

Organizational Behavior and Workplace Environment of Technology and Livelihood Education (TLE) Teachers in Public Secondary Schools

ABSTRACT

This study examined the relationship between organizational behavior and the workplace environment of Technology and Livelihood Education (TLE) teachers in public secondary schools in Marilog District, Cluster 8-A, Davao City Division. A descriptive-correlational research design was used, with 132 TLE teachers participating in the study and assessing their organizational behavior and workplace environment via a standardized questionnaire. Universal sampling ensured full participation from the population. Data were analyzed using mean scores and Pearson's product-moment correlation (Pearson r). The findings revealed high levels of organizational behavior across four dimensions—autocratic, collegial, custodial, and supportive—and high ratings for the workplace environment, including induction, appraisal, promotion, staff development, and grievance procedures. However, no significant relationship was found between the levels of organizational behavior and the workplace environment. These results suggest that other factors may influence teacher effectiveness and job satisfaction. The study recommends continued efforts to foster harmonious working relationships among teachers and to prioritize improvements in the workplace environment to enhance teacher motivation and capacity to equip students with practical vocational skills. Future research could explore additional variables influencing TLE teachers' performance and well-being.

Keywords: Organizational behavior, workplace environment, public secondary school, TLE teachers, Philippines

1. INTRODUCTION

Organizational behavior refers to how individuals interact within an organization, such as a school or business, and how these interactions shape the organization's overall behavior and performance (Torres et al., 2021). Maintaining an unhealthy workplace environment can result in significant costs, including increased staff turnover and workflow disruptions. These issues highlight the importance of implementing workplace wellness promotion strategies as a necessary investment for long-term organizational success (Patel et al., 2022).

Globally, workplace environment challenges, particularly those affecting productivity and competitiveness, have become a widespread phenomenon in organizational behavior. One major concern is how to attract and retain skilled and knowledgeable employees amid a shrinking labor pool, exacerbated by resignations, retirements, and declining fertility rates. In the education sector, competition to attract and retain teachers has intensified under the

pressures of globalization (Di Stefano et al., 2019). Challenges such as downsizing, competition with countries that have cheaper and less regulated labor markets, and organizational behavior disorders disrupt the educational and social systems (Azoeva et al., 2020).

In the Philippines, government policies advocate for participation as a means of enhancing workplace environments. However, negative circumstances often arise when job demands exceed employees' control, participation in decision-making is limited, excessive workloads persist, or systems in organizational behavior are absent. Other factors include insufficient managerial and social support, unqualified human resource officers, and unclear work responsibilities (Lencucha et al., 2015).

In Davao Region, reports highlight workplace environment issues in some schools, resulting in direct costs such as workers' compensation and disability claims, as well as indirect costs like employee replacement and frequent management turnover. These challenges are often linked to insufficient knowledge among Human Resource Management Officers. Moreover, subjective evaluations by supervisors, unstructured social systems, political influences, and individual factors further complicate workplace environment issues (Bustamante et al., 2021).

In light of these concerns, this study aims to examine whether the organizational culture of Technology and Livelihood Education (TLE) teachers in public secondary schools significantly impacts their workplace environment. The findings of this study may serve as a functional blueprint to guide the development of future school policies. Ultimately, this research seeks to contribute to a more relevant and effective school system that supports teachers and fosters organizational success.

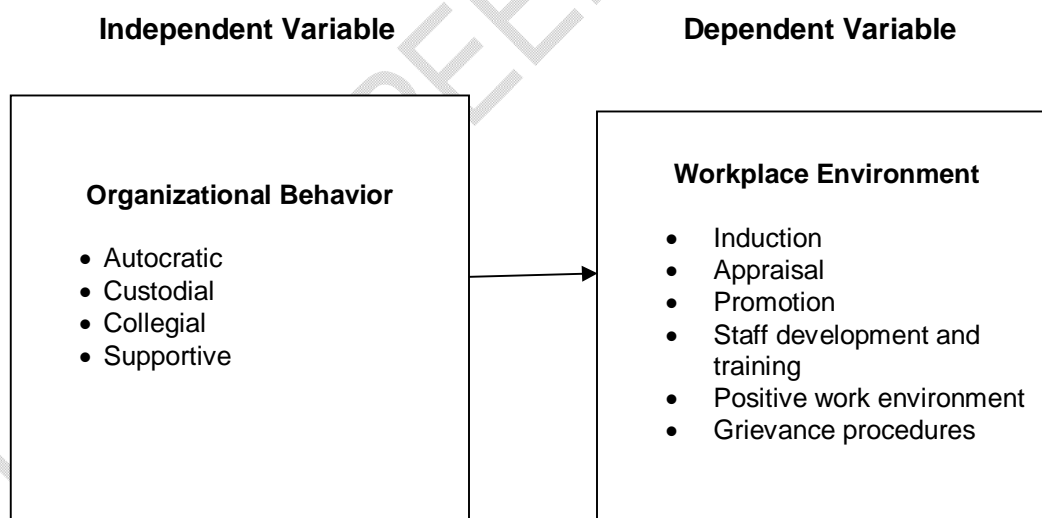


Figure 1: Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study utilized the descriptive-correlational research method. This approach is appropriate when the objective is to describe the current status of a situation and explore the

causes of a particular phenomenon. Correlational research involves collecting data to determine the degree of relationship between two or more quantifiable variables (Pregoner & Baguio, 2024).

The study employed a quantitative approach to gather and analyze data regarding the phenomenon under investigation. A structured schedule was designed to facilitate data collection from the target respondents (Pregoner, 2024). The primary tool used was a survey questionnaire, which enabled the researchers to assess the level of organizational behavior and workplace environment among Technology and Livelihood Education (TLE) teachers in public secondary schools in Marilog District, Cluster 8-A, Davao City Division.

This method was chosen as it is well-suited for examining the relationship between organizational behavior and the workplace environment among TLE teachers. It also facilitates the description and statistical analysis of associations between two or more variables. By employing this method, the study aimed to provide objective, reliable insights into the variables of interest and their interconnections.

2.2 Research Respondents

The respondents of the study were public secondary school teachers. A total of 132 teachers participated in the study. Universal sampling was employed to include all eligible respondents in examining the relationship between organizational behavior and the workplace environment of Technology and Livelihood Education (TLE) teachers in public secondary schools in Marilog District, Cluster 8-A, Davao City Division. The respondents had at least three years of service experience, ensuring they could provide valuable insights and relevant information for the study. This research was conducted during the school year 2021–2022.

2.3 Research Instrument

The instrument used in this study was a survey questionnaire designed to assess the organizational behavior and workplace environment of teachers in public secondary schools. It was a researcher-made instrument developed based on a review of relevant studies and literature from various authors worldwide. Before its administration, the draft instrument was subjected to content validity and reliability evaluation by a panel of experts in the field of Educational Management. Revisions were made based on the panel's comments and suggestions. To further ensure the reliability and validity of the instrument, a pilot test was conducted with 30 teachers from a separate public secondary school in the same district. The instrument was found to be reliable, yielding a Cronbach's Alpha score of 0.768. The final questionnaire consisted of 50 items distributed across five subscales. Participants answered the items, providing the necessary data for the study.

2.4 Data Gathering Procedure

The data for this study were gathered through a systematic procedure. A letter of permission was secured to conduct the research on the organizational behavior and workplace environment of Technology and Livelihood Education (TLE) teachers in public secondary schools in Marilog District, Cluster 8-A, Davao City Division. This letter was signed and

approved by the Dean of Graduate Studies of Rizal Memorial Colleges, the research adviser, and the school principals, moderators, or teachers-in-charge of TLE programs in the identified schools. To ensure smooth administration, adequate and clear copies of the questionnaire were prepared and printed. The researcher personally distributed the questionnaires to the respondents and requested them to answer honestly to ensure the collection of valid and reliable data. A 100% retrieval rate was achieved, as all questionnaires were completed and returned. The data were then collated, tabulated, and subjected to statistical treatment for analysis and interpretation in line with the study's objectives.

2.5 Data Analysis

The gathered data were classified, analyzed, and interpreted using appropriate statistical tools. The mean was utilized to determine the level of organizational behavior and workplace environment among Technology and Livelihood Education (TLE) teachers in public secondary schools in Marilog District, Cluster 8-A, Davao City Division. Additionally, the Product Moment Correlation Coefficient, also known as Pearson r , was employed to identify the index indicating the significant relationship between organizational behavior and the workplace environment of the TLE teachers in the identified schools. These tools facilitated a thorough analysis of the data in alignment with the study's objectives.

3. RESULTS AND DISCUSSION

3.1 Level of Organizational Behavior among TLE Teachers

Table 1. *Level of Organizational Behavior among TLE Teachers*

	Item	Mean	Descriptive Equivalent
1.	Autocratic	3.59	High
2.	Collegial	3.56	High
3.	Custodial	3.53	High
4.	Supportive	3.60	High
	Overall Mean	3.57	High

Table 1 presents the level of organizational behavior among Technology and Livelihood Education (TLE) teachers. The findings indicate that all aspects of organizational behavior—autocratic, collegial, custodial, and supportive—were rated as high, with mean scores of 3.59, 3.56, 3.53, and 3.60, respectively. The overall mean score of 3.57 reflects a consistently high level of organizational behavior among the respondents. These results suggest that the TLE teachers in public secondary schools in Marilog District, Cluster 8-A, Davao City Division, demonstrate strong engagement across various dimensions of organizational behavior, contributing to a positive and collaborative workplace environment. Furthermore, this indicates that the organizational behavior among the respondents is oftentimes manifested in their daily professional interactions and practices.

This finding supports the idea of Geue (2018), who suggests that high levels of organizational behavior, such as strong engagement and positive interactions among employees, contribute significantly to the creation of a productive and harmonious work environment. Organizational behavior is critical in shaping workplace dynamics, as it involves how employees interact with one another, how they respond to leadership, and how

they navigate challenges within the organization. In the context of TLE teachers in public secondary schools, the high level of organizational behavior observed can be attributed to their strong collaboration, communication, and active involvement in school activities. This positive engagement not only improves job satisfaction but also leads to enhanced overall productivity, as teachers feel more motivated and supported in their roles. Therefore, the results of the study echo Geue's perspective that fostering strong organizational behavior directly benefits the work environment by promoting a sense of unity and shared purpose among employees.

Similarly, this finding aligns with the view of Barrick et al. (2011), who emphasize that positive organizational behavior is a key driver in fostering a collaborative and motivating workplace, ultimately enhancing both individual and collective performance. They advocate for the cultivation of positive psychological capital, including hope, optimism, resilience, and self-efficacy, as a way to improve organizational behavior. When employees exhibit these qualities, they are better equipped to collaborate with others and overcome challenges, leading to greater innovation, job satisfaction, and performance. In the case of TLE teachers, the study's findings suggest that these teachers likely display traits aligned with Barrick's et al. framework, contributing to an environment where teachers not only perform their duties effectively but also encourage one another to grow and excel. This ultimately creates a productive and motivating work atmosphere that benefits both individual teachers and the broader school community.

3.2 Level of Workplace Environment among TLE Teachers

Table 2. *Level of Workplace Environment among TLE Teachers*

	Item	Mean	Descriptive Equivalent
1.	Induction	3.62	High
2.	Appraisal	3.54	High
3.	Promotion	3.55	High
4.	Staff Development and Training	3.51	High
5.	Positive Work Environment	3.55	High
6.	Grievance Procedure	3.56	High
	Overall Mean	3.55	High

Table 2 illustrates the level of workplace environment among Technology and Livelihood Education (TLE) teachers. The results reveal that all aspects of the workplace environment—induction, appraisal, promotion, staff development and training, positive work environment, and grievance procedure—were rated as high, with mean scores of 3.62, 3.54, 3.55, 3.51, 3.55, and 3.56, respectively. The overall mean score of 3.55 indicates a generally high level of workplace environment among the respondents. These findings suggest that the TLE teachers in public secondary schools in Marilog District, Cluster 8-A, Davao City Division, experience favorable workplace conditions that support their professional growth, foster a positive atmosphere, and provide mechanisms to address grievances effectively. Additionally, this means that the positive workplace environment among the teachers is oftentimes manifested in their daily interactions and practices, contributing to a collaborative and supportive professional setting.

This finding affirms the idea of Brimhall and Mor Barak (2001), who emphasizes that a positive workplace environment is essential for fostering job satisfaction and improving organizational performance. They argue that elements such as adequate support systems,

opportunities for professional development, and effective communication channels significantly contribute to creating a work environment that employees find both motivating and conducive to success. In the case of TLE teachers in Marilog District, the high workplace environment score suggests that these elements are indeed present, helping teachers feel valued and supported in their roles. This positive environment likely enhances their professional growth and job satisfaction, creating a setting where teachers are more motivated to perform at their best.

Similarly, this finding aligns with the view of Guest (2017), who suggests that a supportive and well-structured workplace is crucial in preventing burnout and promoting long-term well-being. According to their research, a positive work environment, characterized by fair grievance procedures, regular professional development, and a focus on employee welfare, helps maintain high levels of motivation and engagement. The results of the current study indicate that the TLE teachers in Marilog District experience such a workplace, where mechanisms for addressing grievances and fostering growth are effectively implemented. These conditions are likely to reduce stress and burnout, allowing teachers to focus on their professional duties and contribute more effectively to the school community. Therefore, the findings reflect the importance of creating a supportive workplace that aligns with the principles advocated by Guest in promoting teacher well-being and performance.

3.3 Significant Relationship Between the Organizational Behavior and Workplace Environment of Teachers

Table 3. Significance of the Relationship between the Level of Organizational Behavior and Workplace Environment of Public secondary School TLE teachers

Variables	r-value	Degree of Correlation	Computed t-value	Probability value at .05	Decision
Organizational Behavior (x)	.016	Low degree of correlation	1.75	.071	Accept
Workplace Environment (y)					

The results of the correlation analysis between organizational behavior (x) and workplace environment (y) are presented in the table. The computed r-value of 0.016 indicates a low degree of correlation between the two variables, suggesting that there is a very weak relationship between organizational behavior and workplace environment among the respondents. The computed t-value is 1.75, and the corresponding probability value is 0.071. Since the probability value ($p = 0.071$) is greater than the significance level of 0.05, the null hypothesis is accepted. This means there is no statistically significant relationship between organizational behavior and workplace environment among the TLE teachers in the study. This implies that, despite the generally high levels of both organizational behavior and workplace environment, the two factors do not significantly relate each other within the context of this study.

This finding coincides with the study of Dziuba et al. (2020), who found that while organizational behavior and workplace environment are crucial elements in influencing

employee performance and job satisfaction, they do not always correlate strongly with one another. Their research suggests that other external factors, such as leadership styles, personal motivation, and external work conditions, may have a more direct influence on these variables, which could explain the weak correlation observed in the present study.

Moreover, this finding validates the theory of Herzberg's Two-Factor Theory (1959), which distinguishes between hygiene factors (such as workplace environment) and motivators (such as organizational behavior). According to Herzberg, hygiene factors are necessary to prevent dissatisfaction but do not directly influence motivation or organizational behavior. This aligns with the current study's finding that although both organizational behavior and workplace environment are high, they do not significantly influence each other. This suggests that while a positive work environment is important, it may not necessarily translate into better organizational behavior without additional motivating factors.

Furthermore, this finding corroborates the theory of Job Characteristics proposed by Hackman and Oldham (1976), which suggests that job satisfaction and performance are influenced by the nature of the job itself and the personal characteristics of the employee, rather than solely by organizational behavior or workplace environment. The weak correlation between organizational behavior and workplace environment in this study supports the idea that job satisfaction and motivation are multi-dimensional and influenced by various factors beyond the work environment and organizational behavior alone.

4. CONCLUSION

Based on the foregoing findings, the following conclusions are drawn: The level of organizational behavior among public secondary school TLE teachers, in terms of being autocratic, collegial, custodial, and supportive, is high and is oftentimes manifested by the respondents. Similarly, the level of workplace environment among these teachers, as reflected in aspects such as induction, appraisal, promotion, staff development and training, positive work environment, and grievance procedures, is also high and oftentimes manifested by the respondents. Furthermore, the study reveals that there is no significant relationship between the level of organizational behavior and workplace environment among the TLE teachers in the sample.

5. RECOMMENDATIONS

Based on the findings and conclusions of the study, the researcher proposes the following recommendations. First, since the organizational behavior and workplace environment of public secondary school TLE teachers are rated highly, school administrators may continue fostering a harmonious working relationship among teachers. This can be achieved through regular communication, team-building activities, and promoting a culture of collaboration and mutual respect. Second, to further elevate the organizational behavior and workplace environment, administrators may focus on increasing teacher motivation. One approach is to establish both formal and informal recognition structures, such as awards or incentives, to acknowledge the efforts and achievements of deserving teachers, contributing to a more engaged and motivated workforce. Third, creating an environment that supports the continuous participation of teachers in school activities is essential. Providing opportunities for professional development, encouraging teachers to take initiative, and fostering a sense of ownership in school goals will help them feel valued and motivated. Additionally, offering guidance on maintaining dignity and professionalism in their roles will enable teachers to effectively cope with changes in the school environment and continue to perform their tasks with commitment and excellence. Finally, the findings of this study may serve as a starting

point for future researchers who wish to expand the coverage of research on organizational behavior and workplace environment, providing a broader understanding of these dynamics in educational settings.

CONSENT

This quantitative study followed strict ethical protocols to ensure the protection and privacy of all participants. Prior to data collection, informed consent was obtained from each respondent, who was fully informed about the study's objectives and the measures in place to ensure confidentiality. To maintain anonymity, no personal identifying information was collected, and each participant was assigned a unique code for data analysis purposes. All data were securely stored on encrypted servers, with access restricted to the research team. The results were presented in aggregated form, ensuring that individual responses could not be linked to any specific participant. Additionally, statistical analyses were conducted in a way that further protected the anonymity of the respondents, upholding their privacy throughout the research process.

Ethical Approval:

The data for this study were gathered through a systematic procedure. A letter of permission was secured to conduct the research on the organizational behavior and workplace environment of Technology and Livelihood Education (TLE) teachers in public secondary schools in Marilog District, Cluster 8-A, Davao City Division. This letter was signed and approved by the Dean of Graduate Studies of Rizal Memorial Colleges, the research adviser, and the school principals, moderators, or teachers-in-charge of TLE programs in the identified schools.

Disclaimer (Artificial intelligence)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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