



SCHOOL HEADS AND TEACHERS' QUALIFICATIONS AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) ON THE SCHOOL LEVEL OF PRACTICE

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ABSTRACT

This study explored the school heads and teachers' qualifications and Organizational Citizenship Behavior (OCB) on the school level of practice. There were one hundred (100) respondents combined five (5) school heads and (95) teachers from selected public schools in the Division of Laguna. This quantitative research utilized descriptive correlation. The self-made questionnaire developed and crafted by the researcher was based on the School Based Management Assessment Tool. This questionnaire was administered and gathered data on the school heads and teachers' qualifications and organizational citizenship behavior (OCB) on the school level of practice.

The statistical treatment used in this research were mean, standard deviation, Pearson r and regression analysis in analyzing the school heads and teachers' qualifications and organizational citizenship behavior on the school level of practice.

The school heads and teachers' qualifications were not observed to have any significant relationship with the school heads and teachers' organizational citizenship behavior. This is based on the computed r values obtained from the tests which were less than the critical r value. Furthermore, p -values obtained were greater than the significance alpha 0.05, hence the absence of a significance.

The first hypothesis stating that "There is no significant relationship between school heads and teachers' qualifications and organizational citizenship behavior" is accepted. Second hypothesis stating that "There is no significant effect between the school heads and teachers' qualifications on the school level of practice" is partially accepted. The third hypothesis stating that "There is no significant effect between the school head and teachers' organizational citizenship behavior and school level of practice" is rejected.

Noting the results, the recommendations based on the conclusions, School heads and teachers' welfare needs more development and support for their professional development to help the learners perform well and improve the school level of practice. More programs and recognitions for the accomplishments and sacrifices of school heads and teachers must be practiced to uplift their proficiency in management and teaching. DepEd must develop more trainings and programs related to school heads and teachers' organizational citizenship behavior for the benefits of each member of the organization and provision on the needs of the clients.

KEYWORDS: *Citizenship Behavior; School Heads; Teacher's Qualification; Organizational*

1. INTRODUCTION

The Philippine Educational system strongly recognized and supported the influence of the school heads and teachers in improving the quality of education by levitating school level of practice. School level of practice is primarily measured by the academic achievement of the students and how well the school adheres to the Department of Education standards, which is based on its mission and vision (Babinue, 2017). Through their good qualifications such as educational attainment, trainings attended, position, years of experience, outstanding accomplishments may have good effect to improve the performance of the schools.

However, when the Philippines first joined Program for International Student Assessment (PISA) in 2018, in reading comprehension, as well as mathematics and scientific literacy, Filipino students ranked last out of 79 countries. The Philippines' math, science, and reading scores were significantly lower than the average of the participating countries (Villegas, 2021). This examination reveals low student achievement as well as low school performance in the Philippines.

On the other hand, school heads and teachers' organizational citizenship behavior may affect the school level of practice. According to Tsai, 2018, it is generally involving the belief that can guide staff in knowing what to do and what not to do, including practices, values, and assumptions about their work wherein the central values of an organization organizational citizenship behavior. This idea would simply mean that organizational culture has been part of the school community even time immemorial from what they have learned from their previous school leaders and colleagues and understand what is effective or not in improving the school level of practice.



In addition, Reeves (2019) states that effectiveness of school heads and teachers' level of organizational citizenship behavior seemed to be sensitive in determining the quality standard of educational performance delivered by them. Through the exemplary display of altruism, conscientiousness, sportsmanship, courtesy and civic virtue are indeed the qualities needed in an organization. The wanting to do one's work judiciously is definitely executing their responsibilities to meet the vision and mission of the organization and to improve the school level of practice.

Quantifying the level of school heads and teachers' qualifications such as their educational attainment, trainings attended, position, years of experience, outstanding accomplishments and the level of organizational citizenship behavior (OCB) can be an encouragement for school heads to strengthen good working relationship. In doing so, improved teachers' qualifications, increased academic achievement among students and more so, provision of quality education for a sustainable quality of life among people.

1.1 Statement of the Problem

This study aimed to determine the interrelationship of the qualifications of school heads and teachers, organizational citizenship behavior in relation to school level of practice in the Division of Laguna.

Specifically, it intended to answer the following questions:

1. What is the status of school heads and teachers' qualifications in terms of:
 - 1.1. Educational Qualification;
 - 1.2. Position / Designation;
 - 1.3. Training / Seminar;
 - 1.4. Years of Experience;
 - 1.5. Performance (IPCRF/OPCRF); and
 - 1.6. Outstanding Accomplishments?
2. What is the level of school heads and teachers' organizational citizenship behavior in terms of:
 - 2.1. Altruism;
 - 2.2. Conscientiousness;
 - 2.3. Sportsmanship;
 - 2.4. Courtesy; and
 - 2.5. Civic Virtue?
3. What is the level of school practice of School Based Management (SBM) in terms of;
 - 3.1. Leadership and Governance;
 - 3.2. Curriculum and Instruction;
 - 3.3. Accountability and Continuous Improvement; and
 - 3.4. Management of Resources?
4. Is there a significant relationship between school heads and teachers' qualifications and organizational citizenship behavior (OCB)?
5. Is there a significant effect between the school heads and teachers' qualifications on the school level of practice?
6. Is there a significant effect between school heads and teachers' organizational citizenship behavior and school level of practice?

2. METHODOLOGY

2.1 Research Design

This study utilized the descriptive method of research which included studies that support the present facts concerning the nature and status of anything. This means that the descriptive research gives meaning to the quality and standing of facts that are going on and description organizes the findings in order to fit them explanations and test or validate those explanations (Krathwohl, 2014). While, Zulueta (2015) mentioned that descriptive research seeks to provide information about one or more variables.

This study aimed to determine the school heads and teachers' qualifications and organizational citizenship behavior on the school level of practice based on the School-Based Management (SBM) in the Division of Laguna.

2.2 Respondents of the Study

This study explored the school heads and teachers' qualifications and Organizational Citizenship Behavior (OCB) on the school level of practice. There are many school heads and teachers in the Fourth Congressional District. But there were one hundred (100) respondents combined five (5) school heads and (95) teachers from selected public schools in the Fourth Congressional District in the Division of Laguna in the School Year 2021-2022.



2.3 Research Instrument

The instrument used in the study was a survey questionnaire-checklist. The questionnaire is a research-made instrument devised for School Heads and Teachers' qualifications and organizational citizenship behavior (OCB) on the school level of practice.

In the questionnaire, a five-point rating scale indicated below will used to of the selected respondents.

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.0	To a very great extent/Always
4	3.40 – 4.19	To a great extent/Often
3	2.60 – 3.39	To a moderate extent/Sometimes
2	1.80 – 2.59	To a low extent/Seldom
1	1 – 1.79	To a very low extent/Never

In construction of questionnaire describe above, the researcher collected ideas and concept through reading various articles and literatures from books, publication and internet sites. The initial draft of the questionnaire was presented to professors and panel members for comments and suggestions.

The final form of the questionnaire was reproduced and administered to respective respondents.

2.4 Statistical Treatment

The study employed various applicable statistical treatments to determine or analyze the data gathered. Since the study used the descriptive survey method frequency was utilized to determine the distribution of school heads and teachers' qualifications as to educational attainment, position, performance, training attended and years of experience.

To ensure the accuracy of data, the following measures were used: Percentage was used to interpret the result of the responses of different indicators in reference of school heads and teachers' qualifications. Mean and Standard Deviation, were used to determine whether or not the school heads and teachers' organizational citizenship behavior such as altruism, conscientiousness, sportsmanship, courtesy and civic virtue predicts the school level of practice. While Pearson r was employed to know the level of school practice based on the School Based Management (SBM).

For empirical testing of the null hypothesis at the five percent level of significance, non- parametric and parametric formulas were utilized. Standard Deviation helps to know how a set of data distributes or how disperse the data are. This calculation is useful because it allows for the same flexibility regarding further calculations and yet also expresses variation in the same units as the original measurements.

Regression analysis was used in predicting the behavior of a variable. The regression analysis is to estimate the value of a random variable (the dependent variable) given that the value of an associated variable (the independent variable) is known. The dependent variable is also called the response variable, while the independent variable is also called the predictor variable. The regression equation is the algebraic formula by which the estimated value of the dependent, or response, variable is determined. Multiple regression analysis is concerned with estimating the value of a dependent variable on the basis of two or more independent variables.

The most common statistical tool in measuring the linear relationship between two random variables, x and y , is the linear correlation coefficient commonly called the *Pearson Product-Moment Correlation Coefficient* or *Pearson r* for short. It can be used to determine the linearity of the relationships between two variables. The researcher used the help of statistical program Microsoft Excel Data Analysis.

3. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of the data gathered from school heads and teachers employed in the Division of Laguna, focused on the selected public schools for the School Year 2021-2022.

School Heads and Teachers' Qualifications

In this study, the school heads and teachers' qualification refers to educational qualification, position / designation, training / seminar, years of experience, performance (IPCRF/OPCRF) and outstanding accomplishments.

The following figure shows the frequency and percentage of status of school heads and teachers' qualifications in terms of educational qualification.

Figure 2 shows the status of school heads and teachers' qualifications in terms of educational qualification. Out of 100 respondents, the qualification "*College Graduate*" received the highest frequency of thirty-six (36) or 36% of the total respondents. Followed by the qualification "*Master's Degree*" received a frequency of twenty-seven (27) or 27% of the total respondents. While the qualification "*Doctoral Degree*" received the lowest frequency of six (6) or 6% of the total respondents.

This means that the status of school heads and teachers' qualifications in terms of educational qualification still needs to pursue their educational attainment to improve their competence in teaching, develop good management skills and to contribute more to the learners' productivity and improve the school level of practice.



Figure 2 shows the status of school heads and teachers' qualifications in terms of educational qualification.

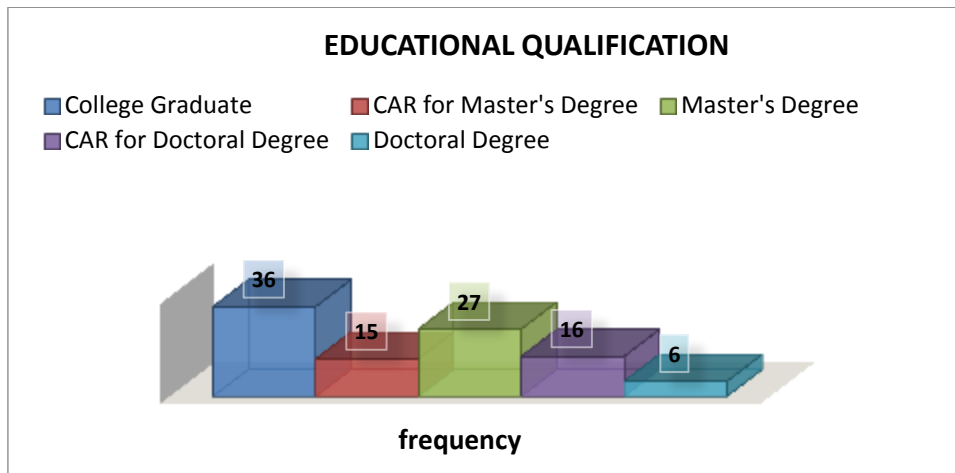


Figure 2. Status of School Heads and Teachers' Qualifications in Terms of Educational Qualification

The findings were supported by study of Benson (2015) reveals that managing schools on the effective delivery of teachers' instructions and school heads' leadership styles in terms of educational attainment and their performances in their respective assignments, the more they became smarter in school management styles and classroom teaching assignments.

The following figure shows the frequency and percentage of status of school heads and teachers' qualifications in terms of position / designation.

Figure 3 shows the status of school heads and teachers' qualifications in terms of position / designation. Out of 100 respondents, the position "Teacher I to III" received the highest frequency of eighty-three (83) or 83% of the total respondents. Followed by the position "Master Teacher I to III" received a frequency of nine (9) or 9% of the total respondents. While the position "Head Teacher I to IV" received the lowest frequency of three (3) or 3% of the total respondents.

Figure 3 shows the status of school heads and teachers' qualifications in terms of position / designation.

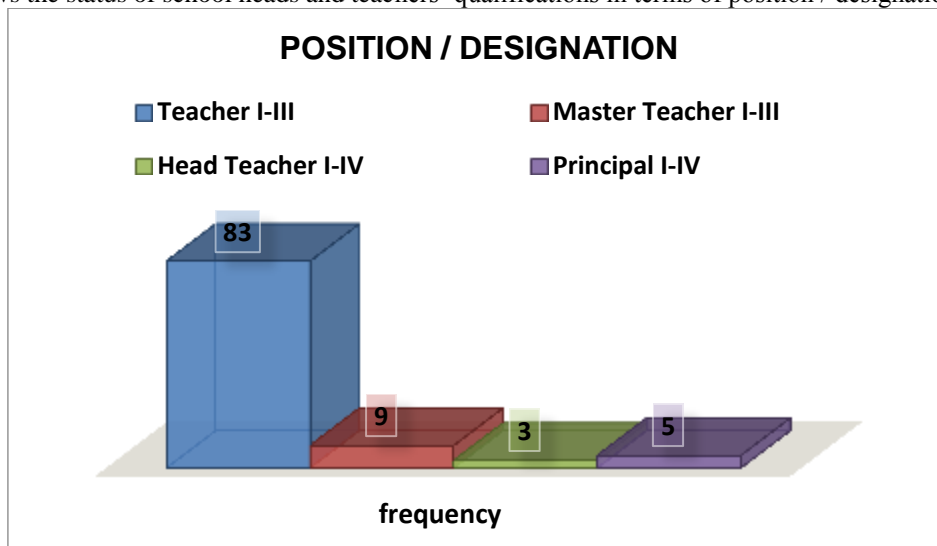


Figure 3. Status of School Heads and Teachers' Qualifications in Terms of Position / Designation

This means that the status of school heads and teachers' qualifications in terms of position / designation were majority plain teacher during the time of the study. The DepEd teachers must have career plan and pursue their plans on how to be promoted to the next position. Initiating school projects and programs to improve students' performance and school level of practice.

The following figure shows the frequency and percentage of status of school heads and teachers' qualifications in terms of training / seminar.



Figure 4 shows the school heads and teachers' qualifications in terms of training / seminar. Out of 100 respondents, the training/seminar "National Level" received the highest frequency of thirty-eight (38) or 38% of the total respondents. Followed by the training/seminar "Regional Level" received a frequency of nineteen (19) or 19% of the total respondents. While the training/seminar "District Level" and "International Level" each received the lowest frequency of thirteen (13) or 13% of the total respondents.

Figure 4 shows the school heads and teachers' qualifications in terms of training / seminar.

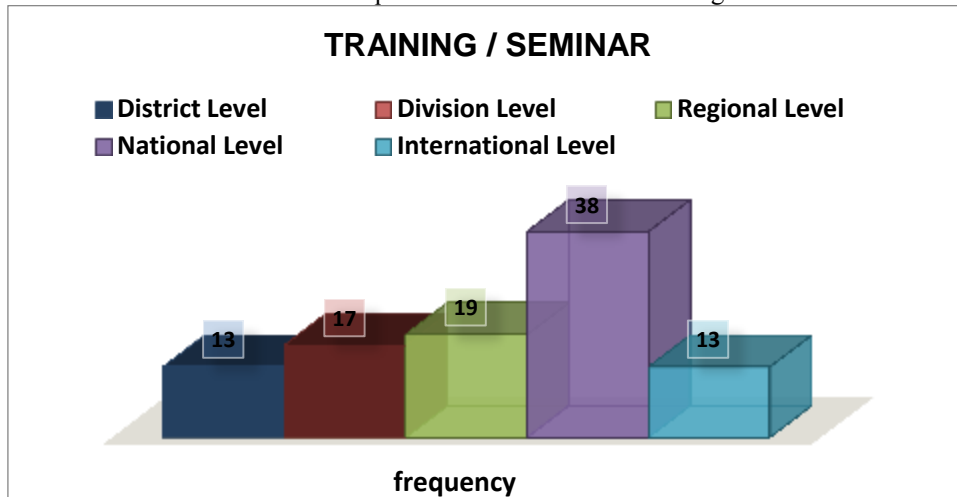


Figure 4. Status of School Heads and Teachers' Qualifications in Terms of Training / Seminar

This results supported by Camburn & Taylor (2015) who stated that by attending trainings/ seminars among teachers and school heads, eventually emerged the so called sharing from experts a specific topic or discipline, ranging from cooperative discussion to multiple sharing of opportunities on the perspectives and issues for enhancement of numerous benefits, including improving communication skills, gaining expert knowledge, networking with others and renewing motivation and increase their qualifications.

This means that the status school heads and teachers' qualifications in terms of training / seminar were very competitive during the time of the study. There are trainings and seminars or webinars offered for all teachers to be more equipped, productive and knowledgeable in their field of specialization.

The following figure shows the frequency and percentage of status of school heads and teachers' qualifications in terms of years of experience.

Figure 5 shows the status of school heads and teachers' qualifications in terms of years of experience.

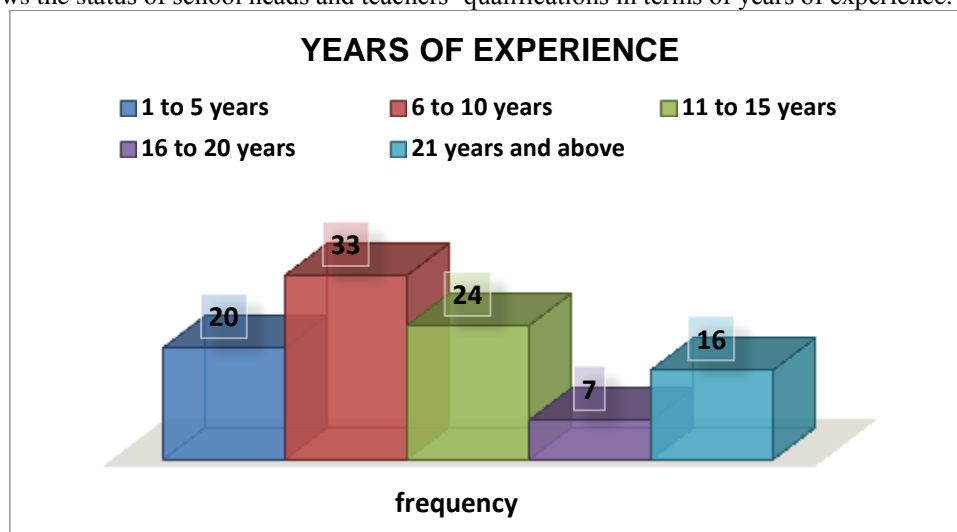


Figure 5. Status of School Heads and Teachers' Qualifications in Terms of Years of Experience



Figure 5 shows the status of school heads and teachers' qualifications in terms of years of experience. Out of 100 respondents, the years of experience "6 to 10 years" received the highest frequency of thirty-three (33) or 33% of the total respondents. Followed by the years of experience "11 to 15 years" received a frequency of twenty-four (24) or 24% of the total respondents. While the years of experience "16 to 20 years" received the lowest frequency of seven (7) or 7% of the total respondents.

This means that the status of school heads and teachers' qualifications in terms of years of experience were majority 10 years and below in the service during the time of the study. The results emphasized long opportunity for the educators, school heads and new teachers to be more experience in management and in teaching – learning process.

The following figure shows the frequency and percentage of status of school heads and teachers' qualifications in terms of performance (IPCRF/OCRF).

Figure 6 shows the status of school heads and teachers' qualifications in terms of performance (IPCRF/OCRF).

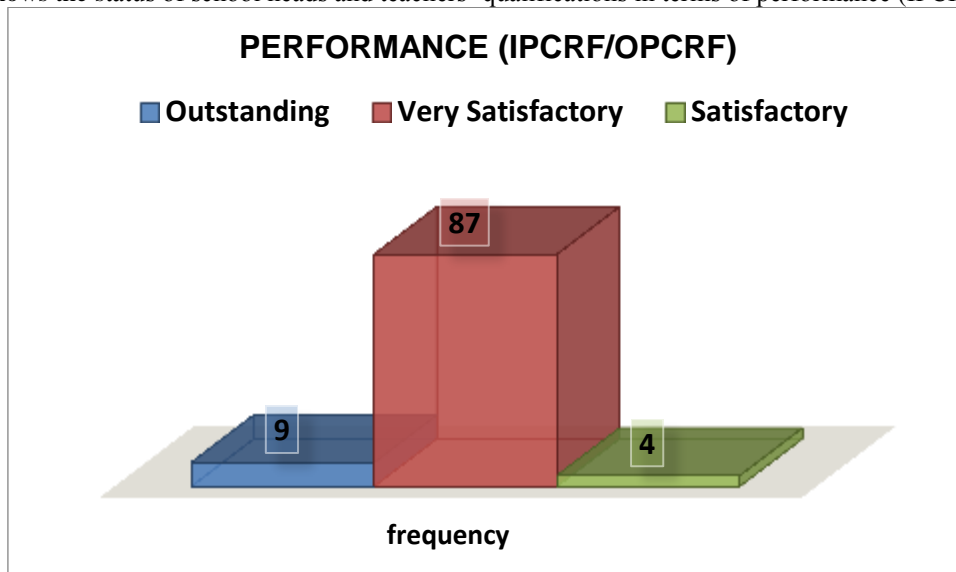


Figure 6. Status of School Heads and Teachers' Qualifications in Terms of Performance (IPCRF/ OPCRf)

Figure 6 shows the status of school heads and teachers' qualifications in terms of performance (IPCRF/OCRF). Out of 100 respondents, the performance "Very Satisfactory" received the highest frequency of eighty-seven (87) or 87% of the total respondents. Followed by the performance "Outstanding" received a frequency of nine (9) or 9% of the total respondents. While the performance "Satisfactory" received the lowest frequency of four (4) or 4% of the total respondents.

The results supported by the study of Crispeels, et. al. (2016) have this to say that everything else teachers and school heads should be evaluated by the extent of their performance. In line with their relevant experiences and performing well of duties and functions assigned to them. They pursue success of the respective schools they are presently connected either as a classroom teacher or manager of an educational institution.

This means that the status of school heads and teachers' qualifications in terms of performance (IPCRF) performed well during the time of the study. These results emphasized that school heads and teachers are working hard to meet the very satisfactory performance. They have initiatives to improve themselves as educators and contribute a lot for school high performance

The following figure shows the frequency and percentage of status of school heads and teachers' qualifications in terms of outstanding accomplishments.

Figure 7 shows the school heads and teachers' qualifications in terms of outstanding accomplishments. Out of 100 respondents, the outstanding accomplishments "Publication/Authorship" received the highest frequency of thirty-seven (37) or 37% of the total respondents. Followed by the accomplishments "Innovations" received a frequency of eighteen (18) or 18% of the total respondents. While the accomplishments "Consultants/Resource Speaker in Training/Seminars" received the lowest frequency of two (2) or 2% of the total respondents.



Figure 7 shows the school heads and teachers' qualifications in terms of outstanding accomplishments.

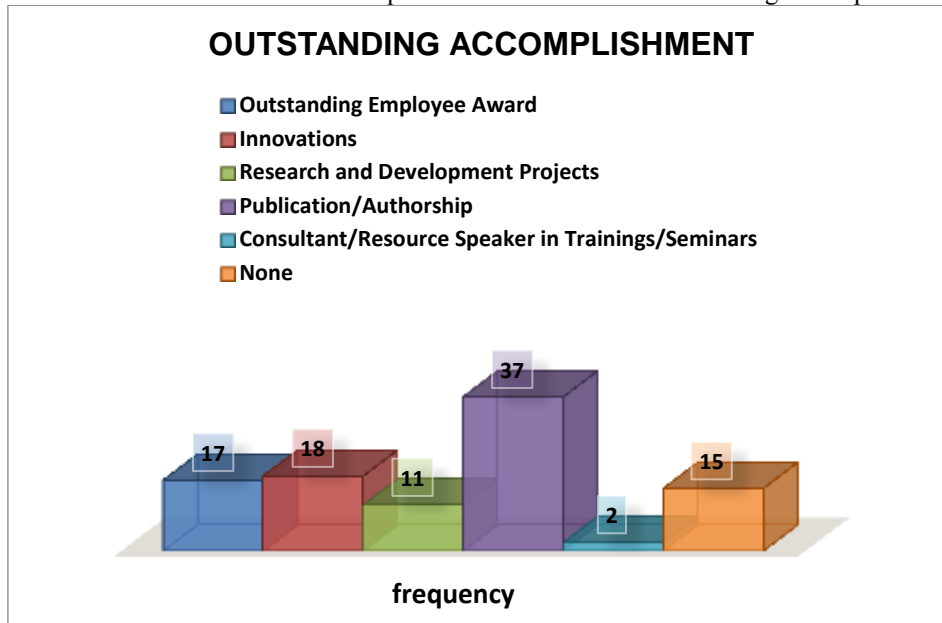


Figure 7. Status of School Heads and Teachers' Qualifications in Terms of Outstanding Accomplishments

Above findings conforms with study conducted by Buckner and Boyd (2015) reveal that teachers and school heads' educational attainment and outstanding accomplishments had big impact on the school level of practice. To educate or enlighten the instructions for informational deliverance of learning proficiencies and practical skills by means of modern pedagogic approach, strategic leadership smartness of school heads and teachers.

This means that the status school heads and teachers' qualifications in terms of outstanding accomplishments were majority working in writing research during the time of the study. Some of them are doing action research Based on the results above school heads and teachers are motivated in engaging themselves in writing articles, books or research which help them to improve their qualifications.

Level of School Heads and Teachers' Organizational Citizenship Behavior

In this study, the school heads and teachers' organizational citizenship behavior refers to altruism, conscientiousness, sportsmanship, courtesy and civic virtue.

The following table shows the statement, mean, standard deviation, remarks and verbal interpretation of the school heads and teachers' organizational citizenship behavior in terms of altruism.

Table 1. Level of School Heads and Teachers' Organizational Citizenship Behavior in Terms of Altruism

Statement	Mean	SD	Remarks
- Voluntarily help other teachers with work-related problems	4.44	0.69	Always
- Assist teachers and promote collaboration in achieving goals	4.44	0.66	Always
- Orient new teacher about his/her tasks.	4.15	0.87	Frequently
- Help others with heavy workloads	4.24	0.70	Always
- Give technical assistance to other teachers for the success of the organization	4.24	0.83	Always
Overall Mean		4.30	
SD		0.76	
Verbal Interpretation			Very High

**Legend**

Scale	Range	Verbal Interpretation
5	4.29 – 5.00	Very High
4	3.40 – 4.19	High
3	2.60 – 3.39	Moderately High
2	1.80 – 2.59	Low
1	1.00 – 1.79	Very Low

Table 1 illustrates the level of school heads and teachers' organizational citizenship behavior in terms of altruism. Among the statements, "Voluntarily help other teachers with work-related problems" yielded the highest mean score ($M=4.44$, $SD=0.69$) and was remarked as Always. This is followed by "Assist teachers and promote collaboration in achieving goals" ($M=4.44$, $SD=0.66$) and was also remarked as Always. On the other hand, the statement "Orient new teacher about his/her tasks" received the lowest mean score of responses with ($M=4.15$, $SD=0.87$) was remarked Frequently.

The level of school heads and teachers' organizational citizenship behavior in terms of Altruism attained a mean score of 4.30 and a standard deviation of 0.76 and was Very High among the respondents.

It is supported in the study of Johnson (2017) yield among others the significant findings of positively significant correlation as evidenced by r value of ($r=+0.97 > p=0.594$) wherein altruism as an unselfish regard for the welfare of others displayed by school heads through providing technical assistance to the newly hired teacher, the more charitable acts were made by teachers that simply benefited those stakeholders to help students or learners.

The results emphasized that school heads and teachers assist other employees with their work loads and promote collaboration in achieving organizational goals. The results shows that experienced teachers need to give more time and focus to orient new teachers about his/her tasks to attain good relationship and performance.

The following table shows the statement, mean, standard deviation, remarks and verbal interpretation of the school heads and teachers' organizational citizenship behavior in terms of conscientiousness.

Table 2. Level of School Heads and Teachers' Organizational Citizenship Behavior in Terms of Conscientiousness

Statement	Mean	SD	Remarks
- Exercise self-discipline in order to pursue and ultimately achieve DEPED mission and vision	4.68	0.49	Always
- Prioritize work task and schedule to achieve goals	4.68	0.47	Always
- Display maturity and enthusiasm in aiming higher organizational goals	4.58	0.54	Always
- Pay attention to setting quality and realistic goals for me and other teachers	4.61	0.53	Always
- Ensure efficiency of each teacher by being responsible, reliable, organized, and hard-working.	4.54	0.59	Always
Overall Mean		4.62	
SD		0.53	
Verbal Interpretation		Very High	

Table 2 illustrates the level of school heads and teachers' organizational citizenship behavior in terms of conscientiousness. From the statements above, "Exercise self-discipline in order to pursue and ultimately achieve DEPED mission and vision" and "Prioritize work task and schedule to achieve goals" yielded the highest mean score ($M=4.68$, $SD=0.49$, 0.47) and were remarked as Always. This is followed by "Pay attention to setting quality and realistic goals for me and other teachers" with a mean score ($M=4.61$, $SD=0.53$) and was also remarked as Always. On the other hand, the statement "Ensure efficiency of each teacher by being responsible, reliable, organized, and hard-working" received the lowest mean score of responses with ($M=4.54$, $SD=0.59$) yet was also remarked Always

The level of school heads and teachers' organizational citizenship behavior in terms of conscientiousness attained a mean score of 4.62 and a standard deviation of 0.53 and was Very High among the respondents.

The findings supported by Bottoms & O'Neill (2021) on their study revealed their significant findings as indeed highly extensive in their carriage of consciousness by virtue of considerable staying away from procrastination and ultimately preferred to complete their respective tasks much ahead of time as indeed one of the most prominent examples of such meticulous in their workplaces so they never failed to meet the deadlines assigned to the school heads, teachers and other school staff.

Similarly, Berman (2019) stated that teachers and school heads should greatly consider conscientiousness as the foundation of their personality traits who show an awareness of the impact of their own behavior on those around them most



particularly in their respective schools, the display of behavioral conscientiousness among the said school authorities, is a living example among the youths for enhancement of their personality traits in maintaining discipline at all times and at all costs.

This means that school heads and teachers need to prioritize important work tasks and schedules to achieve DepEd goals to improve the quality of education. The school programs and projects must lead to the efficiency of each teacher to be more responsible, reliable, organized, and hard-working all the time.

The following table shows the statement, mean, standard deviation, remarks and verbal interpretation of the school heads and teachers' organizational citizenship behavior in terms of sportsmanship.

Table 3 illustrates the level of school heads and teachers' organizational citizenship behavior in terms of Sportsmanship.

Table 3. Level of School Heads and Teachers' Organizational Citizenship Behavior in Terms of Sportsmanship

<i>Statement</i>	Mean	SD	Remarks
- Deal positively with the situation that don't go as planned	4.47	0.56	Always
- Make personal sacrifices to meet organization's needs	4.46	0.64	Always
- Exercise tolerance for tension resulting from increasing volume of work and organizational changes	4.30	0.78	Always
- Perform duties and functions in a tension-laden situation.	4.38	0.68	Always
- Channel negative emotions to positive behaviors while increasing productivity	4.35	0.66	Always
Overall Mean		4.39	
SD		0.67	
Verbal Interpretation		Very High	

Table 3 illustrates the level of school heads and teachers' organizational citizenship behavior in terms of Sportsmanship. From the statements above, "Deal positively with the situation that don't go as planned" yielded the highest mean score ($M=4.47$, $SD=0.56$) and was remarked as Always. This is followed by "Make personal sacrifices to meet organization's needs" with a mean score ($M=4.46$, $SD=0.64$) and was also remarked as Always. On the other hand, the statements "Exercise tolerance for tension resulting from increasing volume of work and organizational changes" received the lowest mean score of responses with ($M=4.30$, $SD=0.78$) yet were also remarked Always.

The level of school heads and teachers' organizational citizenship behavior in terms of Sportsmanship attained a mean score of 4.39 and a standard deviation of 0.67 and was Very High among the respondents.

The above findings supported by the study of Davis, et. al. (2020) disclose that significant findings on sportsmanship taught competitors how to be gracious and respectful toward others the more enforcement was made by teachers in giving much vent on discipline, the more achievement incurred by students in their learning process as the offshoot of good work sportsmanship.

The results show that majority of DepEd employees are still positive with the unexpected situations and make sacrifices to finish their school works. School heads guaranteed the maintenance of school rules and the smooth implementation as the action plan of and management in their respective areas of concern.

The following table shows the statement, mean, standard deviation, remarks and verbal interpretation of the school heads and teachers' organizational citizenship behavior in terms of courtesy.

Table 4. Level of School Heads and Teachers' Organizational Citizenship Behavior in Terms of Courtesy

<i>Statement</i>	Mean	SD	Remarks
- Act with respect and responsibility to meet the organization's needs	4.71	0.46	Always
- Accept criticism objectively whether from my subordinates, peers or superiors	4.63	0.51	Always
- Show care and interest in others' priorities and needs	4.60	0.51	Always
- Demonstrate professional image: being polite and trustworthy	4.71	0.46	Always
- Internalize work system changes with ease and vigor	4.58	0.54	Always
Overall Mean		4.65	
SD		0.50	
Verbal Interpretation		Very High	



Table 4 illustrates the level of school heads and teachers' organizational citizenship behavior in terms of courtesy. From the statements above, "*Act with respect and responsibility to meet the organization's needs*" and "*Demonstrate professional image: being polite and trustworthy*" yielded the highest mean score ($M=4.71$, $SD=0.46$) and were remarked as Always. This is followed by "*Accept criticism objectively whether from my subordinates, peers or superiors*" with a mean score ($M=4.63$, $SD=0.51$) and was also remarked as Always. On the other hand, the statement "*Internalize work system changes with ease and vigor*" received the lowest mean score of responses with ($M=4.58$, $SD=0.54$) yet was also remarked Always.

The level of school heads and teachers' organizational citizenship behavior in terms of Courtesy attained a mean score of 4.65 and a standard deviation of 0.50 and was Very High among the respondents.

The results supported by the study of Dilworth & Thomas (2021), it revealed that their significant findings relative to school heads and teachers' management in public schools by courtesy is characterized as very high in showing of politeness in their attitudes and behaviors toward others. The more the aforementioned school heads treated with a degree of politeness among their teachers and personnel, the greater was the refinement in the behavioral attitudes of their students.

The results emphasize that educators are respectful and responsible to meet the organization's needs for being polite and trustworthy all the time. As they carried with them the so-called good breeding in their thoughts, words, and actions with gentility anywhere they go in the respective areas for enjoyment. Effectiveness of teachers and school heads' organizational citizenship behavior has direct linkage with courtesy as a typical display of a polite and considerate behavior towards other people.

The following table shows the statement, mean, standard deviation, remarks and verbal interpretation of the school heads and teachers' organizational citizenship behavior in terms of civic virtue.

Table 5. Level of School Heads and Teachers' Organizational Citizenship Behavior in Terms of Civic Virtue

Statement	Mean	SD	Remarks
- <i>Adjust the varieties of personalities present in school organization</i>	4.49	0.59	Always
- <i>Give recommendations to create a sense of community and camaraderie</i>	4.36	0.69	Always
- <i>Prioritize the interest of the organization before the interests of individual</i>	4.53	0.54	Always
- <i>Participate in group work and adopt procedures to accomplish organization's goals</i>	4.65	0.52	Always
- <i>Observe proper decorum in relating with superiors and peers</i>	4.65	0.54	Always
Overall Mean		4.54	
SD		0.59	
Verbal Interpretation			Very High

Table 5 illustrates the level of school heads and teachers' organizational citizenship behavior in terms of civic virtue. The statements below, "*Participate in group work and adopt procedures to accomplish organization's goals*" and "*Observe proper decorum in relating with superiors and peers*" yielded the highest mean score ($M=4.65$, $SD=0.52$, 0.54) and were remarked as Always. This is followed by "*Prioritize the interest of the organization before the interests of individual*" with a mean score ($M=4.53$, $SD=0.54$) and was also remarked as Always. On the other hand, the statement "*Give recommendations to create a sense of community and camaraderie*" received the lowest mean score of responses with ($M=4.36$, $SD=0.69$) yet was also remarked Always.

The level of school heads and teachers' organizational citizenship behavior in terms of Civic Virtue attained a mean score of 4.54 and a standard deviation of 0.59 and was Very High among the respondents.

In support to the findings above, Hall and Simeral (2017) brought to the forefront the findings of their study along creating a culture of reflective practice as basis for capacity-building for school wide success, and thus revealed that the higher was the level of sectorial support coming from school, local state, and federal education officials, the more enhanced were school heads and teachers as they solidly enjoyed in their jobs with full satisfaction and improve their qualifications.

The results show that school heads and teachers were participative in group works and accomplish organization's goals. They display proper decorum in relating with superiors and peers. On the other hand, they are encouraged to give recommendations or suggestions to create a sense of community and camaraderie in the workplace.

Level of School Practice of School Based Management (SBM)

In this study, the level of school practice of School Based Management (SBM) in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources.



The following table shows the statement, mean, standard deviation, remarks and verbal interpretation of the level of school practice of School Based Management (SBM) in terms of leadership and governance.

Table 6 illustrates the level of school practice in terms of School Based Management (SBM) in terms of leadership and governance.

Table 6. Level of School Practice of School Based Management (SBM) in Terms of Leadership and Governance

<i>Statement</i>	Mean	SD	Remarks
- <i>The development plan is enhanced through the shared leadership of the school and the stakeholders.</i>	4.50	0.59	Always
- <i>The school and community stakeholders working as full partners to improve the development plan.</i>	4.53	0.63	Always
- <i>Support the management for the continuation of unity and solidarity to have positive atmosphere in the institution.</i>	4.61	0.55	Always
- <i>The school and community collaboratively define the roles and responsibilities of stakeholders.</i>	4.50	0.56	Always
- <i>The network actively provides stakeholders information for making decisions and solving administrative problems.</i>	4.47	0.63	Always
Overall Mean		4.52	
SD		0.59	
Verbal Interpretation		Very High	

From the statements above, “*Support the management for the continuation of unity and solidarity to have positive atmosphere in the institution*” yielded the highest mean score ($M=4.61$, $SD=0.55$) and was remarked as Always. This is followed by “*The school and community stakeholders working as full partners to improve the development plan*” with a mean score ($M=4.53$, $SD=0.63$) and was also remarked as Always. On the other hand, the statement “*The network actively provides stakeholders information for making decisions and solving administrative problems*” received the lowest mean score of responses with ($M=4.47$, $SD=0.63$) yet were also remarked Always.

The level of school practice of School Based Management (SBM) in terms of leadership and governance attained a mean score of 4.52 and a standard deviation of 0.59 and was Very High among the respondents.

In support to the findings above, the study of Mielke (2016) on making teachers better, not bitter in order to give leverage to balancing evaluation, supervision, and reflection for professional growth of the faculty. Among others, their findings revealed that the level with regards to leadership and governance, was upgraded to the highest ground of performance and indicators of each principle which ultimately tantamount to enjoyment of proudness among school authorities.

The results show that school heads and teachers support the educational management through SBM for unity and solidarity and to have positive atmosphere in the educational institution. They are also school and community stakeholders working as full partners to improve the plans, projects and programs for the betterment of whole institution.

The following table shows the statement, mean, standard deviation, remarks and verbal interpretation of the level of school practice of School Based Management (SBM) in terms of curriculum and instruction.

Table 7 illustrates the level of school practice in terms of School Based Management (SBM) in terms of curriculum and instruction as one of the important principles of the School Based Management. From the statements above, “*Participate in In-Service Trainings courses and programs organized by DepEd*” yielded the highest mean score ($M=4.69$, $SD=0.46$) and were remarked as Always. This is followed by “*Stakeholder’s practice child/ learner- centered principles of education in the design of support to education*” with a mean score ($M=4.58$, $SD=0.57$) and was also remarked as Always. On the other hand, the statement “*Learning materials and approaches are assessed for applicability on school, family and community*” received the lowest mean score of responses with ($M=4.42$, $SD=0.57$) yet was also remarked Always.

Table 7. Level of School Practice of School Based Management (SBM) in Terms of Curriculum and Instruction

<i>Statement</i>	Mean	SD	Remarks
- <i>Programs are fully implemented and closely monitored</i>	4.53	0.58	Always
- <i>Localized curriculum is implemented to ensure the success of learning outcomes</i>	4.48	0.58	Always
- <i>Learning materials and approaches are assessed for applicability on school, family and community.</i>	4.42	0.57	Always
- <i>Stakeholder’s practice child/ learner- centered principles of education in the design of support to education.</i>	4.58	0.57	Always
- <i>Participate in In-Service Trainings courses and programs organized by DepEd</i>	4.69	0.46	Always
Overall Mean		4.54	
SD		0.56	
Verbal Interpretation		Very High	



The level of school practice of School Based Management (SBM) in terms of Curriculum and Instruction attained a mean score of 4.54 and a standard deviation of 0.56 and was Very High among the respondents.

The findings in the study launched by Blumenfeld, Soloway & et. al. (2018) brought to the forefront their significant findings wherein the more motivating project-based learning was made, the greater was the sustenance in doing and supporting the learning as basis for school level of practice.

In addition, Gold (2020) he states that the higher was the concern among school leaders for curriculum and instruction as the organized content and plan for viable development of students' knowledge and skills, the greater was the concern for instruction among teachers in organizing time and activities for the implementation of the content and plan for the skills in the academic subjects.

This means that educators are participative in In-Service Trainings courses and programs organized by DepEd. Other programs are fully implemented and closely monitored by the superintendent and supervisors. They are using learning materials and approaches assessed by the experts for applicability on school, family and community. They are also encouraging other stakeholders to support the learner-centered principles of education.

The following table shows the statement, mean, standard deviation, remarks and verbal interpretation of the level of school practice of School Based Management (SBM) in terms of accountability and continuous improvement.

Table 8 illustrates the level of school practice of School Based Management (SBM) in terms of accountability and continuous improvement. From the statements above, "*Performance accountability is practiced at the school*" yielded the highest mean score ($M=4.61$, $SD=0.49$) and was remarked as Always. This is followed by "*Support the management processes with new ideas and suggestions*" with a mean score ($M=4.57$, $SD=0.54$) and was also remarked as Always. On the other hand, the statement "*Stakeholders continuously and collaboratively review the accountability systems*" received the lowest mean score of responses with ($M=4.41$, $SD=0.64$) yet was also remarked Always.

Table 8. Level of School Practice of School Based Management (SBM) in Terms of Accountability and Continuous Improvement

<i>Statement</i>	Mean	SD	Remarks
- <i>Performance accountability is practiced at the school</i>	4.61	0.49	Always
- <i>Stakeholders are engaged in operation of an appropriate accountability assessment system.</i>	4.55	0.54	Always
- <i>School initiates periodic performance assessments with the participation of stakeholders.</i>	4.50	0.61	Always
- <i>Stakeholders continuously and collaboratively review the accountability systems;</i>	4.41	0.64	Always
- <i>Support the management processes with new ideas and suggestions</i>	4.57	0.54	Always
<i>Overall Mean</i>		4.53	
<i>SD</i>		0.57	
<i>Verbal Interpretation</i>		Very High	

The level of school practice of School Based Management (SBM) in the in terms of accountability and continuous improvement attained a mean score of 4.53 and a standard deviation of 0.57 and was Very High among the respondents.

In support to that Grogan & Andrews (2021) launched a study their significant findings among others such professional accountability as always ($OWM=4.78$, $osd=0.01$) acted by teachers in their involvement through extensive application of their expertise in the kind of training they had undergone at the post graduate schools; the more they were accountable for their effective instructional functions as the offshoot of their dedication to their chosen noblest calling as teachers in their own right.

The results emphasize that educators' accountability is practiced at public schools in the Division of Laguna. They also support the management through sharing new ideas and suggestions to meet the organization's goals. Public schools staff also initiates periodic performance assessments with the participation of stakeholders that focus on the mission and vision of the educational organization.

The following table shows the statement, mean, standard deviation, remarks and verbal interpretation of the level of school practice of School Based Management (SBM) in terms of management of resources.

**Table 9. Level of School Practice of School Based Management (SBM) in Terms of Management of Resources**

Statement	Mean	Sd	Remarks
- Stakeholders are oriented about resource inventory, resource allocation and mobilization.	4.46	0.58	Always
- School and other stakeholders are invited to participate in the development of educational plan	4.54	0.52	Always
- Resources are collectively, mobilized and managed with transparency, effectiveness, and efficiency.	4.52	0.58	Always
- Stakeholders support a system of partnerships for improving resource management.	4.51	0.50	Always
- Stakeholders collaboratively participate in implementation of monitoring, evaluation, and reporting processes on resource management.	4.47	0.56	Always
Overall Mean		4.50	
SD		0.55	
Verbal Interpretation		Very High	

Table 9 illustrates the level of school practice of School Based Management (SBM) in terms of management of resources. Among the school-based management form above, “School and other stakeholders are invited to participate in the development of educational plan” yielded the highest mean score ($M=4.54$, $SD=0.52$) and was remarked as Always. This is followed by “Resources are collectively, mobilized and managed with transparency, effectiveness, and efficiency” with a mean score ($M=4.52$, $SD=0.58$) and was remarked as Always. On the other hand, the school-based management form “Stakeholders are oriented about resource inventory, resource allocation and mobilization” received the lowest mean score with ($M=4.46$, $SD=0.58$) yet was remarked Always.

The level of school practice of School Based Management (SBM) in terms of management of resources attained a mean score of 4.50 and a standard deviation of 0.55 and was Very High among the respondents.

It was supported by the study of Grosso (2020), stated that the significant findings revealed for allocating and administering the resources, such as individuals and their skills, finances, technology, materials, machinery and natural resources required for a project of their respective schools. Resource management ensures that internal and external resources are used effectively on time and to budget priorities as at the utmost needed much by the organization.

In addition, the study of Llamas (2015), stated that school level of practice was good due to the standardized way of managing the resources by the school heads. They properly managed the stakeholders and support implementation of the community education plans through a regular dialogue for planning and resource programming.

The results emphasize that school staff and other stakeholders are invited to participate in the development of educational plan to improve the quality of education. Stakeholders are encouraged to collaboratively participate in implementation of monitoring, evaluation, and reporting processes on resource management, managed with transparency, effectiveness, and efficiency.

Significant Relationship Between School Heads and Teachers’ Qualifications and Organizational Citizenship Behavior

In this study, the significant relationship between school heads and teachers’ qualifications and organizational citizenship behavior was observed.

The following table shows the computed r value, strength, p- value, analysis and verbal interpretation of the significant relationship between school heads and teachers’ qualifications and organizational citizenship behavior.

Table 10. Significant Relationship Between School Heads and Teachers’ Qualifications and Organizational Citizenship Behavior

qualifications	organizational citizenship behavior	Computed r value	Strength	p-value	Analysis
Educational Qualification	Altruism	0.058	very weak	0.568	Not Significant
	Conscientiousness	0.100	very weak	0.324	Not Significant
	Sportsmanship	0.022	very weak	0.827	Not Significant
	Courtesy	0.068	very weak	0.503	Not Significant
Position / Designation	Civic Virtue	0.099	very weak	0.326	Not Significant
	Altruism	0.038	very weak	0.704	Not Significant
	Conscientiousness	0.045	very weak	0.660	Not Significant
	Sportsmanship	0.022	very weak	0.831	Not Significant



	Courtesy	0.023	very weak	0.817	Not Significant
	Civic Virtue	0.043	very weak	0.673	Not Significant
	Altruism	0.009	very weak	0.926	Not Significant
	Conscientiousness	0.023	very weak	0.819	Not Significant
Training / Seminar	Sportsmanship	0.034	very weak	0.736	Not Significant
	Courtesy	0.004	very weak	0.970	Not Significant
	Civic Virtue	0.001	very weak	0.996	Not Significant
	Altruism	0.073	very weak	0.469	Not Significant
	Conscientiousness	0.124	very weak	0.219	Not Significant
Years of Experience	Sportsmanship	0.109	very weak	0.282	Not Significant
	Courtesy	0.106	very weak	0.293	Not Significant
	Civic Virtue	0.045	very weak	0.657	Not Significant
	Altruism	0.029	very weak	0.775	Not Significant
Performance (IPCRF/OPCRF)	Conscientiousness	0.028	very weak	0.781	Not Significant
	Sportsmanship	0.002	very weak	0.986	Not Significant
	Courtesy	0.027	very weak	0.787	Not Significant
	Civic Virtue	0.029	very weak	0.773	Not Significant
	Altruism	0.018	very weak	0.856	Not Significant
	Conscientiousness	0.053	very weak	0.601	Not Significant
Outstanding accomplishments	Sportsmanship	0.009	very weak	0.931	Not Significant
	Courtesy	0.017	very weak	0.864	Not Significant
	<i>Civic Virtue</i>	<i>0.005</i>	<i>very weak</i>	<i>0.961</i>	<i>Not Significant</i>

Table 10 presents the significant relationship between school heads and teachers' qualifications and organizational citizenship behavior. Wherein, the school heads and teachers' qualifications were not observed to have any significant relationship with the school heads and teachers' organizational citizenship behavior. This is based on the computed r values obtained from the tests which were less than the critical r value. Furthermore, p-values obtained were greater than the significance alpha 0.05, hence the absence of a significance.

The findings were different from the study of Kanter (2012) stated that school heads and teachers' qualifications are anchored also on their ways. They demonstrated their outstanding accomplishments through personal character by habits, integrity, trust, analytical thinking, and affirmative accountability found to be supportive and encouraging as certainly the basis influences come as an act of being responsible in the successful implementation of programs for the common good of the school organization.

This means that the findings above, the school heads and teachers' qualifications were not observed to have any significant relationship with the school heads and teachers' organizational citizenship behavior. It can infer that at 0.05 level of significance, the null hypothesis stated that "There is no significant relationship between school heads and teachers' qualifications and organizational citizenship behavior" is accepted.

Significant Effect Between the School Heads and Teachers' Qualifications on the School Level of Practice

In this study, the significant effect between school heads and teachers' qualifications and organizational citizenship behavior was statistically tested.

The following table shows the beta, t-value, p-value and analysis of the significant effect between school heads and teachers' qualifications on the school level of practice.

Table 11. Significant Effect Between the School Heads and Teachers' Qualifications on the School Level of Practice

school heads and teachers' qualifications	beta	t - value	p-value	Analysis
- Educational Qualification				
Leadership and Governance	0.225	1.342	0.183	Not Significant
Curriculum and Instruction	0.155	1.476	0.143	Not Significant
Accountability and Continuous Improvement	0.197	1.371	0.174	Not Significant
Management of Resources	0.221	1.271	0.207	Not Significant
- Position / Designation				
Leadership and Governance	0.061	1.569	0.119	Not Significant
Curriculum and Instruction	0.098	1.397	0.166	Not Significant
Accountability and Continuous	0.084	1.348	0.181	Not Significant



<i>Improvement</i>				
<i>Management of Resources</i>	0.069	1.507	0.135	<i>Not Significant</i>
<i>- Training / Seminar</i>				
<i>Leadership and Governance</i>	0.001	3.167	0.002	Significant
<i>Curriculum and Instruction</i>	-0.067	3.129	0.002	Significant
<i>Accountability and Continuous Improvement</i>	-0.010	3.020	0.003	Significant
<i>Management of Resources</i>	-0.033	3.097	0.003	Significant
<i>- Years of Experience</i>				
<i>Leadership and Governance</i>	-0.105	2.917	0.004	Significant
<i>Curriculum and Instruction</i>	-0.168	2.869	0.005	Significant
<i>Accountability and Continuous Improvement</i>	-0.162	2.965	0.004	Significant
<i>Management of Resources</i>	-0.127	2.806	0.006	Significant
<i>- Performance (IPCRF/OPCRF)</i>				
<i>Leadership and Governance</i>	-0.018	6.999	0.000	Significant
<i>Curriculum and Instruction</i>	-0.027	6.429	0.000	Significant
<i>Accountability and Continuous Improvement</i>	-0.013	6.485	0.000	Significant
<i>Management of Resources</i>	-0.018	6.529	0.000	Significant
<i>- Outstanding Accomplishments</i>				
<i>Leadership and Governance</i>	0.014	1.908	0.059	<i>Not Significant</i>
<i>Curriculum and Instruction</i>	0.048	1.608	0.111	<i>Not Significant</i>
<i>Accountability and Continuous Improvement</i>	0.041	1.696	0.093	<i>Not Significant</i>
<i>Management of Resources</i>	0.152	1.316	0.191	<i>Not Significant</i>

Table 11 presents the significant effect between the school heads' and teachers' qualifications on the school level of practice. For Educational Qualification, Position/Designation, and Outstanding Accomplishments were not observed to have significant effect to the school level of practice. This is attributed to the computed t values for all of the tests which were less than the critical t value. Furthermore, all of the attained p-values were all greater than the significance alpha 0.05, hence there is no significance for all of the tests.

While for Training / Seminar, Years of Experience, and Performance were observed to have significant effect to the school level of practice. This is attributed to the computed t values for all of the tests which were greater than the critical t value, all of the attained p-values were all less than the significance alpha 0.05, hence there is a significance for all of the tests.

Thus, from the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis stating that "There is no significant effect between the school heads and teachers' qualifications on the school level of practice" is partially accepted. The alternative should be partially rejected which incites that there is a significant effect between them.

In support on the above findings, Schein (2017) spearheads that teachers and school heads must mobilize their individual commitment in translating future aspirations into the day-to-day behaviors and actions. Both of these school authorities should become committed to meshing their actions with organizational citizenship behavior by investing their mind, heart, and soul to school organization pursuits.

Parallel to that results, Dean, et al. (2012) in their study on classroom instruction as research-based strategies for increasing student achievement, performance and skills in different subjects taken in public schools revealed that passing rate of their wards was due to the satisfactory completion of their school level of practice of school based management (SBM.)

This means that educational qualification, position/designation, and outstanding accomplishments were not observed to have significant effect to the school level of practice. While for training / seminar, years of experience, and performance were observed to have significant effect to the school level of practice. And the null hypothesis "There is no significant effect between the school heads and teachers' qualifications on the school level of practice" was partially accepted.

Significant Effect Between School Heads and Teachers' Organizational Citizenship Behavior and School Level of Practice

In this study, the significant effect between the school heads and teachers' organizational citizenship behavior and school level of practice was statistically tested.

The following table shows the beta, t- value, p- value and analysis of the significant effect between the school heads and teachers' organizational citizenship behavior and school level of practice.

Table 12 presents the significant effect between the school heads and teachers' organizational citizenship behavior and school level of practice. For Altruism, Conscientiousness, Sportsmanship, and Courtesy were observed to have significant effect to the school level of practice. While for Civic Virtue was observed to have no significant effect to the school level of practice.



This is attributed to the computed t values for all of the tests which were greater than the critical t-value. Furthermore, all of the attained p-values were all less than the significance alpha 0.05, hence there is a significance for all of the tests.

Table 12. Significant Effect Between School Heads and Teachers' Organizational Citizenship Behavior and School Level of Practice

organizational citizenship behavior and school level of practice	<i>Beta</i>	<i>t - value</i>	<i>p-value</i>	<i>Analysis</i>
- Altruism				
<i>Leadership and Governance</i>	1.163	4.427	0.000	Significant
<i>Curriculum and Instruction</i>	1.293	6.752	0.000	Significant
<i>Accountability and Continuous Improvement</i>	1.227	5.186	0.000	Significant
<i>Management of Resources</i>	1.226	4.673	0.000	Significant
- Conscientiousness				
<i>Leadership and Governance</i>	0.821	6.593	0.000	Significant
<i>Curriculum and Instruction</i>	0.917	3.222	0.002	Significant
<i>Accountability and Continuous Improvement</i>	0.884	4.609	0.000	Significant
<i>Management of Resources</i>	0.825	4.369	0.000	Significant
- Sportsmanship				
<i>Leadership and Governance</i>	1.049	1.903	0.060	<i>Not Significant</i>
<i>Curriculum and Instruction</i>	1.167	4.513	0.000	Significant
<i>Accountability and Continuous Improvement</i>	1.114	3.222	0.002	Significant
<i>Management of Resources</i>	1.142	4.038	0.000	Significant
- Courtesy				
<i>Leadership and Governance</i>	0.745	8.104	0.000	Significant
<i>Curriculum and Instruction</i>	0.841	5.259	0.000	Significant
<i>Accountability and Continuous Improvement</i>	0.806	6.436	0.000	Significant
<i>Management of Resources</i>	0.748	5.951	0.000	Significant
- Civic Virtue				
<i>Leadership and Governance</i>	0.918	3.967	0.000	Significant
<i>Curriculum and Instruction</i>	1.016	0.706	0.482	<i>Not Significant</i>
<i>Accountability and Continuous Improvement</i>	0.975	1.109	0.270	<i>Not Significant</i>
<i>Management of Resources</i>	0.961	1.419	0.159	<i>Not Significant</i>

Thus, from the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis stating that "There is no significant effect between the school heads and teachers' organizational citizenship behavior and school level of practice" is rejected. The alternative should be accepted which incites that there is a significant effect between them.

In support to the findings above, the study of Gruenert and Whitaker (2017) reflects school culture recharged in effectuating strategies to energize the staff and refinement of culture. Their significant findings were found out that in all possibilities, the higher the level of personal adjustments made by school heads, the more enhanced their social adjustments with teachers, school staff and personnel in recharging the school level of practice.

In addition, the study of Reeves (2019) stated that by giving much weight on the idea that effectiveness of teachers' and school heads' level of organizational citizenship behavior seemed to be sensitive in determining the quality of school level of practice delivered by them through the exemplary display of good behavior in executing their responsibilities with diligence.

This means that altruism, conscientiousness, sportsmanship, and courtesy were observed to have significant effect to the school level of practice. While for civic virtue was observed to have no significant effect to the school level of practice. The null hypothesis stating that "There is no significant effect between the school heads and teachers' organizational citizenship behavior and school level of practice" is rejected. Through this study, school heads can build collaborative relationships effectively with teachers and other staff along organizational citizenship behavior as above and beyond the call of duty..



4. CONCLUSION AND RECOMMENDATION

Based on the summary of findings, the following conclusions were drawn:

The first hypothesis stating that “There is no significant relationship between school heads and teachers’ qualifications and school heads’- teachers’ organizational citizenship behavior” is accepted.

The second hypothesis stating that “There is no significant effect between the school heads and teachers’ qualifications on the school level of practice” is partially accepted.

The third hypothesis stating that “There is no significant effect between the school heads’ and teachers’ organizational citizenship behavior and school level of practice” is rejected.

In light of the above findings and conclusions, the following recommendations are endorsed:

1. To increase the culture of Altruism in the working environment, school heads and teachers may need to consistently orient new teachers about his/her tasks through Teacher’s Induction Program and Technical Assistance.
2. For the betterment of the institution, school heads and teachers must be equipped with work ethics through the implementation of more programs and seminars focusing on efficacy, efficiency and leadership.
3. To avoid tension and stress, school heads and teachers may practice time management, self-management, and stress management to perform well.
4. School heads and teachers’ welfare need support for their professional development likewise, help the learners perform well and improve the school level of practice as well.
5. DepEd must develop more trainings and programs related to school heads and teachers’ organizational citizenship behavior for the benefits of each member of the organization and provision on the needs of the clients.
6. More programs and recognitions for the accomplishments and sacrifices of school heads and teachers can be practiced to uplift their proficiency in management and teaching.
7. Follow up study can be made in the Division of Laguna in order to further strengthen the findings of the research undertaking to improve the school level of practice so as to achieve quality in education.

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