



IMPACT OF ADMINISTRATIVE DECISION-MAKING INVOLVEMENT ON ORGANIZATIONAL BEHAVIOR OF TEACHERS: A CONVERGENT DESIGN

Grace A. Abella

ABSTRACT

This study examined administrative decision-making involvement and organizational behavior among public secondary school teachers in Cluster 14, Davao City, using a convergent mixed methods design. The quantitative component employed a descriptive-correlational approach involving 202 teachers selected through simple random sampling from an estimated population of 408. The qualitative component involved 10 purposively selected teachers, with the manuscript presenting accounts from in-depth interviews and focus group discussions. Survey questionnaires measured participation in committee work, policy development, strategic planning, and curriculum design, alongside suppression, caring, and repressive behaviors. The appended pilot results reported Cronbach's alpha coefficients of .899 and .931 for the two questionnaires. Administrative decision-making involvement was extensive overall ($M = 4.07$), with strategic planning receiving the highest mean ($M = 4.30$). Caring, suppression, and repressive behaviors were also rated extensive. Overall decision-making involvement was positively associated with the reported organizational-behavior composite ($r = .325, p < .001$). Five qualitative themes described empowerment, teacher voice, positive relationships, commitment, and leadership transparency. Integration revealed agreement concerning participation and collaboration, alongside unresolved differences between positive interview accounts and frequent suppression and repressive behaviors. The findings support strengthening meaningful teacher participation and safe opportunities to express concerns, while clarifying the interpretation of the organizational-behavior composite.

KEYWORDS: *Administrative Decision-Making, Teacher Participation, Organizational Behavior, Teacher Voice, Convergent Mixed Methods*

INTRODUCTION

Teachers contribute to school development through instructional work and participation in institutional decisions. Their involvement in committees, policy formulation, strategic planning, and curriculum design provides opportunities to bring classroom knowledge into administrative processes. Somech (2005), in a study of school-staff teams, found positive relationships between participative leadership, teacher empowerment, and team innovation. These findings support examining participation as an aspect of school leadership, while recognizing that different leadership practices may relate to different organizational outcomes.

Participation also raises questions about whether teachers can communicate suggestions and concerns openly. Morrison (2014) distinguished employee voice—the communication of work-related ideas or concerns to higher organizational levels—from silence, in which potentially useful information is withheld. This distinction is relevant because attending meetings or serving on committees does not necessarily establish that participants feel able to challenge decisions. Examining involvement together with suppression and repressive behaviors can therefore reveal organizational conditions that participation scores alone may overlook.

The present study addressed these issues among public secondary school teachers in Cluster 14, Davao City. Administrative decision-making involvement was examined through committee work, policy development, strategic planning, and curriculum design. Organizational behavior was measured through suppression, caring, and repressive behaviors. These dimensions require separate interpretation because caring represents supportive interaction, whereas suppression and repressive practices describe potentially restrictive behaviors. Their combined score cannot automatically be interpreted as a measure of desirable organizational conduct without confirming the scoring direction and conceptual basis.

A convergent mixed methods design enabled the study to compare survey patterns with teachers' accounts of participation and workplace relationships. Fetter et al. (2013) explained that mixed methods integration can involve merging independently analyzed quantitative and qualitative findings and examining their agreement, complementarity, or disagreement. This approach was relevant to identifying both the extent of reported involvement and how teachers experienced it. The study sought to describe the two variables, determine their statistical relationship, explore teachers' experiences, and develop an integrated interpretation of the findings.

Methodology

The study employed a convergent mixed methods design, combining a quantitative descriptive-correlational component with qualitative inquiry into teachers' experiences. The manuscript described collecting the two strands in parallel and merging their findings during interpretation. Survey data summarized administrative decision-making involvement and organizational behavior and examined their associations. Qualitative accounts provided contextual information about participation, professional



relationships, and leadership practices. Integration was presented through a joint display, consistent with the merging approach discussed by Fetters et al. (2013).

The quantitative component involved 202 public secondary school teachers selected from an estimated population of 408 in Cluster 14, Davao City. Simple random sampling was used, with teachers assigned identification numbers and selected through a random-number procedure. Eligible respondents were full-time teachers employed in the cluster during data collection and willing to provide informed consent. Teachers with at least one academic year in their current position were prioritized. For the qualitative component, the manuscript identified 10 purposively selected secondary school teachers with relevant experience of school administrative practices.

The quantitative instruments included a 20-item administrative decision-making involvement questionnaire and an 18-item organizational-behavior questionnaire. The first covered committee participation, policy development, strategic planning, and curriculum design. The second covered suppression, caring, and repressive behaviors. Both used five-point response scales. The appended pilot tables reported Cronbach's alpha coefficients of .899 and .931, respectively. A semi-structured interview guide supported the qualitative inquiry. Although the methods section inconsistently refers to elementary teachers, the respondent descriptions and study setting identify public secondary school teachers; this discrepancy should be corrected in the final manuscript. The manuscript described obtaining ethics clearance and institutional permissions before gathering data. Participants were informed about the study's purpose, voluntary participation, withdrawal rights, and confidentiality arrangements. Survey responses and qualitative records were handled through coded identifiers and secure storage. Because teachers discussed workplace experiences, protecting their identities and reducing pressure from supervisory relationships were particularly relevant. The final report should identify the ethics approval number and date actually obtained.

Means summarized the survey responses, and Pearson product-moment correlations examined the relationships between administrative involvement and organizational behavior. The qualitative results were organized into five reported themes and compared with the quantitative findings in a joint display. The manuscript includes quotations labeled as both in-depth interview and focus group accounts; the final methods section should clarify the participant allocation and procedures for each method. Probability values displayed as .000 are reported here as $p < .001$.

RESULTS AND DISCUSSION

Administrative Decision-Making Involvement

Table 1 shows that administrative decision-making involvement was extensive overall ($M = 4.07$). Engagement in strategic planning received the highest mean ($M = 4.30$), classified as very extensive. Curriculum-design involvement followed ($M = 4.18$), while policy development ($M = 3.98$) and committee work ($M = 3.82$) were extensive. These findings indicate frequent reported participation across several areas of school administration.

Table 1
Administrative Decision-Making Involvement of Teachers

Indicator	Mean	Descriptive equivalent
Participation in committee work	3.82	Extensive
Contribution to policy development	3.98	Extensive
Engagement in strategic planning	4.30	Very extensive
Involvement in curriculum design	4.18	Extensive
Overall	4.07	Extensive

The findings have a useful comparison in Somech's (2005) research, which linked participative leadership with teacher empowerment and school-staff team innovation. The extensive involvement reported here suggests that teachers had opportunities to contribute across administrative functions. However, the survey does not independently establish whether their suggestions influenced final decisions or whether all teachers experienced participation equally. The practical implication is to examine both opportunities to participate and the responsiveness of administrative processes to teachers' contributions.

Strategic planning's comparatively high mean indicates frequent involvement in discussions of institutional goals and initiatives. Nevertheless, frequency should be distinguished from the quality of participation. Teachers may attend planning sessions while having different experiences of influence, autonomy, or follow-through. Schools could therefore document how teacher proposals enter final plans and communicate the reasons for accepting, modifying, or declining suggestions. These measures would make participation more transparent and reviewable.

Organizational Behavior

Table 2 presents the reported organizational-behavior means. Suppression received the highest mean ($M = 3.91$), followed by caring ($M = 3.89$) and repressive behaviors ($M = 3.86$). All were classified as extensive. The reported overall mean was 3.88, but it combines supportive and restrictive dimensions and should therefore be interpreted cautiously.



Table 2
Reported Organizational Behavior of Teachers

Indicator	Mean	Descriptive equivalent
Suppression	3.91	Extensive
Caring	3.89	Extensive
Repressive behaviors	3.86	Extensive
Reported overall composite	3.88	Extensive

The suppression findings indicate frequent endorsement of withholding criticism, avoiding disagreement, and remaining silent about concerns. Morrison (2014) explained that organizational silence can deprive institutions of information that employees could otherwise contribute. This literature provides a basis for treating suppression as an organizational concern rather than a positive consequence of harmonious relationships. The findings suggest reviewing whether teachers have credible channels for raising problems and whether responses to disagreement encourage future communication. The survey does not establish why respondents withheld their views.

Caring behaviors reflect empathy, listening, assistance, and support for colleagues. Edmondson (1999) found that psychological safety was associated with learning behavior in work teams, offering a broader organizational perspective on environments where people can seek help and discuss difficulties. Although that study involved manufacturing teams rather than teachers, it provides relevant conceptual support for examining supportive relationships and interpersonal safety. The present caring score indicates frequent supportive behaviors, but psychological safety itself was not measured. Schools could build on collegial support while assessing whether teachers also feel safe expressing disagreement.

Repressive behaviors included limiting autonomy, discouraging dialogue, dominating meetings, and dismissing suggestions. Their extensive rating complicates any conclusion that the school environment was uniformly participative. The coexistence of caring and restrictive practices suggests that interpersonal support and openness in decision-making may represent different aspects of organizational experience. Consequently, the three dimensions should be reported separately. Reverse scoring should only be applied if required by the instrument's documented scoring procedure and supported by its measurement framework.

Relationship Between Administrative Involvement and Organizational Behavior

The overall relationship between administrative decision-making involvement and the reported organizational-behavior composite was positive and statistically significant ($r = .325, p < .001$). Under the manuscript's stated interpretation guide, this was a moderate correlation. Committee participation also had a moderate positive relationship, whereas policy development and curriculum design had weak positive relationships. Strategic planning had a weak negative relationship with the composite.

Table 3

Relationships Between Administrative Decision-Making Involvement and the Reported Organizational-Behavior Composite

Administrative involvement indicator	Pearson's r	p-value	Interpretation
Committee work	.325	< .001	Positive, moderate
Policy development	.191	.006	Positive, weak
Strategic planning	-.169	.016	Negative, weak
Curriculum design	.221	.002	Positive, weak
Overall involvement	.325	< .001	Positive, moderate

The significant overall correlation establishes an association between the measured scores, but it does not demonstrate improvement in organizational behavior. Since the outcome combines caring with suppression and repressive practices, its direction cannot be given an unambiguously favorable meaning without checking scoring and validity. Separate correlations with each behavioral dimension would show whether involvement relates to greater caring, greater suppression, less repression, or different combinations. This clarification is necessary before using the result to support administrative interventions.

The negative strategic-planning correlation should also be interpreted cautiously. It does not establish that strategic planning undermines teacher behavior or that planning was excessively controlled. Somech (2005) found that directive and participative leadership related differently to organizational outcomes, supporting a differentiated view of leadership processes. In the present study, further analysis is needed to determine which behavioral dimensions account for the negative relationship and whether the pattern remains after considering other factors.

Qualitative Findings

The manuscript reported five themes: **Participatory Leadership Empowering Teachers; Teacher Voice in Strategic Planning; Positive Work Relationships Among Teachers; Commitment to Organizational Goals; and Strengthening the Link Between Leadership and Professional Conduct.** These themes describe participants' experiences of inclusion, autonomy, collaboration, shared responsibility, and transparent communication.



Table 4
Reported Qualitative Themes and Selected Evidence

Theme	Selected evidence from the manuscript
Participatory leadership empowering teachers	“Nakaapil ko sa pagrebyu sa mga school rules nga naaplikar sa among klase.” [IDI_T4]
Teacher voice in strategic planning	A participant described an approved proposal becoming part of a school improvement project. [IDI_T5]
Positive work relationships among teachers	Participants described collaborating on instructional materials and sharing teaching practices. [IDI_T2; IDI_T4]
Commitment to organizational goals	Participants described voluntary involvement in school clubs and community projects. [IDI_T1; IDI_T3]
Strengthening the link between leadership and professional conduct	“Mas motivated ko nga manarbaho kay kabalo ko nga importante akong tingog sa decision-making.” [IDI_T4]

The first two themes describe opportunities to contribute to school policies and plans. The quoted account from IDI_T4 concerns participation in reviewing rules applicable to classroom practice, while IDI_T5 described a proposal incorporated into a school improvement project. These accounts add detail to the survey’s extensive involvement ratings by showing examples of contribution. Somech’s (2005) findings concerning participative leadership and empowerment provide a relevant comparison, although the accounts here represent participants’ experiences rather than evidence of a causal effect.

Positive work relationships were expressed through collaboration, advice, and sharing instructional practices. Commitment appeared in accounts of voluntary school and community responsibilities. These findings expand the description of caring by showing how support and contribution were experienced in daily work. They do not establish that every survey respondent had similar experiences. The interviews therefore provide contextual depth while retaining their boundaries as accounts from a purposively selected group.

Leadership transparency was described through explanations of decisions, invitations for feedback, and action on concerns. IDI_T4 linked motivation with the perception that their voice mattered. Morrison’s (2014) distinction between voice and silence helps interpret this theme: opportunities to speak are meaningful when participants believe their input can be communicated and considered. This account nevertheless contrasts with the frequent suppression reported in the survey, making it important to retain both findings in the integrated interpretation.

Integration of Quantitative and Qualitative Findings

The joint interpretation indicates agreement concerning teacher participation and collegial support, alongside unresolved differences concerning openness and restrictive practices. Fetter et al. (2013) emphasized integration through merging findings and examining how they relate. Accordingly, the qualitative themes should not be treated as confirming every survey result. The differences are part of the mixed methods findings and require explanation rather than omission.

Table 5
Joint Display of Quantitative and Qualitative Findings

Quantitative finding	Qualitative finding	Integrated interpretation
Administrative involvement was extensive (M = 4.07).	Participants described policy review, committee responsibilities, and contribution to plans.	Agreement concerning opportunities for participation.
Strategic-planning involvement was very extensive (M = 4.30).	Participants described contributing proposals and helping formulate plans.	Accounts provide examples of participation; they do not explain the negative correlation with the behavioral composite.
Caring was extensive (M = 3.89).	Participants described collaboration, listening, and professional assistance.	Agreement concerning collegial support.
Suppression and repressive behaviors were extensive.	Selected accounts emphasized autonomy, voice, and responsive leadership.	Unresolved difference requiring examination of participant selection, context, and measurement.
Overall involvement correlated positively with the composite (r = .325).	Participants linked inclusion with motivation and ownership.	Narratives suggest possible meanings of participation, but the composite’s scoring limits claims of improved behavior.

Taken together, the findings suggest that reported opportunities for participation can coexist with caring relationships and restrictive organizational experiences. This interpretation avoids assuming that frequent participation guarantees freedom to disagree. The differing results may reflect variation among participants, settings, or types of decisions, but these explanations were not established by the supplied evidence. Follow-up inquiry should examine teachers who reported suppression and repressive practices to understand the conditions behind those ratings.

CONCLUSION

Teachers reported extensive administrative decision-making involvement, with strategic planning receiving the highest rating. Caring, suppression, and repressive behaviors were also frequently reported. The overall involvement score was significantly



associated with the organizational-behavior composite, although its mixed dimensions prevent interpreting that relationship as straightforward improvement.

The qualitative findings described empowerment, teacher voice, collaboration, commitment, and transparent leadership. Integration showed agreement concerning participation and support, alongside unresolved differences between positive accounts and restrictive survey findings. The study therefore supports examining the quality of teacher participation and opportunities for safe disagreement. Its nonexperimental component does not establish causal impact.

RECOMMENDATION

School heads may strengthen participation by explaining decisions, documenting responses to teacher proposals, and providing accessible channels for concerns. Committee and planning processes should allow teachers to contribute classroom-based evidence and respectfully question proposals. Collegial mentoring and collaborative instructional work may build on the reported caring practices, while confidential feedback can help investigate suppression and restrictive experiences.

Future researchers should examine caring, suppression, and repressive behaviors separately and verify the instrument's scoring and dimensional structure. Mixed methods follow-up should deliberately include participants whose accounts differ from the dominant positive themes. Before submission, the manuscript should reconcile the qualitative participant descriptions, clarify the interview and focus group procedures, and avoid interpreting a higher combined behavioral score as inherently desirable.

REFERENCES

1. Edmondson, A. (1999). *Psychological safety and learning behavior in work teams*. *Administrative Science Quarterly*, 44(2), 350–383. <https://doi.org/10.2307/2666999>
2. Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). *Achieving integration in mixed methods designs – Principles and practices*. *Health Services Research*, 48(6, Part 2), 2134–2156. <https://doi.org/10.1111/1475-6773.12117>
3. Morrison, E. W. (2014). *Employee voice and silence*. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 173–197. <https://doi.org/10.1146/annurev-orgpsych-031413-091328>
4. Somech, A. (2005). *Directive versus participative leadership: Two complementary approaches to managing school effectiveness*. *Educational Administration Quarterly*, 41(5), 777–800. <https://doi.org/10.1177/0013161X05279448>