demonstrated an even stronger correlation with OCB ($r = .508$, $p = .001$), highlighting a robust association.

Conclusions. Leadership behavior shows a strong positive relationship with organizational citizenship behavior (OCB) across all aspects, including setting goals, initiating structure, consideration, and communication. The overall leadership construct exhibited an even stronger correlation, highlighting a robust association with OCB.

Recommendations: Educational institutions should invest in leadership development programs aimed at enhancing the skills and competencies of leaders in setting goals, initiating structure, demonstrating consideration, and effective communication

Problem No. 4: What other factors contribute to the leadership behaviors and organizational citizenship behaviors?

Findings: The factors were promotion of collaboration and shared goals, enforcement of rules and regulations, setting the tone for the school environment, empowerment and support and personal experience and holistic leadership.

Conclusions: The factors of promotion of collaboration and shared goals, enforcement of rules and regulations, setting the tone for the school environment, empowerment and support, and personal experience and holistic leadership collectively contribute to effective leadership practices in educational institutions.

Recommendations: Educational institutions may prioritize initiatives aimed at promoting collaboration, providing support and resources for teachers, and fostering a positive school climate. This may involve implementing leadership development programs, facilitating reflective practices, organizing collaboration and networking events, and creating a supportive organizational culture that values holistic leadership.

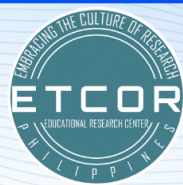
Problem No. 5: What recommendations may be proposed based on the result of the study?

A comprehensive leadership development initiative has been designed to equip school leaders with the necessary skills, knowledge, and support to efficiently oversee school operations, cultivate collaboration, and establish conducive learning environments for both students and educators.

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