

# Organizational Behavior and Its Effect on The Performance of Public Junior High School Teachers

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**Abstract:** This study aimed to determine the effect the four models of organizational behavior on the performance of teachers in public junior high schools from the Schools Division of City of Meycauayan and was conducted within the second semester of school year 2019-2020. These models include autocratic, custodial, supportive, and collegial. Seventy (70) respondent teachers were selected through convenient random sampling. The researcher adapted standardized survey questionnaire for organizational behaviour. For the level of teachers' performance, the RPMS/IPCRF of DepEd was utilized by the researcher considering their year-end rating for the previous school year. The findings indicate that organizational behavior significantly affects teachers' performance.

**Keywords**—organizational behavior, management, performance

## 1. INTRODUCTION

“You can't lead the people if you don't love the people. You can't save the people if you don't serve the people.” This quote from Cornel West, a philosopher and an author suggests that leadership is not just about skills; it is about showing love and concern to your followers and making them feel that they are highly valued. In an educational setting, school administrators are overwhelmed with a lot of tasks. The support that they need to succeed in their tasks hinges on their ability to encourage teachers and the faculty in general to work together towards their common goal. These school heads or principals must develop their interpersonal, or people, skills to be effective in their jobs.

Organizational behavior (OB) investigates the impact that individuals, groups, and structure have on behavior within an organization, and it applies that knowledge to make organizations work more effectively (Essays, UK, 2013).

Going deeper and more specifically, organizational behavior model is management mechanisms of an organization that shows the skeleton and the arrangement of the embodiment of a fixed pattern in the relationship between functions, parts or positions and behavior of those who showed the position, assignment of authority and responsibility are difference in an organization. Several organizational models often adopted today are: 1) Autocratic Model, 2) Custodial Model, 3) Supportive Model, and 4) Collegial Model (Clark, 2004).

Models of organizational behavior helps us to see more clearly and what is done by the organization (Falleta, 2005) - This model of organization among others can be used for: 1) Help improve our understanding of organizational behavior; 2) Categorize / manage data about the organization; 3) Help interpret data about the organization. Model is a plan, representations, or descriptions that describe an object, system, or a concept, which is often the simplification or idealization. The shape can be physical models, the

model image or mathematical formula.

Specifically, organizational behavior focuses on how to improve productivity of teachers; reduce absenteeism among teachers, turnover, and deviant workplace behavior; and increase organizational citizenship of the teachers. In contemporary times, school heads confront many challenges and opportunities. These challenges are the result of environmental changes occurring due to factors such as globalization, information technology, quality consciousness, workforce diversity, and ethics. Principals can always refer to organizational behavior, more specifically to the models of organizational behavior, to help these school managers face these challenges and take appropriate actions. Organizational behavior becomes an important study to develop a more effective organizational knowledge. The behavior of organizations formed by different characters in each individual in the organization, and on the character of the organization also called models (Wibowo, 2017).

Differences in organization depend on the quality of behaviors that develop within the organization. The model used by leaders / managers begin with certain assumptions about people's interpretation of organizational activities. Therefore, to get the exact model for an organization, it is necessary to understand each model of organizational behavior that exists today. Examining how each concept model of organizational behavior is very important in understanding the advantages and disadvantages of each model implemented.

Taking this into consideration, this study attempts to determine the effects of organizational behavior on the performance of junior high school teachers. Moreover, this study aims to come up with sound management implications that will help school heads change the way they lead in the future, in line with how organizations and the communities within them are evolving. The study further seeks to give recommendations on how changing organizational behavior adaptation would drive a higher performance among teachers in the workplace. Reading this one research study would give

you a good understanding of organizational behavior and its characteristics.

## **2. LITERATURE REVIEW**

Organizations are found in all walks of life. Government offices, banks, schools, colleges, hospital, factories, shops, institutes, political parties and so on. This is necessary to carry on activities of each one of them. Organizing is a basic function of management. It refers to the process involving the identification and grouping of activities to be performed, defining and establishing the authority-responsibility relationship. This enables people to work most effectively together in achieving the organizational objectives.

According to Robbins and Judge (2013), every individual is a student of behavior. Every person is aware that certain types of behavior are linked to certain types of responsibilities. As people mature, they expand their observations to include the behavior of others. They develop generalizations that help them to predict and explain what people do and will do. How accurate are these generalizations? Some may represent extremely sophisticated appraisals of behavior and prove highly effective in explaining and predicting the behavior of others. Most of us also carry about with us a number of beliefs that frequently fail to explain why people do what they do. As a result, a systematic approach to the study of behavior can improve an individual's explanatory and predictive abilities.

Robbins and Judge (2013) enumerated the challenges and opportunities for organizational behavior. According to them, today's challenges bring opportunities for managers to use OB concepts which being enumerated as follows: Increased foreign assignments if one is a manager, he/she is increasingly likely to find himself/herself in a foreign assignment—transferred to the employer's operating division or subsidiary in another country. Once there, he/she has to manage a workforce very different in needs, aspirations, and attitudes from that he/she used to back home. In the case of teachers, they may find themselves hanging to the leadership style or the behavior of their principal. It may impede their capabilities such as breaking through on their strengths to perform better in the workplace. As principals roam around to handle their new school assignment, their leadership styles may be compromising to the teachers they have handled on their new school as every school is unique and dynamic.

In the study of Galih Wibowo (2016), there are five (5) models of organizational behavior. These are autocracy model, custodial, supportive, collegial and system model. Every model has three impact elements, based on management orientation, employee side with three sub elements, and performance results. Understanding of organizational behavior model is important to put the model appropriate behavior for an organization. Speech Writing Unit is an organizational line that often changed the leader. Speech Writing Unit is an organizational line that often changed the leader. Basically the study, according to him, is an attempt to look at the right behavior model for an organization. For understanding which one is more suitable to

be implemented, every leader in speech writing unit must categorized in the which model from every sub elements aspect. The result is, no model is best that should permanently be implemented by a leader. However, every leader should always change their organizational behavior model, according to the situation that the organization faces.

He added that, organizational behavior is the study and application of knowledge about how people act within the organizations. The organization behavior has a goal of help the managers make new paradigm transition. Some of the new paradigm characteristics include the coverage of second-generation information technology and total quality management such as empowerment, reengineering and benchmarking, and learning organization for managing the diversity of work (Praveen, 2011). Based on both opinions, organization behavior is important aspect that influence individual role on organization. Organization behavior is a field of study that investigates the impact that individual, groups and structure have on behavior within organizations for the purpose of applying such knowledge to improve organizational effectiveness (Robbins, 2001). Human behavior is a function of the interaction between the individual and his environment, the interaction means that an individual with his environment affect each other and can determine the behavior of both. The intended environment can be either a group or organization.

The organization, he added, is an entity consisting of a group of people / individual. The organization also consists of various human behaviors in it. So the behavior of individuals in the organization will impact on organizational effectiveness. Organizational behavior becomes an important study to develop a more effective organizational knowledge. The behavior of organizations formed by different characters in each individual in the organization, and on the character of the organization also called models. Model is a plan, representations, or descriptions that describe an object, system, or a concept, which is often the simplification or idealization. The shape can be either physical models (mock-ups, prototype), the model image (drawings, computer images), or mathematical formula. Model is a plan, representations, or descriptions that describe an object, system, or concept, which is often in the form of simplification or idealization. This may be as a physical model (mock-ups, prototypes), the model image (image, computer image), or mathematical formulas.

Organizational behavior deals also with managerial orientation that will focus on the division of the tasks in an integrated manner wherein all contribute to each other as a team. One should function as amanageer will have the power to unify / integrate the roles between members of the organization, rather than just rule. Leaders do not force members to pass the duties or threaten if they are not working properly, but it gives the message that respectively - each person has a deep desire to do the work better. The result will be a growing sense of discipline and self-responsibility of each member to improve organizational performance. The

result of the psychological model is self-employed. (Ivanko, 2013).

In addition, it suggests that if teachers are more aware of the overall purpose of their role, then they'll try their best to fulfill the needs of a school organization where they belong. Co-operation and participation by all the members will build a better corporate culture and foster a teamwork feeling between them. They will be more inclined to be motivated to deliver key goals as they will develop a more positive attitude towards their organization, due to the management style and overall corporate culture initiated by their principal.

Organizational Behavior as a whole takes into account the application of knowledge about how people, individuals, and groups act and react in an organization, in order to reach and accomplish the highest quality of performances, and dominant results (Why It Is Important To Study Organizational Behavior Essay, 2018). One way for an organization to become more innovative is to capitalize on its own employee's to innovate. Hence, principals, as the sole leader and takes all accountability of the school, need not to just take for granted the position. He/She needs to exert his/her best to motivate and guide all the teachers within his/her grasp to achieve the school's plan aligned with the Vision, Mission, Goals, and Objectives of the Department of Education. In parallel, all organizations and groups experience the direct relationship between job satisfaction, and performance. In order to maximize the performance of those within a system, it is significant important to develop an optimal interpersonal chemistry. There is more evidence that the teaching and implementation of soft skills should get higher emphasis in education and organization training process, but it should only complement hard skills, not substitute for it.

### 3. RESEARCH QUESTIONS

The general problem of this paper focused on organizational behavior and its effect on the performance of public junior high school teachers for the school year 2019-2020

Specifically, the study sought answers to the following research questions:

1. How may the organizational behavior of school principals be described in terms of:
  - 1.1 Autocratic;
  - 1.2 Custodial;
  - 1.3 Supportive; and
  - 1.4 Collegial?
2. How may the level of teachers' performance be described in terms of:
  - 3.1 Content Knowledge and Pedagogy;
  - 3.2 Learning Environment and Diversity of Learners;
  - 3.3 Curriculum and Planning;
  - 3.4 Assessment and Reporting; and
  - 3.5 Plus Factor?
3. Does the principals' organizational behavior have significant effects on teachers' performance?
4. What management implications may be drawn from the findings of the study?:

### 4. SCOPE AND LIMITATION

This study sought to determine the effect of organizational behavior on the performance of teachers in public junior high schools from the City Schools Division of Meycauayan. Organizational behavior is described into autocratic, custodial, supportive and collegial. Seventy (70) respondent teachers from the Schools Division of City of Meycauayan selected through convenient random sampling. Furthermore, the study was limited only to the descriptive perceptions of the respondents. It was an expressed limitation that the researcher would rely heavily on the responses of the respondents through the standardized questionnaires. Documentary analyses of the respondents' IPCRF (Individual Performance Commitment and Record Form) were considered for additional information to assert the accuracy of the level of performance within a school year. In addition, the conduct of the study took place at Schools Division of City of Meycauayan within the second semester of school year 2019-2020.

This study used the descriptive correlation method of research, a quantitative research design, wherein it aims to discover relationships among variables and to allow the prediction of future events from present knowledge.

The teachers' performance and organizational behaviour were checked to see if significant relationship between the two variables exists. The descriptive measures using frequency, percentage, mean, and standard deviation were used to present the organizational level factors and leadership trust.

The researcher adapted standardized survey questionnaire for organizational behaviour. For the level of teachers' performance, the RPMS/IPCRF of DepEd was utilized by the researcher considering their year-end rating for the previous school year.

### 5. RESEARCH METHODOLOGY

#### A. Sampling

The researcher utilized convenient random sampling. Seventy (70) teachers from the Schools Division of City of Meycauayan were randomly selected for the purpose of the study. Thirty (30) teachers were from Meycauayan National High School, 20 from Bancal Integrated School – Junior High School, 12 from Meycauayan National High School – Annex and 8 from Ubihan High School.

#### B. Data Collection

The research was conducted within the second semester of the current school year, 2019-2020. Upon the approval of the school head and Schools Division superintendent, the study carefully followed the below procedures:

Phase 1: The researcher identified his respondents through the use of simple random sampling method.

Phase 2: The adapted standardized questionnaire for organizational behavior was given to the respondents to answer as reference of the study.

Phase 3: The researcher also gathered the data from the respondents' responses in the questionnaire and their previous RPMS/IPCRF rating and these data were consolidated for analysis.

Phase 4: The researcher sought help for the data analysis and interpretation of the data collected.

**C. Ethical Issues**

To ensure that the study would be conducted as ethically as possible, the researcher complied with the following ethical guidelines:

- the permission of the Principal, and the School Board was obtained prior to the research study;
- the respondents were made aware that the result of the study would only be used for the study and would be confidential if necessary.
- the dignity and well-being of the respondents would be protected at all times;
- the research data would remain confidential throughout the study; and
- the research would not detract from the normal work of the class.

**D. Data Analysis**

The data gathered for the study were tallied and computed.

1. The organizational behavior of each school was described using frequency counts and weighted means and were quantified using the following scale:

Scale	Range	Descriptive	Interpretation
5	4.50 – 5.0	Very High	
4	3.50 – 4.49	High	
3	2.50 – 3.49	Moderately High	
2	1.50 – 2.49	Low	
1	1.00 – 1.49	Very Low	

The organizational behavior of public secondary schools in Meycauayan is described in this study in terms of the following models: (1) autocratic; (2) custodial; (3) supportive; and (4) collegial.

Table 1

Organizational Behavior in terms of Autocratic Model

Indicators	Mean	Interpretation
Things get accomplished around here because employees fear for their jobs.	2.78	Moderately High
Only Management is allowed to make decisions.	2.40	Low
Although people obey their leader, they do not respect the leader.	1.94	Low
Most of the jobs are considered "minimum wage" jobs.	2.55	Moderately High
The employees' main concern is to provide for their families and themselves.	3.53	High
Management does not expect the employees to give more than minimal performance.	2.73	Moderately High
Average	2.66	Moderately High

Table 2 revealed that this model of organizational behavior of the public secondary schools recorded a mean rating of 2.66 interpreted as Moderately High. Out of the six indicators, one got High, three got Moderately High, and two got Low. The findings inferred that the teacher – respondents felt that their school heads have governed them managerial orientation of authority wherein they were oriented towards obedience and dependence on their school heads at a relatively high. This means that at some point, their school heads have exerted autocratic style of leadership in managing the school to temper freedom of teachers, perhaps to neutralize balance that no teacher will try to go beyond their limitations. The highest mean of 3.53 was garnered by the indicator regarding the employees' main concern to provide for their families and themselves while the lowest mean of 1.94 came from the indicator regarding that although people obey their leader, they do not respect them.

Table 2

Organizational Behavior in terms of Custodial Model

Indicators	Mean	Interpretation
Most employees do not leave this organization because it provides a lot of security.	4.02	High
Although the employees are happy and contented, they give only passive cooperation.	3.26	Moderately High

Management's main concern is making money.	2.55	Moderately High
The employees' main concern is for the security of their families and themselves.	3.46	Moderately High
Although the employees have good benefits, they tend to give only minimal performance.	2.30	Low
Most of the employees seem content to stay in their position.	3.36	Moderately High
Average	3.16	Moderately High

Table 3 revealed that the teacher – respondents under the custodial model of organizational behavior recorded a mean rating of 3.16 interpreted as Moderately High. Out of the six indicators, one got High, four got Moderately High while one indicator got Low. The findings inferred that the teacher – respondents of the study believed that their principals have governed them with their need for security and benefits to the fullest in a certain level of their needs. Due to the budget constraints under the public secondary schools, principals cannot totally provide teachers their needs but only to a certain level. The indicator with the highest mean of 4.02 regards that most employees do not leave this organization because it provides a lot of security while the indicator that although the employees have good benefits, they tend to give only minimal performance garnered the lowest mean of 2.30.

Table 3

Organizational Behavior in terms of Supportive Model

Indicators	Mean	Interpretation
The managers display real leadership traits and are respected by the employees.	4.23	High
Both managers and employees want to create better job performance.	4.35	High
The employees feel they are part of the organization.	3.84	High
When things go wrong, the main concern is to fix it, not to lay blame.	3.88	High
The employees feel they are recognized for their work.	3.99	High
Employees are part of the decision making process.	4.21	High
Average	4.08	High

Table 3 revealed that the teacher-respondents under supportive model of organizational behavior obtained a mean rating of 4.08 interpreted as High. All indicators recorded a

mean within the range of High level. The findings indicate that the teacher-respondent of the study felt a high level of support from their principals Based on the findings, we can say that this model can describe the kind of organizational behavior that their schools have. It shows that the indicators are most of the times observed and felt by the teachers in their schools. This does not mean that this is the best model of organizational behavior but it best describes the model that most of the schools in the Division of Meycauayan has. Further, it means that the respondents are self-motivated and have the value and insight to contribute to the school beyond their day-to-day role. These are the features of the supportive model.

Table 4

Organizational Behavior in terms of Collegial Model

Indicators	Mean	Interpretation
There is a real feeling of teamwork.	3.97	High
There is a partnership between managers and employees.	4.10	High
The employees feel a real responsibility to make things work.	4.21	High
There is enthusiasm among the employees to better job performance.	4.03	High
The employees feel their jobs hold high esteem and are of great value to the organization.	4.15	High
Things happen around here because of the self-discipline of every employee.	4.41	High
Average	4.14	High

Table 4 revealed that the teacher-respondents under collegial model of organizational behavior recorded a mean rating of 4.14 interpreted as High. All indicators garnered a High level of observance under this model. The findings indicate that the teacher-respondents in the study highly observed in their schools that their principals are promoting shared leadership style. Policy-making and other activities needed by critical decision making through a process of discussion among them and that power is shared among them who have an understanding of the goals and objectives of the institution.

On the other hand, the teachers' performance using the standard assessment guidelines of DepEd for RPMS-IPCRF for teachers and was quantified using the following scale:

Scale	Range	Descriptive Interpretation
5	4.50 – 5.0	Outstanding
4	3.50 – 4.49	Very Satisfactory

3	2.50 – 3.49	Satisfactory
2	1.50 – 2.49	Unsatisfactory
1	1.00 – 1.49	Poor

Indicators	Frequency	Percentage
Outstanding (4.50 - 5.00)	13	18.6
Very Satisfactory (3.50 - 4.49)	57	81.4
Satisfactory (2.50 - 3.49)	0	0.0
Unsatisfactory (1.50 - 2.49)	0	0.0
Poor (1.0 - 1.49)	0	0.0
Total	70	100.0

The rating of teachers' performance in public schools was collected utilizing the Individual Performance Commitment and Review Form (IPCRF – Teachers).

Table 5 shows that majority of the teachers obtained a rating of Very Satisfactory (81.40%) while 18.60% garnered a rating of Outstanding. This means that the majority of teachers are performing their tasks in their respective teaching areas exceeding expectations set by the Department of Education, that all goals, objectives, and targets are achieved above the established standards (DepEd Order No. 2, s. of 2015).

For the significant relationship between organizational behavior and teachers' performance, regression analysis was used.

Table 6  
 Regression Analysis of Organizational Behavior on Teachers' Performance

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	3.544	0.133		26.569	0.000
Autocratic	0.059	0.02	0.174	2.964	0.003
Custodial	0.034	0.023	0.091	1.457	0.146
Supportive	0.063	0.025	0.196	2.57	0.011
Collegial	0.163	0.034	0.374	4.816	0.000

R-square = .303  
 F-value = 25.996  
 P-value = .000  
 alpha = 0.05

Table 6 shows that the regression analysis for organizational behavior on teachers' performance. The four

models under organizational behavior in the regression model account for 30.3 percent of the total variation in a given teachers' performance rating. The table also shows the F-value which is 25.996. In addition, the regression model's significance statistic for the F-test indicates that there is essentially no chance (less than one in 1,000) that the observed correlation between one or more of the models of organizational behavior and the teachers' performance is due solely to random sampling error.

The other unstandardized coefficients constant for teachers' performance rating is 3.544 with a verbal interpretation of Very Satisfactory. On the other hand, the other unstandardized regression coefficients (listed in column B) shows that collegial model obtained the highest coefficient of 0.163 on the 5.0 RPMS rating scale, followed by supportive model with 0.063, then autocratic model with 0.059, and custodial with 0.034.

The standardized coefficients listed in the "Beta" column show a direct strength comparison between the four models of organizational behavior. Collegial model is by far the most important predictor of teachers' performance, followed by supportive, then, autocratic, and lastly, custodial. Finally, the p-value 0.000 is less than 0.05, the null hypothesis was rejected. There is a significant relationship between the four models of organizational behavior and the teachers' performance.

## 6. RESULTS AND DISCUSSION

### Conclusion

The following conclusions were drawn based on the result of the quantitative analysis:

1. The organizational behavior consists of autocratic, custodial, supportive, and collegial model which garnered an overall average of 2.66, 3.16, 4.08, and 4.14, respectively. Both supportive and collegial models obtained a verbal interpretation of Frequently while both autocratic and custodial obtained a verbal interpretation of Occasionally.

2. Majority of the teacher-respondents in public secondary schools in the Schools Division of City of Meycauayan obtained a rating of Very Satisfactory (81.4 %) and the remaining percentage (18.6 %) obtained an Outstanding performance.

3. Results of the regression analysis revealed that B – coefficients organizational behavior models obtained B – coefficients of 0.059, 0.034, 0.063, and 0.163, respectively, with a computed associated probabilities (.003, .146, .011, and .000) lower than the significance level set at 0.05. The computed F ratio of 26 which was found significant at .05 alpha indicates that organizational behavior formed significant set of predictors for the teachers' performance. The findings indicate that organizational behavior significantly affects teachers' performance.

### Recommendations

The following are the recommendations of the researcher after a comprehensive scrutiny of the findings and conclusions of the investigation:

1. Develop, communicate, and apply organizational vision, mission, and values statements to ensure compatible beliefs and a shared focus on the work at hand. These aspects can positively impact organizational behavior which will eventually improve teachers' performance.

2. Sponsor teacher seminar/workshops and team building activities. Seminar/workshops can help teachers understand the importance of teamwork and collaboration. Moreover, school heads should develop a system of rewards and recognition to teachers who are performing well as well to encourage everyone to improve their performance.

3. Demonstrate faith in employees by reducing supervision and monitoring of employees while they are working and by implementing organizational structures that encourage delegation of authority, responsibility, and teamwork. This will help teachers feel that they are empowered by their school heads and trusted as well.

4. School heads should prioritize inclusion of the legal aspects of the education system to the overall school planning on conducting trainings/seminars in their schools. Keeping teachers aware and knowledgeable about legal matters can beef up their confidence that they are on the right track and at the same time, make them aware of the possible offenses that they may commit with the corresponding consequences.

5. Be a paragon of trustworthiness. Be honest by saying what will be done, act with integrity by doing what was said will be done, and be credible by following through with commitments since the result of the study revealed that there is a significant effect between principal's leadership trust and teachers' performance.

6. Practice humane leadership. Ensure teachers know that you are aware of, sensitive to, and understand their individual feelings, thoughts, and experiences. Assure them promises will be kept, confidences maintained, and sensitive information handled judiciously.

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