

LEADERSHIP Style and Organizational Citizenship Behavior as Predictors of School Efficiency of Public Elementary Schools in President Quirino, Sultan KUDARAT

John Paul Art G. Echavaria¹, Dr. Thelma O. Alderite²

¹ Teacher I, Katiku Central Elementary School
PaulJohnEchavaria@gmail.com

² Faculty, University of the Immaculate Conception, Davao City, Philippines
talderite@uic.edu.ph

ABSTRACT

This research explored the influence of leadership styles of school heads and organizational citizenship behavior of teachers on school efficiency in public elementary schools. A quantitative design was employed using a structured questionnaire given to public elementary school teachers who were selected via a simple random probability sampling technique. Statistical tools employed were mean, standard deviation, Pearson correlation coefficient, and multiple regression analysis. The result indicated a high level of leadership style among school administrators, particularly in democratic, delegating, and situational leadership, and a very high level of organizational citizenship behavior among teachers. The school efficiency was also rated high, with a very high overall performance in academic achievement. Leadership style and school effectiveness were also found to have an association, and with a higher correlation between organizational citizenship behavior and school effectiveness. Additionally, the research uncovered that leadership style and organizational citizenship behavior both had a significant influence on school effectiveness, with organizational citizenship behavior being a better predictor of school effectiveness. The research offered evidence that can be used to inform practice and policy to improve school effectiveness through effective leadership and teacher participation.

KEYWORDS: *Education, leadership style, organizational citizenship behavior, school efficiency, Philippines*

INTRODUCTION

School efficiency refers to the effective use of resources to achieve educational goals, such as improving student outcomes, enhancing teacher

performance, and managing operational costs (Mascarenhas et al., 2024). However, school efficiency is hindered by systemic challenges like insufficient funding, overcrowded classrooms, and limited teacher training (Idd, 2020). With only 4.6% of GDP allocated to education—below UNESCO’s 6% benchmark—many schools, especially in rural areas, face severe resource shortages (Albert et al., 2023). High student-teacher ratios, inadequate professional development, administrative inefficiencies, and curriculum-labor market mismatches further compromise educational quality and student retention (Zaman et al., 2023; Arzadon et al., 2023; Malbas et al., 2023).

Globally, school efficiency is plagued by various issues of national and local concern, such as inadequate funding, unequal access to quality education, teacher shortages, and disparities in infrastructure (Zajda, 2021). By way of example, in the United States, inequitable funding between affluent districts and those that are not so wealthy makes education unequal in terms of resources allocated and thus student attainment (Tyner, 2023). In Brazil for instance, the large size of classes together with inadequate teacher training limit effective teaching hence learning is also hindered most especially in marginalized areas (McCowan & Bertolin, 2020). On the other hand, poor infrastructure and high pupil-to-teacher ratio results in compromised education quality in India among which rural regions are worst affected (Adipat & Chotikapanich, 2022). Further, South Africa faces these challenges including old-fashioned syllabus and lack of enough educational materials leading to inefficient schools while townships and rural communities experience huge disparities (Sityoshwana, 2022).

Nationally, inefficiencies mainly occur due to underfunded public schools that may not have the necessary infrastructure to create an appropriate learning environment and therefore contribute to poor academic achievement (García & Weiss, 2020). Regionally, the results from rural and urban schools still reveal disparities wherein schools in the rural areas suffer from teacher shortages and school infrastructure (Pocan et al., 2022).

Locally, there are issues such as high enrollment numbers, overcrowded classrooms, and inadequate support for teacher training factors that continue to pose significant challenges for school heads and directly impact overall school efficiency (Barcelona et al., 2023). These limitations often lead to overburdened teachers and strained resources, reducing the capacity of schools to deliver quality education. Gichuhi (2021) emphasized that leadership style plays a

pivotal role in addressing such challenges, as different leadership approaches have a direct influence on the effectiveness of day-to-day school operations. School leaders who adopt participative leadership styles are better positioned to manage limited resources, motivate staff, and implement strategies that enhance both teaching quality and student outcomes.

While studies have been done examining the independent effects of leadership style and organizational citizenship behavior (OCB) on school efficiency, few have looked at the combined effect of these variables, particularly in local contexts (Martínez et al., 2021). Significantly, the researcher did not come across studies conducted on the influence of leadership style and OCB, on school efficiency at President Quirino, Sultan Kudarat. This void serves to underline that there must be an additional study capable of more clearly defining how the variables interact and enhance school performance. This gap is an indicator that there should be a further study that can better identify how these variables function together to enhance school performance. Spurred by this gap and individual interest in furthering education, the researcher seeks to examine these linkages and shed light that may be used to inform educational practice and enhance school efficiency in this regard.

The results of this research will be shared through different avenues to promote wide accessibility and participation. One of the major approaches is to share the findings of the research at educational conferences and workshops that are attended by the major stakeholders, such as teachers, education administrators, and policymakers, and encourage significant discussions and utilization of the findings. Furthermore, the study will be published in reputable peer-reviewed journals that specialize in educational leadership and management, contributing to the scholarly literature base within the field.

Theoretical Framework

This study is grounded in three theories: Transformational Leadership Theory (Bass, 1985), Contingency Theory (Fiedler, 1967), and Organizational Citizenship Behavior (OCB) Theory (Organ, 1988). Bass's Transformational Leadership Theory emphasizes the role of inspiring and charismatic leaders in enhancing performance and commitment, thus improving school efficiency. Such leaders motivate staff to prioritize organizational goals over personal interests, fostering dedication and collaboration—key elements of effective schools. This leadership style encourages OCB, resulting in a more cooperative and productive school environment. Organ's OCB Theory highlights the impact

of voluntary, extra-role behaviors on organizational success. Behaviors like helping others, showing initiative, and maintaining a positive attitude contribute to smoother operations, better teamwork, and stronger school performance.

Statement of the Problem

1. What is the level of leadership styles of school heads in terms of: Autocratic leadership; Democratic leadership; Delegating leadership; and Situational leadership?
2. What is the level of organizational citizenship behavior of teachers in terms of: Altruism; Conscientiousness; Sportsmanship; Courtesy; and Civic virtue?
3. What is the level of the school efficiency of public elementary schools in terms of: Internal and External Efficiency?
4. Is there a significant relationship between: leadership style and school efficiency; and organizational citizenship behavior and school efficiency?
5. Do leadership style and organizational citizenship behavior significantly influence school efficiency?

METHODOLOGY

Research Designs. This quantitative research employed a descriptive correlational design, which is appropriate for studies aiming to both describe existing conditions and examine relationships among variables without manipulating them. According to Creswell (2014), quantitative research focuses on measuring variables and analyzing numerical data to identify patterns, relationships, or trends. Johnson and Christensen (2019) emphasize that this method is essential for testing hypotheses and generalizing findings to broader populations through statistical analysis.

Research Locale. The study was conducted in public elementary schools in President Quirino, a municipality in Sultan Kudarat, part of the SOCCSKSARGEN region in Mindanao. The respondents were public elementary school teachers. There were 303 public elementary school teachers in President Quirino, Sultan Kudarat. In this regard, the names of all 303 teachers were put into a random name generator, and the first 170 names that were picked were assigned to be the study respondents. All the individuals had equal opportunities to be selected, making the sample reflective of the population.

Research Instruments. This study utilized adapted and validated questionnaires. For the first independent variable, the instrument for leadership

style was adapted from Bhargavi and Yaseen (2016). It consisted of a 20-item survey questionnaire, composed of four distinct factors: Autocratic leadership with five items, Democratic leadership with five items, Delegative leadership with items, and Situational leadership with five items. The instrument employed a 5-point Likert scale (ranging from 5–Strongly Agree to 1–Strongly Disagree). This scale demonstrated a high level of internal consistency with Cronbach’s alpha value of 0.70.

Data Gathering Procedures. The researcher followed a systematic and ethical process. Permission was first obtained from the Dean of the UIC Graduate School, followed by ethical clearance from the UIC Research Ethics Committee. With approval, letters were sent to the Sultan Kudarat Schools Division Superintendent, District Supervisors, and Principals requesting permission to conduct the study. Informed Consent Forms were then distributed to participants to explain the study’s purpose, and after these were signed, questionnaires were handed out and collected within a week through face-to-face interaction. The data were organized and analyzed with the help of a statistician.

Respondents were assured of their voluntary participation, with the freedom to withdraw or seek clarification at any time. To minimize discomfort, questions were kept simple and support was provided. The study also complied with the Data Privacy Act of 2012, ensuring that all personal information remained confidential and was securely disposed of after one year. Results were presented in summary form, without disclosing any identifiable details, ensuring the ethical integrity of the research.

Statistical Tools. The following statistical tools were used for the analysis of data. Mean was used to measure the level of leadership style, organizational behavior and school efficiency. Standard Deviation was used to show the extent of the data or responses deviating from the mean to leadership style, organizational citizenship behavior, and school efficiency. Product Moment Correlation Coefficient or Pearson r was used to show the direction of relationships between leadership style, organizational citizenship behavior, and school efficiency. Multiple Linear Regression Analysis was used to determine the significance of the influence of leadership style and organizational citizenship behavior influence school efficiency.

Ethical Considerations. This study was submitted to the Research Ethics Committee of the University of the Immaculate Conception. Upon careful

consideration, the study was deemed ethically sound and received ethical clearance.

RESULTS AND DISCUSSION

Level of Leadership Style of School Heads

Shown in Table 1 is the level of leadership style of the school heads with an overall mean of 4.16, described as high, which means that the leadership style of school heads is oftentimes manifested. Further, the standard deviation has a value of 0.47, which means that the responses are clustered close to the mean. The overall high level of leadership style among school heads is primarily driven by the very high ratings in democratic, delegating, and situational leadership domains, which emphasize collaboration, adaptability, and shared decision-making. These styles foster an inclusive and supportive environment, which contrasts with the moderate use of autocratic leadership, indicating a preference for participative over authoritative approaches.

This finding is consistent with a high level of leadership style shown by Mukhtar et al. (2020), which indicates the capacity of school leaders to organize and inspire their teachers, resulting in a synchronized direction in school goal achievement. Further, this finding parallel with the study by Ochieng and Awino (2021), which concluded that leadership is highly practiced in schools to provide collective decision-making and teachers' involvement.

Table 1
Level of Leadership Style of School Heads

INDICATORS	Mean	SD	DESCRIPTION
Autocratic Leadership	3.01	1.37	Moderate
Democratic leadership	4.57	0.51	Very High
Delegating Leadership	4.54	0.55	Very High
Situational Leadership	4.52	0.57	Very High
Overall Mean	4.16	0.47	High

Level of Organizational Citizenship Behavior of Teachers

Shown in Table 2 is the level of Organizational Citizenship Behavior (OCB) of teachers, with an overall mean of 4.63 and a standard deviation of 0.42, described as very high. This indicates that teachers frequently demonstrate behaviors that go beyond their formal job responsibilities, such as helping colleagues, contributing to school initiatives, and promoting a positive and

collaborative work environment. The standard deviation reveals that responses are closely clustered around the mean, reflecting a consistent and shared perception of high OCB among the teachers. The very high overall level of OCB suggests that teachers are deeply committed to their roles and are willing to contribute voluntarily to the betterment of their school community. These include acts of helpfulness, responsibility, cooperation, and active participation in school affairs, even when such actions are not explicitly required.

The finding is consistent with the study of Kumar and Sharma (2021), which reported a very high level of Organizational Citizenship Behavior (OCB) among teachers, highlighting its role in fostering a collaborative and effective school climate. Similarly, the present result aligns with the findings of Rivera et al. (2022), who observed a high level of OCB, noting that teachers frequently go beyond their formal responsibilities to contribute to school improvement and community engagement.

Table 2
Level of Organizational Citizenship Behavior of Teachers

INDICATORS	Mean	SD	DESCRIPTION
Altruism	4.57	0.49	Very High
Conscientiousness	4.64	0.45	Very High
Sportsmanship	4.73	0.41	Very High
Courtesy	4.62	0.53	Very High
Civic Virtue	4.58	0.49	Very High
Overall Mean	4.63	0.42	Very High

Level of School Efficiency

Shown in Table 3 is the level of school efficiency among teachers, with an overall mean of 4.62 and a standard deviation of 0.36, described as very high. This indicates public elementary school efficiency is excellent. The low standard deviation suggests a strong level of agreement among teachers regarding their efficient practices. The very high level of school efficiency implies that teachers are not only meeting the essential demands of instruction but are also enhancing educational outcomes through timely feedback, use of digital tools, record-keeping, and pupil-centered approaches. This level of commitment reflects a professional culture focused on productivity, learner development, and sustained educational quality across the institution.

The finding of the study is consistent with the study of Mascarenhas et al. (2024), which reported a very high level of school efficiency, emphasizing that when educators make optimal use of available resources and align them with instructional goals, overall school performance is greatly enhanced. Similarly, the result supports the findings of Mitchell (2022), who observed high levels of operational efficiency in schools characterized by goal-oriented leadership and well-structured systems that drive effective outcomes. These findings affirm that the very high level of efficiency observed in this study reflects a strong alignment between leadership practices, resource management, and educational objectives.

Table 3
Level of School Efficiency

INDICATORS	Mean	SD	DESCRIPTION
Internal Efficiency	4.69	0.35	Very High
External Efficiency	4.55	0.42	Very High
Overall Mean	4.62	0.36	Very High

Significance of the Relationship of Leadership Style, Organizational Citizenship Behavior with School Efficiency

Presented in Table 4 is the correlation between leadership style and organizational citizenship behavior with school efficiency. The results show that leadership style has a moderate positive and significant relationship with school efficiency ($r = 0.349$, $p = 0.000$), indicating that effective leadership contributes to better school operations. This suggests that when school leaders adopt supportive, clear, and strategic leadership approaches, schools are better able to manage resources, deliver instruction effectively, and respond to challenges. Leaders who provide direction, motivate staff, and encourage innovation help create an environment that promotes efficiency in teaching, learning, and administration.

The findings of this study align with Leithwood and Jantzi (2006), demonstrating that leadership significantly influences school efficiency by shaping the success of activities within public schools through strategic resource allocation and distribution. This supports the conclusion that effective leadership is directly linked to improved outcomes in public education. Similarly, Louis et al. (2010) emphasized that leadership style plays a critical role in sustaining school efficiency through effective resource management and a unified sense of direction.

Table 4
*Significance of the Relationship the Leadership Style, Organizational Citizenship Behavior with School Efficiency*Significant at 0.05*

Variables paired with School Efficiency	r	p-value	Remarks
Leadership Style	0.349	0.000	Significant
Organizational Citizenship Behavior	0.790	0.000	Significant

Meanwhile, OCB shows a strong positive and significant relationship with school efficiency ($r = 0.790$, $p = 0.000$), implying that when teachers go beyond their formal duties, schools tend to perform more efficiently. This high correlation indicates that acts such as helping colleagues, showing initiative, and participating actively in school activities contribute significantly to the smooth and effective functioning of the school. It reflects that teachers’ voluntary efforts foster a collaborative culture, streamline workflows, and enhance both instructional delivery and student outcomes.

The results of this study support the findings of Afsar and Masood (2018), whose research demonstrated that Organizational Citizenship Behavior (OCB) positively influences school efficiency by fostering collaboration and commitment among staff, thereby enhancing instructional quality and supporting the achievement of school objectives. Likewise, Kumar and Sharma (2021) found that OCB reduces administrative burdens and increases teacher participation, both of which contribute to greater school efficiency. In the same vein, Lee and Park (2020) showed that OCB promotes better resource utilization and effective problem-solving, further reinforcing its impact on school efficiency.

Significance of the Influence of Leadership Style and Organizational Citizenship Behavior on School Efficiency

Shown in Table 5 is the extent to which leadership style and organizational citizenship behavior predict school efficiency. Individually, both leadership style ($\beta = 0.091$, $p = 0.018$) and organizational citizenship behavior ($\beta = 0.662$, $p = 0.000$) have significant contributions, with OCB emerging as the stronger predictor. The combined model explains 63.6% of the variance in school efficiency ($R^2 = 0.636$, $F = 145$, $p = 0.000$), indicating that the joint influence of leadership style and OCB significantly impacts how efficiently schools operate. This suggests that while leadership provides structure, vision, and direction, it is the proactive, voluntary behaviors of teachers that play a more

dominant role in shaping day-to-day school effectiveness. The model underscores that fostering a culture of initiative, collaboration, and accountability among teachers, supported by effective leadership, is essential in driving consistent and high levels of performance in educational institutions.

Both leadership style and organizational citizenship behavior emerged as significant individual predictors of school efficiency. Specifically, the leadership style of school heads showed a statistically significant influence ($\beta = 0.091$, $t = 2.39$, $p = 0.018$), indicating that effective leadership styles contribute meaningfully to the efficiency of school operations. The results of the study align with the work of Leithwood and Jantzi (2006), who found that leadership style influences school efficiency, highlighting the role of strategic and supportive leadership in promoting effective school efficiency. Similarly, Louis et al. (2010) emphasized that leadership style plays a crucial role in maintaining school efficiency through effective resource management and a clear sense of direction.

Table 5
Significance of the Influence of Leadership Style and OCB on School Efficiency

Individual Predictors	Standard Coefficient Beta	t	p-value	Remarks
Leadership Style	0.091	2.39	0.018	Significant
Organizational Citizenship Behavior	0.662	15.32	0.000	Significant
Predictors Combined	Holistic Model			
	R ²	F	p-value	Remarks
	0.636	145	0.000	Significant

**Significant at 0.05*

In the same vein, the result further reveals that organizational citizenship behavior exhibited a far greater and very significant impact ($\beta = 0.662$, $t = 15.32$, $p < 0.05$) on school efficiency. This implies that if teachers extend their role beyond the formal one, the school performs better. Of the two predictors, organizational citizenship behavior emerged as the best predictor of school efficiency since it had a higher standardized beta coefficient and t-value. This only goes to point out the importance of teachers' organizational citizenship behavior in increasing total school efficiency. This confirms what Afsar and Masood (2018) found in their study that Organizational Citizenship Behavior (OCB) positively contributes to efficiency of school. Likewise, Kumar and Sharma (2021) highlighted that OCB reduces administrative burdens and

encourages greater teacher participation, which supports smoother school efficiency.

In terms of combined effect, the holistic model comprising both predictors yielded a coefficient of determination $R^2 = 0.636$, $F = 145$, and $p < 0.05$. This means that approximately 63.60% of the variance in school efficiency can be explained by the leadership style of school heads and the organizational citizenship behavior of teachers. This high explanatory power proves that these two variables are significant contributors to school efficiency. But the rest 36.40% variance might be attributable to other causes, which this research has failed to capture, i.e., resources, stakeholder engagement, climate of schools, or some others.

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