

Organizational Behavior among School Heads in the Province of Cotabato Philippines

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Abstract—Positive organizational behavior answers the call for identifying human strengths, producing resilience and restorations, fostering vitality, and cultivating extraordinary individuals by focusing on positive states, traits, and processes. The study was conducted to evaluate the organizational behavior of school heads on the aspect of self-efficacy, hope, and optimism. Findings of the study indicated that the public elementary school heads in the Province of North Cotabato, Philippines exhibited an exemplary organizational behavior as indicated by their very high self-efficacy, hope, and optimism in dealing the challenges they are facing in their workplace.

Introduction

The behavior being shown by a school head among the teachers has a big impact of their good relationship and performance. Working together harmoniously and with respect can make a difference in an organization. As they learn to control their emotions, they will be able to sustain the sense of camaraderie and belongingness whereby it can motivate everyone to fulfill their duties and responsibilities.

Positive organizational behavior aims to manage and improve employees' psychological strengths. It focuses and energizes academic and applied attention on the more positive aspects of human nature (Luthans, 2001). This is geared to move away from dysfunctional behavior and workplace problems. Hence, it attempted to redirect the field to reflect more humanistic goals (Church, 2002). More so, self-efficacy, hope, optimism, and resiliency were found to be significant to employees' work-related performance (Stajkovic & Luthans, 2002).

In this study, the gap posited that there are no studies which directly associate the variables in the contexts of educational management. Most of which are directly studied in different parlance. For example, on positive organizational behavior was explored in the contexts of business (Luthans & Avolio,

2009; Avey, Wernsing, & Luthans, 2008). The researcher did not find any studies in the local milieu. The aforementioned axioms motivated the researcher to conduct this study.

Methodology

The study employed descriptive research design utilizing survey questionnaire in assessing the organizational behavior among public elementary school heads in the Province of North Cotabato, Philippines. The quantitative data collected were analyzed using descriptive statistics such as weighted mean.

Results

Organizational Behavior of School Heads

The aspects of organizational behavior measured in the study were self-efficacy, hope, and optimism.

Self-Efficacy

Table 1 shows the level of organizational behavior of school heads in terms of self-efficacy. It has a grand mean of 4.25 which is interpreted as very high. It shows that the school heads of third congressional district of Cotabato Division are confident, mostly goal achiever and can overcome challenges.

This implies that the school heads have the sense of commitment as they overcome to face all the challenges that they face in the workplace. In the same manner, the school heads have the vision that they could make a difference in achieving their goals in order to make a gargantuan change in the organization. Furthermore, this reiterated that they are focused in bringing change which eventually resulted to greater success.

The self-efficacy of the school heads was found to be of great important especially in managing their assigned schools. It is defined as a type of leadership which involved a

type of confidence employing their knowledge, skills, and abilities and are linked with the tasks which lead others (Hannah et al., 2008). Sometimes this include measures on multidimensional self-efficacy so that they could see the various aspects of being a school head.

Table 1 Level of organizational behavior of school heads in terms of **self-efficacy**.

Statements	Mean	Description
1. I am achieving most of the goals that I have set in this organization.	4.28	Very High
2. I am believing that I can succeed at almost any endeavor to which I set my mind.	4.25	Very High
3. I am overcoming many challenges.	4.26	Very High
4. I am showing confidence that I can perform effectively on many different tasks.	4.34	Very High
5. I am performing quite well even when things are tough.	4.22	Very High
Weighted Mean	4.25	Very high

Hope

It is presented on table 2 the level of organizational behavior of school heads in terms of hope with a mean of 4.28 and interpreted as very high. This means that the school heads have a very high hopes to pursue their goals and ambitions for the organization.

In the same vein, this connotes that they have wider perspectives in looking the different facets of their job. They see to it that they could reach their dreams and aspirations not only for themselves but for the good of everyone. Aside from this, they are flexible enough in resolving the challenges that might hinder their way in reaching the greater heights of success.

Furthermore, school heads applied the aspect of home to situations that can be approached with a plan and can be appraised by the identifying the causes (Coutu, 2002). Hope acted like an agent which manifested leaders’ willpower that provided them to have the determination to reaching their goals. It is also applied in the workplace.

Table 2 Level of organizational behavior of school heads in terms of **hope**.

Statement	Means	Description
I am seeing myself as being pretty successful in making everyone in the organization united.	4.28	Very High
I am thinking of many ways to reach my goals in this organization.	4.30	Very High
I am energetically pursuing my goals in this organization.	4.30	Very High

I am thinking of many ways to overcome all the trials as a leader.	4.26	Very High
I am meeting the goals that I have set in this organization.	4.26	Very High
Weighted Mean	4.28	Very High

Optimism

The level of organizational behavior of school heads in terms of optimism has a mean of 4.34 and interpreted as very high which means that they are optimistic enough to that challenges will soon end.

Consequently, school heads who are optimistic see the brighter side of the problems. They do not look into the negativities, instead they look into the brighter side which change their perspectives in life. More so, they could easily find solutions since they provided answers to the problems. As school heads, they are mirroring their attitude of being certain to all the impossibilities.

Similarly, optimism is recognized the leniency of the past, appreciation of the present, and seeking for opportunities in the future (Schneider, 2001). Actually, it can be measured and valid and determined the impact of performance in work setting.

For Sunbull (2011) found that external locus of control can be associated with emotional exhaustion. Hence, it was noted that this type of locus of control showed to have a significant role in stress management, thereby decrease emotions. It revealed to have an important role in the overall effectiveness of leaders (Chen & Thornes, 2008).

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