

Innovative Work Behavior of Principals and Organizational Effectiveness of Public Schools in Davao City

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Abstract

This study aimed to determine the influence of innovative work behavior of principals to organizational effectiveness. A total of 90 public school principals in Davao City division were identified as respondents through stratified random sampling. The study utilized a descriptive-correlational design. Two adapted survey questionnaires focusing on innovative work behavior and organizational effectiveness were utilized in gathering data. Mean, Pearson r , and regression analysis were used as statistical tools to derive the data. Results revealed that the level of innovative work behavior of principals in terms of opportunity exploration, idea generation, idea promotion, and idea realization was oftentimes evident in the school. Meanwhile, in terms of reflection, it was sometimes evident. Further, organizational effectiveness in terms of organizational health was sometimes evident. In terms of organizational climate, student career development, and ability to attract resources, this was oftentimes evident. Concurrently, administrative concern was sometimes evident. Moreover, it was revealed that there is a significant relationship between principals' innovative work behavior and organizational effectiveness. Further, it was also found that principals' innovative work behavior had a significant influence on organizational effectiveness. In light of this, the study suggests that school administrators should improve their leadership skills as well as their problem-solving abilities by sustaining the best practices in the organization to consistently deliver efficient and effective services to clientele and tapping stakeholders to support the innovations made. More so, possible upgrade of the school facilities is also recommended.

Keywords: Innovative work behavior, organizational effectiveness, organization, school principals, Davao City, Philippines



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INTRODUCTION

The efforts and synergy needed to make schools a potential place for every learner is a challenge for all school administrators today. Having the conviction that schools can make the difference in the lives of learners; schools must determine the different factors that will support students to attain human flourishing. The school must have an internal environment consisting of its physical set-up, management, quality of teachers, effective teaching methods, positive social and learning conditions, and strong home-school link, which constitute everything about the school as an ideal learning environment.

The issue of how to make schools effective becomes a pressing concern for educators as they search for the important factors that will spur their effectiveness. It has been suggested that the unique characteristics of effective schools correlate with student success (Dizon

et al., 2019). These correlates are the means to achieve high and equitable levels of student learning. They embody the idea that all children will learn the essential knowledge, concepts, and skills needed, so that they can be successful (Juntereal, 2019).

The transformation of schools into organizations that effectively provide strong teaching and deep learning is critical, especially in a time of rapid global change (Ezwaghi, 2020). While researchers vary in their perspectives and approaches to school reform, they agree on the important role of educational leaders in establishing changes and transforming their schools (Moorosi & Bantwini, 2016). In Libya, current evidence proves that educational administrators are unable to deal with existing educational problems, manage institutions, and perform tasks efficiently. Most principals in Libyan schools experience problems with teachers and struggle to understand the administrative hierarchy, according to the

Libyan Organization of Policies and Strategies. School principals are unprepared and insufficiently trained; they depend on their experience and natural ability instead of benefiting from systematic preparation (Ezwhagi, 2020).

In the Philippines, school leaders, educators, and policymakers are responsive in implementing change and policies to suit the following needs: students, teachers, and the educational environment. Educational developments and modifications in education require proactive participation and response from the teachers (Magallanes et al., 2022). Further, with the curricular reforms in Philippine basic education, it becomes even more pressing to have a clear background of what the public and private elementary schools reflect on their effectiveness and performance, since this can guide educational leaders and legislators to come up with a better framework for understanding effective school practices (Magulod, 2017).

The aforementioned statements suggest that significant research is required to delve into its multifaceted nature and identify the determinants of its development and survival. In light of the foregoing, the researcher is motivated to pursue this study because it is critical to determine the factors that influence organizational effectiveness. Numerous studies have explored organizational effectiveness, primarily focusing on DepEd mechanisms. Hence, the results of this study may provide information on how public schools can continue or sustain their effectiveness in delivering quality services to their clientele. The specific objectives of the study are the following: a.) to determine the level of innovative work behavior of principals in terms of opportunity exploration, idea generation, idea promotion, idea realization, and reflection. b.) to determine the level of organizational effectiveness of public schools in Davao City in terms of organizational health, organizational climate, student career development, ability to attract resources, and administrative concerns. c.) to determine the significant relationship between innovative work behavior of principals and

organizational effectiveness. And d.) to determine the significant influence of innovative work behavior of principals on the organizational effectiveness of public schools in Davao City.

At .05 level of significance, the following hypothesis was tested: a.) There is no significant relationship between innovative work behavior of principals and organizational effectiveness of public schools in Davao City. b.) innovative work behavior of principals does not significantly influence organizational effectiveness of public schools in Davao City

The principals' leadership and problem-solving skills will benefit from the study. Organizational effectiveness studies assist principals find leadership strategies. Leadership styles, strategies, and ideas that improve organizational effectiveness can be studied. Principals can improve leadership, decision-making, and school management using this knowledge. The principals in this study acquire problem-solving methods. The research teaches principals how to discover root problems, create innovative solutions, and solve organizational challenges. Additionally, it will enhance their instruction. Organizational effectiveness research will help teachers improve their techniques. Learn research-based teaching, curriculum design, and evaluation to increase student achievement.

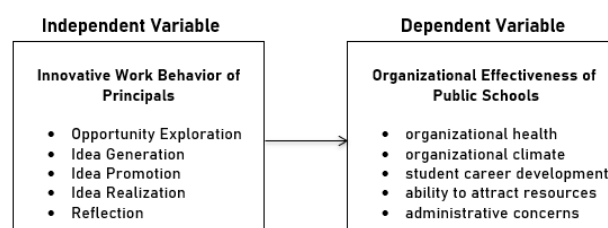


Figure 1
Conceptual Framework

Presented in Figure 1 is the conceptual framework showing the variables of the study. It displays that innovative work behavior of principals is the independent variable of the study, which is measured in terms of opportunity exploration, idea generation, idea promotion, idea realization, and reflection. On

the other hand, the dependent variable of the study is organizational effectiveness measured in terms of organizational health, organizational climate, student career development, ability to attract resources, and administrative concerns. Further, the purpose of the study was to determine the influence of principals' innovative work behavior on organizational effectiveness.

LITERATURES

This section presents the relevant literature on innovative work behavior and organizational effectiveness. These variables are discussed below.

Innovative Work Behavior of Principals.

Innovative work behavior involves problem-solving to develop new ideas, tactics, goods, and services (Hsu & Chen, 2017). An individual's realistic approach to find and employ fresh creative ideas to improve organizational performance by obtaining resources. Innovative behavior entails creating, introducing, and using new ideas to improve job or group performance (Newman et al., 2017). Innovative work behavior is also a person or group's organizational performance in a tough scenario, such as a notion based on past experiences or a new idea or solution, and the ability to gather help to construct a viable model. Enabling improvement helps the organization survive and compete (Jo, 2019). Thus, an organization without creativity and innovation may struggle to compete (Jeong et al., 2018).

Leadership is shown to be a crucial factor in innovative work behavior as leaders shape the working environment, allocate resources, and influence employees' innovative work behaviors by controlling, motivating, and inspiring them (Lee et al., 2020). The current COVID-19 pandemic may further underscore the importance of leadership, as employees compelled to work virtually may lack the necessary skills and guidance to adjust to the new work environment (Montani & Staglian, 2021). The question, therefore, arises as to how leaders have responded to the new situation, as virtual working may have changed the relationships between leaders and employees

and among employees since it is harder to control and motivate employees directly (Carnevale & Hatak, 2020).

Employees may experience increased job autonomy as a result of this change in leadership behavior, which may have helped them to explore novel and creative ideas and enhance innovative work behaviors (Lee et al., 2020). Other leaders, however, may have shifted to micromanagement to compensate for the loss of direct control in virtual work settings, as this resolves ambiguity and uncertainty among leaders and employees and provides clear guidelines (Stoker et al., 2019). In contrast to empowering leadership, directive leadership centralizes decision-making, which implies that the formal leader issues instructions and commands to employees and assigns collective goals (Rao Jada et al., 2019).

Employees who enjoy their work, are intrinsically motivated, and fully immersed in it exhibit the highest levels of innovative work behavior (Maqbool et al., 2018). Organizations need to be innovative to respond to the abrupt shifts in their environment (Alfy & Naithani, 2021). Employee-driven innovations can help organizations differentiate themselves from their rivals and achieve competitive advantage (Farrukh et al., 2021). Further, employees who contribute to the development of an innovation may benefit from a better fit between work conditions and requirements and personal needs and competencies, improved collaboration and communication with colleagues, and higher levels of job satisfaction and well-being (Janssen, 2000).

Organizational Effectiveness. Organizational effectiveness refers to how an organization has achieved full self-awareness due in part to leaders setting well-defined goals for employees and outlining ways to efficiently execute those goals; management implementing clear decision-making processes and communication pipelines; engaged employees who are carefully selected and fairly compensated; and producing work that prioritizes results (Maloney, 2019). Also, organizational effectiveness is defined as the

proficiency with which an organization can meet its objectives by meeting the planned outcome without waste or within the minimum use of energy, money, and time resources (Lunenburg, 2012).

Effectiveness arises when employees assume responsibility for the outcome of their work (Ekpoh & Asuquo, 2019). Their effectiveness contributes immensely to improvements in education's total value (Asuquo & Okon, 2020) and in preparing students to become morally sound and patriotic citizens. The school principal is now responsible for preparing the educational organization for change and adopting strategies to shape the school's conditions (Park, 2019). A principal now bears an overwhelming, difficult, stressful, complicated, and yet profoundly meaningful amount of responsibility for both students and teachers. The growing responsibilities and demands placed on school principals have created a need to develop effective school leaders (Ng & Szeto, 2016).

We construct organizations to be the most effective and efficient social units. The degree to which a specific organization realizes its goals determines its actual effectiveness (Burnes & Jackson, 2011). Active organizations need both inspirational leaders and sound managers. To achieve increased and sustainable results, organizations need to execute strategies and engage employees. We measure effectiveness by analyzing the organization's position in relation to its goals and mission. It is dependent on a lot of factors, both internal and external (Primmer, 2017).

The ability of organizations to cope, survive, and make progress determines how effective they are. Health care costs, increasing workforce diversity, and an economic recession, for example, have forced organizations to "right-size," with the organization's size reflected in the number of people in the organization. Amah et al. (2013) often describes organization size as an essential variable that influences structural design. Whereas structure is vital in defining individual responsibilities within the workflow process, a congruent size ensures that

individuals carry out these responsibilities with minimum resistance. Organizations experience poor corporate productivity, struggle with low profitability, struggle to maintain their market share, and struggle to expand their market share. They strive for effectiveness and efficiency, the all-time basics of all business problems. Several research pieces on how to improve organizational effectiveness have taken place in the past two decades (Hofler, 2010).

METHODOLOGY

The following section outlines the procedures used by the researcher to perform this research study. It includes the population and sampling, instrumentation, data source, and data analysis.

Population and Sampling. The study's respondents were 90 public school principals from Davao City. This was computed using Tabachnick and Fidell's (2007) calculation of sample size in regression analysis. The formula is $n = 50 + 8(m)$, where 50 and 8 are constant values and m is the number of independent variables. Moreover, the independent variable in this study was innovative work behavior of principals as measured by opportunity exploration, idea generation, idea promotion, idea realization, and reflection. As a result, there were 5 independent variable indicators, with a total sample size of 90. Furthermore, the respondents were identified using stratified random sampling. Stratified random sampling is a sampling method that divides a population into smaller divisions called strata. The strata in stratified random sampling, or stratification, are formed based on members' shared characteristics. Additionally, the study followed the inclusion and exclusion criteria established in this study. The inclusion criteria comprised school principals who managed Davao City public schools. Moreover, they must be regular or have a permanent administrative post, regardless of their designation or rank. They should also have been employed with the school for at least two years. Meanwhile, the exclusion criteria included principals who were not managing public schools in Davao City and

had not completed two years of managing schools or school operations.

Instrumentation. The study employed an adapted survey questionnaire to look into principals' innovative work behavior and the organizational effectiveness of public schools. The innovative work behavior questionnaire, which consisted of 25 statements, was adapted from Messmann and Mulder (2011). The questionnaire contained sections for opportunity exploration, idea generation, idea promotion, idea realization, and reflection. Meanwhile, the organizational effectiveness questionnaire, which contained 25 statements, was adapted from Abdulrahim (1985). It included sections on organizational health, organizational climate, student career development, resource attraction, and administrative concerns. The respondents scored this using a five-point Likert scale.

Moreover, a panel of experts coming from various institutions validated the content of the adapted survey questionnaires. The experts graded the questionnaire based on certain standards. The researcher devoted attention to the expert's feedback and recommendations. Additionally, the research instrument went through pilot testing before its final administration. The reliability index for the innovative work behavior questionnaire was .899, while the organizational effectiveness questionnaire demonstrated .933.

Data Source. In this study, data was gathered following specific procedures. First, the researcher requested authorization to conduct a survey from the Dean of the Graduate School of The Rizal Memorial Colleges, Inc. as well as the Office of Division Superintendent. Following approval, the authorized letters were given to the principal respondents. Before the questionnaire was administered, a group of experts validated its content. They were provided with a validation sheet to evaluate the items based on specific criteria. The experts signed the validation sheet and provided responses and comments. Following the validation test, pilot testing was conducted face-to-face with selected principals who were not included in the study. A group of 30

principals were the respondents of the pilot testing. Furthermore, the goal of pilot testing was to determine the instrument's reliability.

In addition, survey questionnaires were given and administered in person to establish a rapport with the principal respondents. Adequate time was given for them to respond to the survey. After the school principals had finished answering all of the questions, the questionnaires were retrieved and collected. Furthermore, statistical techniques were applied to examine and interpret the results of the survey. A Statistical Package for the Social Sciences (SPSS) was used to examine the data. With the use of SPSS, comprehensive statistical analysis was made possible, allowing for a detailed investigation of the data which produced insightful conclusions for the study.

Data analysis. The researcher utilized the following statistical tools in response to the research questions: Mean was used to gauge the level of innovative work behavior and organizational effectiveness among principals. Furthermore, Pearson r was used to ascertain the relationship between principals' innovative work behavior and organizational effectiveness. Subsequently, the researcher utilized multiple linear regression analysis to determine the significant influence of principals' innovative work behavior on organizational effectiveness.

RESULTS

This part presents the results of the study. Principals' innovative work behaviors, including opportunity exploration, idea generation, idea promotion, idea realization, and reflection, underwent a descriptive analysis. Additionally, the researcher presented and interpreted the descriptive analysis of organizational effectiveness, considering factors such as organizational health, organizational climate, student career development, ability to attract resources, and administrative concerns. Moreover, correlation between variables was also analyzed, and the influence of innovative work behavior on the organization effectiveness.

Table 1

Level of Innovative Work Behavior of Principals

No.	Indicators	Mean	Descriptive Interpretation
1	Opportunity Exploration	3.73	High
2	Idea Generation	3.63	High
3	Idea Promotion	3.57	High
4	Idea Realization	3.47	High
5	Reflection	3.33	Moderate
Overall		3.55	High

Legend: 1.00 – 1.79: Very Low, 1.80 – 2.59: Low, 2.60 – 3.39: Moderate, 3.40 – 4.19: High, 4.20 – 5.00: Very High

Table 1 revealed the level of innovative work behavior among principals. The indicators of innovative work behavior are opportunity exploration, idea generation, idea promotion, idea realization, and reflection. The indicators are measured using the following methods: The researcher described opportunity exploration (3.73) as high and frequently observed it in school. Further, idea generation (3.63) was high and was frequently observed in school. Also, the school frequently observed high levels of idea promotion (3.57). And the school frequently observed high levels of idea realization (3.47). The researcher also described reflection (3.33) as moderate, indicating its occasional presence. The summary of principals' innovative work behavior score was 3.55, indicating a high level that frequently manifested in the school environment.

Table 2

Level of Organizational Effectiveness of Public Schools in Davao City

No.	Indicators	Mean	Descriptive Interpretation
1	Organizational Health	3.34	Moderate
2	Organizational Climate	3.63	High
3	Student Career Development	3.72	High
4	Ability to Attract Resources	3.41	High
5	Administrative Concerns	3.38	Moderate
Overall		3.50	High

Legend: 1.00 – 1.79: Very Low, 1.80 – 2.59: Low, 2.60 – 3.39: Moderate, 3.40 – 4.19: High, 4.20 – 5.00: Very High

Table 2 unveiled the summary of the level of organizational effectiveness. Organizational effectiveness was defined using the following domains: organizational health, organizational climate, student career development, ability to attract resources, and administrative concerns. The results showed the mean scores for each indicator: The organizational health score, at 3.34, was considered high. The organizational climate (3.63) also received a high rating. The rating for student career development, at 3.72,

was considered high. The ability to attract resources (3.41) received a high rating. The researcher described administrative concerns (3.38) as moderate. Among the indicators, student career development received a high mean rating, while organizational health received a moderate mean rating.

Table 3

Significant Relationship between Innovative Work Behavior of principals and Organizational Effectiveness

Innovative Work Behavior	Organizational Effectiveness		
	r-value	p-value	Interpretation
Opportunity Exploration	.16	.03	Significant
Idea Generation	.08	.47	Not Significant
Idea Promotion	-.13	.22	Not Significant
Idea Realization	.12	.28	Not Significant
Reflection	.64	.00	Significant
Overall	.49	.00	Significant

Table 3 displayed the significant relationship between principals' innovative work behavior and organizational effectiveness. Results revealed that there was a significant relationship between principals' innovative work behavior and organizational effectiveness, with an overall correlation coefficient of 0.49 and a computed p-value of .000, which was lower than the .05 level of significance. Thus, the null hypothesis was rejected since the value denotes having a significant relationship. Furthermore, this meant that there was a significant relationship between principals' innovative work behavior and organizational effectiveness. Moreover, this indicated that as innovative work behavior increased, organizational effectiveness also increased. Specifically, the correlation between the indicators of innovative work behavior and organizational effectiveness revealed that opportunity exploration (.16), idea generation (.08), idea promotion (-.13), and idea realization (.12) with r-values lower than 0.20 were described as a very weak correlation, as cited by Evans (1996). However, a significant indicator at the 0.05 level of significance—reflection with a correlation coefficient of 0.64—showed a strong correlation with the dependent variable. Also, the computed r-value of 0.49 denotes the correlation between the two variables with which the hypothesis on significant relationship was tested. Clearly, the findings infer a moderate significant relationship between the

innovative work behavior of principals and its organizational effectiveness. Consequently, it is expected that positive innovative work behavior of principals in terms of reflection would contribute to an increase in organizational effectiveness within the school.

Table 4
Significant Influence of innovative Work Behavior of principals on Organizational Effectiveness

Innovative Work Behavior	Organizational Effectiveness			
	B	Sig. Error	t	Sig.
Constant	3.124		3.925	.000
Opportunity Exploration	.055	.064	.730	.044
Idea Generation	-.022	-.019	-.227	.821
Idea Promotion	-.020	-.020	-.231	.818
Idea Realization	.020	.021	.252	.802
Reflection	.312	.623	7.010	.000
R		0.490		
R ²		0.240		
ΔR		0.376		
F		11.72		
p		.000		

Table 4 showed the influence of innovative work behavior by principals on organizational effectiveness. The results showed the innovative work behavior of principals including opportunity exploration, idea generation, idea promotion, idea realization, and reflection. Among these, reflection emerged as the most influential factor, with a beta coefficient of 0.623. This suggests that reflection plays a significant role in enhancing organizational effectiveness compared to other behaviors. Additionally, the regression model is significant, as indicated by an F-value of 11.72 with a corresponding p-value of 0.000 leading to the rejection of the null hypothesis. Therefore, the reflection predicted organizational effectiveness. Additionally, an R-squared of 0.240 signifies that 24.0 percent of the variation in organizational effectiveness is explained by the predictor variables. This would mean that 76.0 percent of the variation can be attributed to other factors aside from the predictor variables.

DISCUSSION

This study aimed to determine the level of innovative work behavior of principals in terms of: (1) opportunity exploration; (2) idea generation; (3) idea promotion; (4) idea realization; and (5) reflection. Further, it aimed

to determine the level of organizational effectiveness in terms of: (1) organizational health; (2) organizational climate; (3) student career development; (4) ability to attract resources; and (5) administrative concerns. In addition, there is discussion on the correlation between the two variables. The researcher subjected the data to psychometric analysis to uncover the significant influence of innovative work behavior by principals on organizational effectiveness. The following were the significant findings:

Principals' innovative work behavior on opportunity exploration reflected a strong school culture of innovation and knowledge exchange. Teachers were knowledgeable on internal school changes and actively seek out and engage with external trends and insights, as seen by their consistently excellent results across multiple areas. Maintaining professional and organizational knowledge enhances learning. Collaborative peer discussion fosters ideation and implementation. By being open to new ideas, principals' mean appraisals of innovative work conduct encourage opportunity exploration. These findings demonstrate a healthy dedication to improvement and adaptation, which helps the school succeed in today's fast-changing educational environment. Opportunity exploration involves finding problems, comprehending them, and assessing an employee's work environment, according to Middleton and Hall (2021). It underpins the following steps.

Moreover, in terms of idea generation, principals' innovative work behavior shows a school culture of open communication and empowerment, where teachers are encouraged to share their perspectives and produce ideas. The high ratings across dimensions indicate that teachers feel supported in expressing opinions, suggesting improvements, and expressing opinions. Critical thinking and self-evaluation foster diversity and innovation. The aggregate mean grade for idea development among principals supports this culture, suggesting that the school often finds inventive solutions. This culture of open debate and idea exchange may help the school community

adjust and satisfy complex educational needs. The results corroborate Kunjiapu and Yasin (2015)'s idea development problem-solving during opportunity discovery. Working and thinking creatively develops ideas. Lecat et al. (2018) say idea generation entails brainstorming new solutions to the OE stage's issues, possibilities, and difficulties. It needs workplace inventiveness.

Additionally, the findings show a supportive school atmosphere where teachers are actively encouraged to promote and execute new ideas by principals. High ratings across multiple dimensions indicate a culture that values ideation and implementation. Teachers are empowered to collaborate, plan, and push for resources, demonstrating a proactive innovation approach. Despite a moderate rating for presenting ideas to supervisors, administrators' high mean rating implies they can navigate school support channels. This autonomy encourages innovation and boosts the school's adaptability and success in a changing educational context. The result validates Pukiene (2016)'s post-news generating concept marketing. IP includes all actions and activities that promote created ideas within the organization to acquire support for implementation. Supporting new ideas is crucial. Madrid (2013) suggested connecting with supervisors, subordinates, and coworkers to build support for the proposition.

Meanwhile, on the level of innovative behavior of principals in terms of idea realization, the findings indicate a strong commitment to implementing innovative ideas in schools. Principals and teachers are actively involved in bringing ideas to reality, as seen by their high ratings in examining evolving solutions, testing for flaws, and exposing colleagues to evolved solutions. Idea realization had a high mean rating, whereas novel approaches and ongoing problem-solving had modest ratings. This shows that proactive problem-solving and adaptability, learning from mistakes and iterating on ideas, are appreciated. This culture may help the school implement and optimize creative ideas, enabling continual progress and adaptation in solving educational difficulties.

According to Messmann and Mulder (2012), idea realization involves building a logical or physical innovation model, assessing and correcting its importance, and planning its incorporation into actual work setting. Madrid (2013) also said it involves explicitly applying new ideas to improve or modify work circumstances. Employees work hard to implement new ideas at work.

In addition, on the level of innovative behavior of principals in terms of reflection, teacher development and evaluation are supported by the institution, with good ratings in behavior evaluation and support for new knowledge. However, moderate engagement in activities encouraging reflection and progress assessment while implementing ideas suggests potential for improvement in building a school culture of systematic reflection. The overall mean assessment for reflection among principals was moderate, indicating that while reflection may not be consistently done, it is valued as a component of innovative work behavior within the institution. With time, experience, and group work, reflection seems changeable. Talking to bosses, mentors, coworkers, and experts about tough situations helps with introspection. Actually, planning and thinking help is essential. This can be achieved by having time to think, plan, meet, and get feedback on activities and goals (Hoyrup, 2004)

On the other hand, the level of organizational effectiveness in terms of organizational health, according to the results, the institution's social climate is mixed, but cooperation, supportiveness, and conflict resolution are high. However, moderate organizational flexibility ratings and conflicts, anxiety, and distrust suggest organizational health issues. Despite these problems, the mean assessment for organizational effectiveness in health is moderate, showing that while positive characteristics exist, there is room for development in creating a more flexible, trustworthy, and cohesive school environment. According to Zweber et al. (2016), organizational health highlights organizational practices and norms for employee health. This outlines how a business promotes healthy work environments,

prioritizes employee well-being, and handles employee health.

While the level of organizational effectiveness in terms of organizational climate, the findings show that the school prioritizes high-quality teaching personnel, employee happiness, resource acquisition, and student academic and professional development. High ratings across multiple areas show that the company values holistic student growth and success and a helpful and pleasant work environment for staff. This dedication to teaching, employee satisfaction, and student outcomes creates a strong corporate climate, as shown by the high mean organizational effectiveness rating. These findings demonstrate the institution's commitment to student and staff development, growth, and achievement. The conclusion supports Berberoglu (2018)'s claim that organizational climate is the sum of psychological climates, or employees' work environment views. Schaufeli (2016) also found that employees' shared impressions of organizational rules, practices, and procedures, as well as the behaviors they saw as rewarded, supported, and anticipated, influence their meaning.

The level of organizational effectiveness in terms of student career development, the school looks to prepare students for future success with strong job placement scores, a career-focused curriculum, and industry relationships. Mentorship, commercial partnerships, and connecting educational programs to workforce needs are the institution's proactive career development strategies. The institution's high mean ranking for organizational performance in student career development shows that it prepares students for professional work and makes their education relevant and effective in the job market. These findings show the school's dedication to equipping students with the skills, knowledge, and experiences they need for success after graduation. The result supports Boat et al. (2021) that high-quality student preparation and career choice are key to stable economic growth. The rapid progress of civilization hinders many students' professional

opportunities and achievement (Van der Horst et al., 2021).

Further, on the level of organizational effectiveness in terms of ability to attract resources, the organization received great scores for its capacity to attract outstanding students and sponsors through its well-defined aims and enticing hiring options. Stakeholder engagement was minimal, while organizational efficacy in attracting resources was strong. This suggests that the institution's compelling purpose and appealing offers attract students and supporters. Such strengths may help the organization maintain and improve its educational programs and community influence. The result supports Azhar (2024) that organizational effectiveness depends on human resource management approaches achieving goals. To date, companies are looking for adaptable, motivated, positive, trustworthy, and confident candidates. These aspects strengthen collaboration and boost competitiveness.

On the level of organizational effectiveness in terms of administrative concerns, findings indicate mixed organizational effectiveness in administrative issues within the institution. Provisions including an office for student affairs and supporting teacher financial planning received excellent ratings, but preparedness for external threats and stakeholder support received average rates. Also moderate was stakeholders' legal and rights awareness. The overall mean rating for organizational effectiveness in administrative concerns was moderate, indicating that while some aspects are well-addressed, there's room for improvement in ensuring external challenge preparedness and stakeholder support and rights awareness. Pashiardis et al., (2018) agree that the educational system faces various growing issues, especially those linked to school management, which impair student learning. Insufficient physical facilities, lack of money, instructor ineptitude, ill-equipped library/laboratory, teacher and student indiscipline, and frequent teacher transfers are serious difficulties (Olorunsola & Belo, 2018).

On the significant relationship between innovative work behavior and organization effectiveness, results have revealed that there was a significant relationship between principals' innovative work behavior and organizational effectiveness. Moreover, this indicates that as innovative work behavior increases, the organizational effectiveness also increases. The results above affirm the findings of Mafini (2015) that innovative work behavior has been closely linked to organizational effectiveness. Using Spearman rank-order correlation, the study revealed a strong positive relationship between innovation and organizational effectiveness. Also, Karakaş et al., (2017) noted that there is a positive relationship between innovative work behavior and organizational effectiveness. The study examined how innovation activities are perceived by business executives in Turkey and specified the effects of these activities on business performance.

Based on the results, it was found that principals' innovative work behavior had a significant influence on organizational effectiveness, with reflection receiving the greatest beta. It suggests that, in comparison to opportunity exploration, reflection has the greatest impact on organizational effectiveness. As a result, the null hypothesis is rejected. Therefore, organizational effectiveness was predicted by the two indicators—reflection and opportunity exploration. The results agree with the findings of Naveed et al., (2022) indicated the positive influence of innovative work behavior on organizational effectiveness is greater among individuals who embraced improvements rapidly than among those who did not.

Given the analysis above and the implications it may have, leadership and problem-solving should be improved by school administrators. School administrators should follow best practices to serve clients efficiently and use stakeholders to support innovations and facilities changes. Principals might obtain leadership strategies from organizational effectiveness research. Leadership styles, techniques, and ideas that improve

organizational effectiveness can be studied. Principals can improve leadership, decision-making, and school management with this expertise. This research teaches principals problem-solving. Root reasons, inventive solutions, and organizational hurdle-busting are taught. Teacher study should include other organizational effectiveness variables. Their instruction will improve. Teacher techniques are improved by organizational effectiveness research. To improve student performance, study research-based teaching, curriculum design, and evaluation. With this knowledge, teachers may improve their teaching, use evidence-based strategies, and create great learning experiences. Students will participate more in class. For successful learning, organizational efficacy studies stress student participation. Classroom engagement is improved by organizational effectiveness knowledge. Encourage student interaction, provide fascinating and practical learning, and provide students options. Engagement boosts student participation, attention, and learning.

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