Novelty Journals

ISSN 2394-9686

International Journal of Novel Research in Education and Learning
Vol. 12, Issue 2, pp: (63-67), Month: March - April 2025, Available at: www.noveltyjournals.com

Organizational Strategic Thinking of School Heads and Collective Efficacy of Teacher

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DOI: https://doi.org/10.5281/zenodo.15249458

Published Date: 18-April-2025

Abstract: **This study is aimed to find out the relationship between organizational strategic thinking of school heads and collective efficacy of teacher. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Sarangani District of Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2024-2025. Research instruments on organizational strategic thinking of school heads and collective efficacy of teacher were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: the study found to exhibit a very high level of organizational strategic thinking of school heads, there is a very high level of collective efficacy of teacher, there is a significant relationship between organizational strategic thinking of school heads and collective efficacy of teacher. This implies that the higher the organizational strategic thinking of school heads the higher is the collective efficacy of teacher. Thus, the null hypothesis of no significant relationship between organizational strategic thinking of school heads and collective efficacy of teacher was rejected.**

Keywords: **organizational strategic thinking, school heads, collective efficacy, teacher, school administration and supervision.**

I. INTRODUCTION

The teachers' jobs in schools need constant collaboration with others to increase efficacy. They need to coexist with such concerns as preventing potential problems, improving working conditions, and increasing the existing level of achievement. Teachers who act together and support each other may be more effective and efficient in solving the problems and in accomplishing assigned tasks (Hargreaves, 2021; Vangrieken, Dochy, Raes & Kyndt, 2015).

However, teachers in many schools do not always have dynamic relationships. They are not always working synergistically and they lack coordination. While there are teachers who easily blend with others, many are nonchalant in terms working together with others even they were given assigned tasks at hand. This has created a growing concern especially when the teaching force is limited in number as the working teachers get most of the workloads which eventually will lead to rough relationships among teachers (Ronfeldt, Farmer, McQueen & Grissom, 2015).

Meanwhile, schools perform numerous activities that help cultivate students' lifelong learning skills. As such, teachers prepare series of curricular and non-curricular activities to support students' learning. Situations like these require the concerted efforts of teachers to ensure that tasks are performed and activities have been implemented accordingly. However, the case is not always favorable for some teachers as there are only few who takes the tasks while others just act as if they are not part of the activity or the school (Voogt, Pieters & Handelzalts, 2018).

To support the claims stated above, results in the recent Schools Monitoring Evaluation and Adjustments pointed out that there are more things to be done in the school level. For example, in the proficiency level of the students, there are eight learning areas did not meet the target of obtaining hundred percent of students to achieve the cutoff grade (Banerjee, Stearns, Moller & Mickelson, 2017).

Another is the presence of non-readers in schools which has greatly affected the teaching and learning process. This scenario in schools tell that the organizational thinking and collective efficacy of teachers remain in question (Ostovar-Nameghi & Sheikhahmadi, 2016).

Today, the researcher has rarely come across with a study on the organizational strategic thinking of school heads and collective efficacy of teacher in the local context. It is in this context that the researcher prompted to conduct this study. The researcher believes the necessity of conducting this research will help improve practices on the variable under study.

II. BODY OF ARTICLE

Statement of the Problem

This study aims to find out the relationship between organizational strategic thinking of school heads and collective efficacy of teacher. Specifically, this study sought to answer the following objectives:

1. What is the level of organizational strategic thinking of school heads in terms of:

    1.1 systems thinking;

    1.2 reframing, and

    1.3 reflecting?

2. What is the level of collective efficacy of teacher in terms of:

    2.1 social relationship;

    2.2 professional relationship, and

    2.3 professional development?

3. Is there a significant relationship between organizational strategic thinking of school heads and collective efficacy of teacher?

Hypothesis

The null hypothesis was treated at 0.05 level of significance.

Ho1. There is no significant relationship between organizational strategic thinking of school heads and collective efficacy of teacher.

III. METHODOLOGY

Research Design

This study utilized a quantitative correlational design is a type of non-experimental research design used to determine whether and to what degree a relationship exists between two or more quantifiable variables. This study will find out the significance of the relationship between organizational strategic thinking of school heads and collective efficacy of teacher.

Statistical Treatment

The following statistical tools were used in the analysis of data.

Mean. This was used to determine the level of organizational strategic thinking of school heads and collective efficacy of teacher.

Pearson r. This was used to determine the significance of the relationship between organizational strategic thinking of school heads and collective efficacy of teacher.

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IV. RESULTS AND DISCUSSION

Level of Organizational Strategic Thinking of School Heads

Shown in Table 1 is the level of *Organizational Strategic Thinking of School Heads* with an overall mean of 4.10 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Among the enumerated indicators, the *Reframing* ranked the highest, with a mean score of 4.12 or high, this is followed by *Systems Thinking* with a mean score of 4.11 or high, next is *Reflecting* with a mean rating of 4.07 or high. The result of the study is consistent with the view of Kars & Inandı (2018) who said that organizational strategic thinking is an essential competency for school heads who are responsible for shaping the future of educational institutions. As leaders in education, school heads must navigate complex challenges, anticipate changes, and develop strategies that ensure the continued success of their schools. This paper explores the significance of organizational strategic thinking in the context of school leadership, its key components, and the impact it has on student outcomes, teacher performance, and overall institutional growth.

Table I. Level of Organizational Strategic Thinking of School Heads

Indicators	Mean	Descriptive Levels
Systems Thinking	4.11	High
Reframing	4.12	High
Reflecting	4.07	High
Overall	**4.10**	**High**

The result of the study is also aligned with the statement of Börü (2020) and Weiner, Francois, Stone-Johnson & Childs (2021) who stressed that the organizational strategic thinking involves components that require school heads to clearly define the institution's vision and mission, ensuring that all stakeholders, students, teachers, parents, and the community, understand and support the school's long-term goals. A strong vision provides direction and purpose, fostering a unified effort toward educational excellence. Also, strategic school leaders continuously assess internal and external factors that may affect their institutions. This includes analyzing student demographics, educational trends, government policies, technological advancements, and socio-economic factors. Through environmental scanning, school heads can identify opportunities and threats, allowing them to make informed strategic decisions.

Level of Collective Efficacy of Teacher

Presented in Table 2 are the ratings of collective efficacy of teacher with an overall mean of 4.09 or with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Table II. Level of Collective Efficacy of Teacher

Indicator	Mean	Descriptive Levels
Social Relationship	4.03	High
Professional Relationship	4.10	High
Professional Development	4.14	High
Overall	**4.09**	**High**

Among the enumerated indicators, the *Professional Development* ranked the highest, with a mean score of 4.14 or high, this is followed by *Professional Relationship* with a mean score of 4.10 or high, next is *Social Relationship* with a mean rating of 4.03 or high.

The result of the study is aligned with the statement of Fusarelli, Fusarelli & Riddick (2018) who emphasized that collective efficacy among teachers has emerged as a crucial factor influencing student achievement, school improvement, and overall educational success. Rooted in social cognitive theory, collective efficacy refers to the shared belief among educators in their ability to positively affect student learning. Research suggests that schools with high collective efficacy demonstrate greater collaboration, innovation, and resilience in addressing challenges. This review examines the theoretical foundations, empirical studies, factors influencing collective efficacy, its impact on educational outcomes, and strategies for enhancing it within school communities.

Significance on the Relationship between Organizational Strategic Thinking of School Heads and Collective Efficacy of Teacher

Illustrated in Table 3 were the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r-value of 0.318 with a *p*-value of 0.000 which is significant at 0.05 alpha level. Doing an in-depth analysis, it could be gleaned that the organizational strategic thinking of school heads and collective efficacy of teacher with a with *p*-values of 0.000 which is lesser than .05 level of significance.

This implies that the higher the organizational strategic thinking of school heads is, the higher the collective efficacy of teacher there is. Hence, the null hypothesis which states that there is no significant relationship between organizational strategic thinking of school heads and collective efficacy of

Table III. Correlation Analysis between Organizational Strategic Thinking of School Heads and Collective Efficacy of Teacher

Pair	Variables	Correlation Coefficient	p-value	Decision on Ho
IV and DV	Organizational Strategic Thinking of School Heads and Collective Efficacy of Teacher	0.318	0.000	Reject

teacher is rejected. The result of the study is aligned with the statement of Sebastian, Camburn & Spillane (2018) and Frahm & Cianca (2021) who stated that the organizational strategic thinking of school heads and the collective efficacy of teachers are not isolated constructs but deeply interconnected forces that drive educational excellence. When school leaders think and act strategically, by promoting shared vision, empowering teachers, and fostering a culture of trust, they lay the foundation for strong collective efficacy. In turn, this collective belief energizes the teaching workforce and transforms schools into thriving, student-centered communities. The alignment of leadership and teacher collaboration is therefore essential for long-term success and continuous school improvement.

V. CONCLUSION

From the findings of the study, conclusions are made in this section. The study found to exhibit a high level of organizational strategic thinking of school heads. This means that the provisions relating to organizational strategic thinking of school heads embodied in the item is often manifested.

The study found to exhibit a high level of collective efficacy of teacher. This indicates that the provisions relating to collective efficacy of teacher are embodied in the item is often manifested.

The results of the study also confirm that there is a significant relationship between organizational strategic thinking of school heads and collective efficacy of teacher. This implies that the higher the organizational strategic thinking of school heads, the higher is the collective efficacy of teacher. Thus, the null hypothesis of no significant relationship between organizational strategic thinking of school heads and collective efficacy of teacher was rejected.

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