COLLECTIVE AND SMART LEADERSHIP OF EDUCATIONAL LEADERS TO SCHOOL CULTURE AND ORGANIZATIONAL BEHAVIOR AMONG SECONDARY CITY SCHOOLS DIVISION OF DASMARIÑAS

ROSALIE M. ABUCAY
rosalie.abucay001@deped.gov.ph
Laguna State Polytechnic University, Philippines

ABSTRACT

Due to the demands to increase school performance, it states that secondary school leaders should be placed in every school. To sustain secondary schools as an aspiration and inspiration to other public schools, it is expected to create different leaderships in developing goals, mission, and values of the schools in facing global challenges. This study aims to determine the Collective and Smart Leadership of Educational Leaders to School Culture and Organizational Behavior among Secondary Schools in the City Schools Division of Dasmarinas,Cavite.

The rearcher utilized the quantitative and desciptive design approach of research as this type of research design was the most appropriate method to determine the Collective and Smart Leadership of Educational Leaders to School Culture and Organizational Behavior.The self-made and content-validated quaetionnaire in hardcopy and Google Form was used.To get the desired sample,the researcher randomly selected teachers in secondary schools in the city Schools Division of dasmaarinas as respondents of this study.

The findings shows that the level of all variables under Collective Leadership and Smart Leadership was of Very Great Extent which shows the value of smart leadership in education,and the importance of how to grow and develop ,not only in the current jobs and job responsibilities but also as professionals.

Moreover the level of School Culture and Organizational Behavior in all variables was also of Very Great Extent,implying the importance of school culture,especially over work and it shows that it is shaped by contextual and individual difference factors.

It is revealed that there is no significant relationship between Collective and Smart Leadership and School Culture and that there is no significant relationship between Collective and Smart Leadrship and Organizational Behavior,hence the hypotheses were accepted.

It is recommended that schooland teachers may give seminars or conferences to enhance their literacy about leadership and school culture and organizational behavior.Understanding theses concepts will give them insights into how their school heads effectively manage their school.In this way, they can provide assistance for their school heads hence enhancing the overall scholastic performance of their academy.Programs may be created for students whom will benefit as they may be enlightened with the fundamentals necessary to achieve the maximum outcome of better school culture and organization.Researchers may expand this study,they may change the variable,scope,and limitations to capture other data not found in this study.

Keywords:

INTRODUCTION

During the COVID-19 crisis, school heads are expected to be more flexible in managing school resources to keep up with frequently changing guidelines and circumstances. Leadership and management have always been the main responsibilities of school heads. During the COVID-19 crisis, they are also expected to make more complex decisions that were not

needed before. They have been responsible for various arrangements for school reopening which requires a closer collaboration with many stakeholders. In times of crisis, more than ever, they need time and energy to concentrate on the immediate challenges (Whang, 2021). During difficult times, it is important that school leaders are encouraged, supported and their efforts recognized as they play a crucial role in ensuring learning continues, even at a distance.

Moreover, smart and collective leadership is about not only policy formulation, implementation and evaluation but also pooling scattered resources, competencies and powers to serve both shared and individual ambitions.

Policy formulation and implementation need to be seen in a new light. To achieve truly transformative smart specialization strategies, there is a need to investigate in more depth the multi-actor strategy processes and new forms of leadership (Sotarauta, 2018).

School culture is considered to be a system of meanings that influence every aspect of the school including school effectiveness. school culture had a significant influence on school effectiveness. A positive and collaborative school culture enhances school effectiveness, it reflects the importance of creating a positive and collaborative school culture that empowers all school members to work towards common goals, which improves the effectiveness of the school (Azam et al., 2022). This suggest that a negative school culture can undermine the effectiveness of efforts to improve student outcomes and school performance.

Kalkan et al. (2020) argues that there is a significant relationships between leadership styles, the school culture, and organizational image, along with the leadership style of school principals, which can significantly predict school culture and organizational image. School culture has a mediator effect on both leadership styles and the organizational image. This is due to the realization of the leadership styles that have an important role in developing an

organizational image, through school culture. Ineffective leadership can lead to a negative organizational culture and climate, characterized by low trust, poor communication, and a lack of shared values and goals.

Collective and smart leadership can help shape and foster a positive school culture by encouraging collaboration, shared decision-making, and a sense of community. When school leaders promote a culture of teamwork, respect, and trust, it can help build strong relationships among students, teachers, and administrators, which in turn, promotes a positive school culture.

Collective and smart leadership can also influence organizational behavior in schools by promoting a culture of learning, growth, and innovation. When school leaders encourage their staff to take risks, experiment with new teaching methods, and share best practices, it can foster a culture of continuous improvement and innovation. This, in turn, can lead to higher levels of job satisfaction and motivation among teachers and staff, which can positively impact organizational behavior.

The kind of leadership and strategies implemented by the school heads may affect the school culture and organizational behavior in different ways. Thus, leadership should be positively applied throughout the organization so that school will continue to provide high level of performance and output.

Theoretical Framework

The **Behavioral Leadership Theory** focuses on how leaders behave and assumes that these traits can be copied by other leaders. Behavioral theories of leadership focus heavily on the actions of a leader. Leader behaviors tend to explain more variance in leadership effectiveness than of leader traits. This accentuates that an integrative model where leader behaviors mediate the relationship between leader traits and effectiveness is warranted.

People try to stress the role of situations in which the leadership process takes place as the expression and functionality of leader traits and behaviors depend on the situation (Gammel, 2021). This theory is anchored to the study because it explains the importance of leaders' behavior which will helps in developing the required qualities of a school head at the present times.

Moreover, the **Contingency Theory of leadership** supposes that a leader's effectiveness is contingent on whether or not their leadership style suits a particular situation. According to this theory, an individual can be an effective leader in one circumstance and an ineffective leader in another one. Contingency theories put forth the idea that the success of a leader hinges on the specific situation at hand (Suharyanto & Dwi Lestari, 2020).

Certain factors come into play that define whether a particular leader or leadership style will be effective for the given situation. Those factors include the task, the personality of the leader and the composition of the group that is meant to be led. Its basic assumption is that leadership – success or failure – is situational. Hence theory coincides with the present study as it further explains the factors that can affect the leadership styles and management skills of a person.

Relational Cultural Theory stated that there are also multiple relationships in field education, including the relationship between the field instructor and the student, the student and the client, the student and agency staff members, the student and the faculty liaison, and the student and members of organizations involved with the client. Field educators can use Relational Cultural Theory to build connections and move through disconnections in the advisory and supervisory relationship, while modeling for students the application of the theory in practice (Jordan, 2017).

This theory focuses on the development of relational competencies that are necessary to create and sustain growth-fostering relationships, such as the capacity to recognize and attend to the needs of others.

Researchers have also identified three aspects of Relational Cultural Theory which are important for social work education, especially in the field education: mutual engagement, mutual empathy, and mutual empowerment. By understanding the relationship between Relational Cultural Theory and leadership, leaders can create a positive organizational culture, promote collaboration, and improve overall organizational performance. This theory is related on the present study as it further explains the relation of education and supervisory leadership on the culture of students, teachers and other staffs belong on the organization.

This study aims to determine the collective and smart leadership of educational leaders to school culture and organizational behavior among secondary schools in the city schools division of Dasmariñas Cavite.

Specifically sought to answer the following objectives:

1. What is the level of collective leadership in terms of:

   1.1 Shared Power;

   1.2 Transparency

   1.3 Accountability;

   1.4 Shared Leadership; and

   1.5 Engagement?

2. What is the level of smart leadership in terms of:

   2.1. Strategic and Critical Thinking;

   2.2. Interpersonal Communication;

2.3. Authenticity and Self-awareness;

2.4. Open-mindedness and Creativity;

2.5. Flexibility; and

2.6. Dependability?

3. What is the level of school culture in terms of:

3.1 Shared Values;

3.2 Observable Behaviors;

3.3 Organizational Commitment; and

3.4 Sense of Responsibility?

4. What is the level of organizational behavior in terms of;

4.1 Initiative;

4.2 Constructive;

4.3 Innovation; and

4.4 Proactive Socialization?

5. Is there a significant relationship between Collective and Smart Leadership and School Culture?

6. Is there a significant relationship between Collective and Smart Leadership and Organizational Behavior?

REVIEW OF RELATED LITERATURE

School culture is a social structure that is closely related to leadership in terms of revealing educational institutions' meaning, character, internal dynamics and relationships with their surroundings (Yalcin & Karadag, 2013).

School principal plays a key role in shaping school culture and sustaining it by creating a warm learning environment (Hoy & Miskel, 2014). The research indicate that schools are the organizations that both produce and transfer the culture and school principals are the best representatives of school culture (Canizo, 2013).

Although there are many research that address the relationship between the leadership and school culture, authentic leadership has positive effects on organizational commitment by creating a sense of mutual trust, is thought to be effective on the school culture, which similarly enhances motivation, increases efficiency and creates commitment by defining basic values, (Alig-Mielcarek, 2015).

The school principal is a critical component in the process of improving student achievement. Today, the school principal has more responsibility and is held more accountable than ever before for the education of all students (Azanza et al., 2013).

Going a step further, Canizo (2014) stated that leadership plays a key role in the improvement of student learning and school culture; therefore, it is essential that principals develop a clear understanding of the leadership behaviors needed to positively influence both factors.

Similarly, Day and Sammons (2014) stated that school leaders have a key role to play in setting direction and creating and sustaining a positive school culture. This includes establishing a proactive, collaborative school mindset, supporting and enhancing staff, as well as student motivation, engagement and well-being, and the collective commitment needed to foster improvement and promote and sustain success for schools and classrooms.

Shared values in the school community is used as a significant variable in this study.

Professional community has been conceptualized along five dimensions including shared values, a focus on student learning, collaboration, derivatized practice, and reflective dialogue (Louis & Marks, 2018). In its most powerful form, these elements of professional community are so deeply embedded into the school's culture that teachers are often not aware of them. Recent evidence indicates that teachers' sense of professional community is related both to improved instruction and to student achievement (Smylie & Wenzel, 2013).

Professional community also is closely associated with organizational learning and change in two ways. Teachers have to learn how to successfully interact, and it is the leadership of teachers and the principals that creates the conditions within which the organization can make changes. Principal leadership, in particular, is one of the most significant factors determining the extent of professional community in a school (Youngs & King, 2014).

As leaders arrange time for collaborative dialogue, the social construction of meaning and shared norms and values among teachers is enabled. In addition, the presence of professional community appears to foster collective learning of new practices when there is principal leadership (Marks et al., 2015).

Also, the researcher believes that organizational commitment is an important variable in this research.

Organizational behavior contributes to the management of numerous challenges. When school leaders apply the knowledge acquired about the individuals, groups and the structure of their organization, they are able to work toward achievement of organizational goals. An effective leader understands the assets and liabilities of the individuals within the organization in order to form groups and structure in the organization that can best achieve its goals (Jacobs, 2018).

A necessary variable in this research is constructive communication.

In almost all school activities, communication plays an important role. How and what we talk about both construct and form our reality (Kelchtermans, 2015).

Miller (2016) claims that how the aims of school are understood and communicated, become prerequisites for what activities and perspectives are valued and lead to further actions. This implies that communication can be both a way to analyze and understand processes in schools and a process to influence others' actions and understanding.

An ordinary working day for principals and teachers contains many meetings, interactions and conversations. There are also expectations that principals and teachers in school shall work with school improvement and constantly improve their activities and results in relation to how society changes and develops. This requires principals and teachers who are engaged, knowledgeable and have time to talk about issues related to teaching and learning (Utbildningsdepartementet, 2016).

A communicative leadership is especially important in organizations with values that are non-negotiable (Eriksen, 2014). Even if the principal takes part in different processes and therefore is affected by them, there are organizational expectations on how the leader shall contribute to these processes.

One of the principal's challenges is to support teachers to improve student outcomes. What principals and teachers talk about and how they communicate both reflect and construct what is considered important in different processes and activities. Communication therefore also reveals what is in focus in the organization's everyday work (Fiske, 2016).

Furthermore, Conway (2020) believed that well-prepared principals know how to select effective professional development for their school, evaluate high-quality instruction, and

understand and support teachers as they struggle to learn new ways of reaching students. There must be an understanding by school leaders of how to organize a school to obtain a personalized learning environment where every student count and has a 90xdsdissatisfaction with the current level of student achievement and with current school and classroom practices.

METHODOLOGY

The researcher will use the quantitative/ descriptive survey method of research. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Babbie, 2023).

The descriptive method involved range from the survey which described the status quo, the correlation study which investigated the relationship between variables, to developmental studies which seek changes over time (Doyle et al., 2020). All of which is needed to conduct this study.

The researcher will use this method to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify defined variables and to generalize results from a larger sample population. The main purpose of utilizing these methods was to describe the data along with the attributes of what is being studied. This would provide a better understanding of the study. Thus, this type of research design was the most practical method in order to determine the Collective and Smart Leadership of Educational Leaders to School Culture and Organizational Behavior. The researcher will proceed with the descriptive survey research through the use and distribution of questionnaires to the respondents

in Secondary city schools Division of Dasmarinas.

Respondents of the study

The respondents of the study consist of 196 teachers from different secondary cith schools Division of Dasmarinas,Cavite. To get the desired sample, the researcher will randomly select teachers as a respondent of this study.

Random sampling is one of the simplest forms of collecting data from the total population. Under random sampling, each member of the subset carries an equal opportunity of being chosen as a part of the sampling process**.**

According to Martinez et al. (2016) when it is not possible to study the entire population, a smaller sample was taken using a random sampling technique. Randomly selected teacher and student respondents will be used as respondents of the study.

RESULT AND DISCUSSION

Table 21.   **Significant relationship between Collective and Smart Leadership and Organizational Behavior**

Destination	School Culture	Beta	t-stat	p-value	Analysis
COLLECTIVE LEADERSHIP					
Shared Power	Initiative	.017	.243	.808	Not Significant
	Constructive	-.014	-.196	.844	Not Significant
	Innovation	.112	1.808	.072	Not Significant
	Proactive Socialization	.033	.534	.594	Not Significant
Transparency	Initiative	-.059	-.779	.437	Not Significant
	Constructive	-.006	-.075	.940	Not Significant
	Innovation	-.147	-2.136	.034	Significant
	Proactive Socialization	-.124	-1.810	.072	Not Significant
Accountability	Initiative	.085	.838	.403	Not Significant
	Constructive	-.045	-.441	.660	Not Significant
	Innovation	.130	1.415	.159	Not Significant
	Proactive Socialization	.145	1.589	.114	Not Significant
Shared Leadership	Initiative	-.002	-.027	.979	Not Significant
	Constructive	.077	.890	.375	Not Significant
	Innovation	.031	.401	.689	Not Significant
	Proactive Socialization	.045	.587	.558	Not Significant
Engagement	Initiative	.224	2.146	.033	Significant

	Constructive	.189	1.801	.073	Not Significant
	Innovation	-.039	-.418	.676	Not Significant
	Proactive Socialization	.017	.177	.860	Not Significant
SMART LEADERSHIP					
Strategic and Critical Thinking	Initiative	-.128	-1.245	.215	Not Significant
	Constructive	-.068	-.654	.514	Not Significant
	Innovation	-.180	-1.926	.056	Not Significant
	Proactive Socialization	.054	.585	.559	Not Significant
Interpersonal Communication	Initiative	.272	2.609	.010	Significant
	Constructive	.264	2.514	.013	Significant
	Innovation	.231	2.441	.016	Significant
	Proactive Socialization	.167	1.778	.077	Not Significant
Authenticity and Self-awareness	Initiative	.233	2.228	.027	Significant
	Constructive	.238	2.253	.025	Significant
	Innovation	.425	4.476	.000	Significant
	Proactive Socialization	.224	2.368	.019	Significant
Open-mindedness and Creativity	Initiative	.239	2.220	.028	Significant
	Constructive	.026	.240	.811	Not Significant
	Innovation	.016	.164	.870	Not Significant
	Proactive Socialization	.019	.196	.844	Not Significant
Flexibility	Initiative	-.087	-.831	.407	Not Significant
	Constructive	.011	.100	.920	Not Significant
	Innovation	-.040	-.416	.678	Not Significant
	Proactive Socialization	.073	.776	.439	Not Significant
Dependability	Initiative	.169	1.789	.075	Not Significant
	Constructive	.290	3.032	.003	Significant
	Innovation	.433	5.036	.000	Significant
	Proactive Socialization	.323	3.778	.000	Significant

Table 21 presents the significant relationship between Collective and Smart Leadership and Organizational Behavior

The Shared Power, Transparency, Accountability, Shared Leadership, and Engagement of Collective and Smart Leadership was not observed to have any significant relationship to the Organizational Behavior. This is based on the computed t values obtained from the tests which were less than the critical t value. Furthermore, majority of the p-values obtained were greater than the significance alpha 0.05, hence there is absence of a significance.

While the Strategic and Critical Thinking, Open-mindedness and Creativity, and Flexibility of Collective and Smart Leadership was not observed to have any significant relationship to the School Culture except for the Interpersonal Communication, Authenticity and

Self-awareness, and Dependability. This is based on the computed t values obtained from the tests which were less than the critical t value. Furthermore, majority of the p-values obtained were greater than the significance alpha 0.05, hence there is absence of a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between Collective and Smart Leadership and *Organizational Behavior" is accepted*. Principals' technical competencies include the ability to design the working schedule and the information flow, the skills to assign the subordinates adjusting to their expertise and organizational needs, the ability to evaluate and assess the programs (analyzing the quantitative and qualitative aspects of the evaluation and projecting the organizational goals), and the skills to encourage people to work and manage the school's finance. These contribute to the working comfort that leads to the teachers' job satisfaction and commitment

CONCLUSION

On the basis of the foregoing findings, the following conclusion was drawn.

The study shows relationship between Collective and Smart Leadership and School Culture has no significant Thus, the researcher therefore concludes that the research hypotheses stating that There is no significant relationship between Collective and Smart Leadership and School Culture is accepted. The second hypothesis result relationship between Collective and

Smart Leadership and Organizational Behavior also has no significant Thus, the researcher therefore concludes that the research hypotheses stating that There is no significant relationship between Collective and Smart Leadership and Organizational Behavior is also accepted.

RECOMMENDATIONS

Based on the drawn conclusions resulted to the following recommendations:

1. It suggests to the school and teachers give seminars or conferences to enhance their literacy about leadership and school culture and organizational behavior. Understanding these concepts will give them insights into how their school heads effectively manage their school. In this way, they can provide assistance for their school heads hence enhancing the overall scholastic performance of their academy.

2. It suggests making some programs for the students will benefit them as they may be enlightened with the fundamentals necessary to achieve the maximum outcome of better school culture and organization.

3. Lastly, Lastly, it is recommended expand this study variables can be changed the variable, scope, and limitations to capture other data not found in this study

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