



Well-Being in Management: a Grounded Theory on Managing Teachers Behaviors

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Abstract- This qualitative study looked into how principals managed the behaviors of their teachers. Fifteen secondary school principals in the Division of Zamboanga Sibugay who had at least eight years of service as a principal and with a very satisfactory performance rating were the respondents of this study. Since the constructivist grounded theory method was used, data were gathered through in-depth interviews and observations. After going through initial coding, focused coding and comparative analysis, six categories emerged of how the principals managed the behaviors of the teachers which are: being responsible in management, cultivating personality, understanding teachers' behaviors, modeling in management, conforming teachers' behaviors and developing teachers' working attitude. Finally, the core category that emerged was well-being in management.

Keywords- Well-Being, Management, Behavior, Grounded Theory, Philippines

I. THE PROBLEM AND TECHNICAL REVIEW

Every manager who consistently leads the organization to success aspires and expects quality performance from the subordinates. Certainly, experiencing success which any organization aims can be achieved not by a certain individual or a certain high ranking official but through the collaboration and cooperation of every person in the organization. Success requires not only brilliant ideas and minds but much more through positive behaviors from the employees.

According to Bicard (2012), behavior is something that can be observed, measured, and repeated. Behavior pertains to the manner or action of an individual under given circumstances. It can also be viewed as a reference to a phenomenon, an object, or person. It is the way an individual acts towards people, society or objects, and it can be either good or bad (Gordon, 2000).

Managing the behaviors of the teachers in the school is an active engagement. It is about cultivating the behaviors of the teachers. It is about developing people, working with them, realizing objectives and achieving desired results (Mullins, 2010).

II. RESEARCH QUESTION

The research is a qualitative type with a grounded theory approach. The researcher formulated a grand tour question to get the desired level of detail (Yin, 2011). The structured grand tour question is: How do you manage the behaviors of the teachers?

This research question served as guide to generate theory from the data gathered (Glaser & Strauss, 1967). Interview guide questions are structured to attain the objectives of this study.

III. RESEARCH DESIGN

The study employed a qualitative type of research with the use of grounded theory method. Constructivist grounded theory approach depicts priority on the event of this study (Charmaz, 2006). In view of the constructivist grounded theory, the resulting theory depended on the standpoint of the researchers' view walking on the aisle of the experiences and principles of the research participants.

IV. DATA ANALYSIS

The process of data analysis followed the guide of a systematic approach that starts with initial coding, memo-writing, focused coding, theoretical sampling, and saturation. Coding categorizes the essence of the data gathered and summarizes each piece of data. In the coding process the researcher considered three main phases, the initial coding, focused coding and theoretical coding. The initial coding involved naming each word, line or segment of data, while focused coding was more directive and selective which also places a significant aspect in data analysis. Lastly, theoretical coding follows wherein it relates to how essential codes may link to each other that serves as hypotheses to be integrated into a theory (Glaser, 1978). In the coding process, several properties were formed and established which were organized to form categories and the emergence of core category thereafter.

TABLE I. PROCEDURAL FRAMEWORK OF THE STUDY

Establish Substantive Area	
Managing Teachers' Behaviors	
▼	
Choose Setting and Initial Participants	
Schools in Division of Zamboanga Sibugay/ Principals	
▼	
Data Collection Method	
Personal Interviews, observations and document reviews	
▼	
First Phase: Initial/Open Coding and Analysis "Running the Data Open"	
Application of Constant Comparison	Fracturing Field Notes and Identifying Salient Concepts
Second Phase: Focused/Selective coding sifting and sorting of properties to form categories	
Third Phase: Theory of Development, Theoretical Sampling and Weaving of Story Line	
Emergence of the Core Category: Well-being in Management	Emergence of Story Line and Interpretation of the Emerging Theory of Well-being in Management
Writing the Theory "Well-being in Management"	
Write-up of Sufficient Ideas from Theoretical Memos	Integration of Theory and Weaving it into Its Place in the Literature
Theory of Well-being in Management	
Experiential and Modifiable	Dynamic and Real

TABLE II. DISTRIBUTION OF RESEARCH PARTICIPANTS ACCORDING TO LENGTH OF SERVICE

Range of Service	No. of Participants	%
8-9	6	40
10-11	3	20
12-13	6	40
Total	15	100

TABLE III. DISTRIBUTION OF PARTICIPANTS ACCORDING TO PERFORMANCE RATING

Range	Adjectival Rating	Number of Participants
4.500-5.000	Outstanding	0
3.500-4.499	Very Satisfactory	15
2.500-3.499	Satisfactory	0
1.500-2.499	Unsatisfactory	0
Below 1.499	Poor	0

V. RESULTS AND DISCUSSION

In the initial/open coding results there were 92 incidents gathered from the interview transcripts. These different incidents shaped the framework of the study (Charmaz, 2006).

VI. FOCUSED/SELECTIVE CODING RESULTS

The second major phase of this research was centered on selective/focused coding. From the conceptual properties

established during the initial coding, these were simplified and refined to use the most significant code overarching every property. Properties were grouped according to their substance to evaluate and discover which of them explained or interpreted the empirical phenomenon (Charmaz, 2008). In the focused coding, properties and categories were delimited. Through development of theory bits and sorting of memos which were the products of deep thoughts, the potential core was identified.

TABLE IV. INITIAL CODING RESULTS

Incidents	Initial Coding
1. Showing oneself as an example	
2. Showing first the right thing for others to follow	1. Setting oneself as a pattern
3. Giving them practical situation	
4. Applying the acquired education in management	
5. Being helped by the experiences in management	
6. Learning strategies through experiences	2. Being Career Ready
7. Giving credits to experiences and theories learned	
8. Applying the theories gained	
9. Being careful of the utterances	
10. Managing in their own style	
11. Having maximum tolerance in management	
12. Using common sense in management	3. Managing teachers' behaviors through personal orientation
13. Having self-control of their own attitude	
14. Being influenced by family orientation	
15. Having control of the emotion	
16. Maintaining the harmonious relationship of the teachers	
17. Realizing the importance of the teachers	
18. Communicating constantly	
19. Treasuring the friendship	
20. Feeling of belongingness in the group	
21. Contacting the teachers frequently	4. Promoting harmonious relationship in management
22. Winning the relationship of the teachers	
23. Keeping organization working by heart	
24. Keeping resistors as allies	
25. Starting with a friendly talk in management.	
26. Fostering harmonious relationship	
27. Managing requires teamwork	
28. Considering teachers as a team	
29. Involving teachers in management	
30. Involving teachers in planning	5. Collaborating with teachers in management
31. Treating teachers as partners	
32. Showing transparency to win cooperation	
33. Treating teachers like family	
34. Being acquainted on the policies and its consequences	
35. Emphasizing of some policies	
36. Imposing discipline to teachers	6. Witting of the teachers in the work policies
37. Adhering to teachers' code of conduct	
38. Informing teachers' responsibility	
39. Dealing teachers' negative behaviors	
40. Showing some steps in dealing negative behaviors	
41. Calling teachers' attention when conflict arises	
42. Discovering mistakes on their own	
43. Making an incident report for violations	
44. Being firm in decision-making	7. Dealing teachers' negative behaviors
45. Mentioning the effects of negative behaviors	
46. Scolding is not a practice	
47. Giving reminders	
48. Dealing with no pressure	
49. Imposing disciplinary actions	

Incidents	Initial Coding
50. Performing responsibility as managers	8. Performing duties and responsibilities as managers
51. Exercising the management skills	
52. Managing teachers' behaviors is an accountability	
53. Developing teachers' personality through training	
54. Feeling grateful of the accomplishments	
55. Considering management as difficult task	
56. Considering management as a challenging role	
57. Preserving the good quality of a principal	9. Accepting the challenges in management
58. Managing teachers' behaviors are difficult but challenging	
59. Having difficulty in cultivating teachers' behaviors	
60. Internalizing leadership skills in management	
61. Accepting the reality in management	
62. Managing is an easy task if applied to passionate teachers	
63. Stating the role of the principal	
64. Giving recognitions to positive behaviors	
65. Recognizing the efforts of the teachers	
66. Giving rewards to good behaviors	
67. Recommending for promotion	10. Recognizing teachers' positive behaviors
68. Assigning task for exposure	
69. Giving opportunity for leadership and management	
70. Appreciating the good performance of the teachers	
71. Knowing the right person to solve the problem	
72. Creating boundaries of the relationship	11. Fostering effective and efficient performance
73. Giving gap to friendship	
74. Following step by step process	
75. Being systematic in managing teachers' behaviors	12. Respecting the positions of everyone
76. Practicing flexibility in management	
77. Being considerate	
78. Finding solutions as dependent on management	13. Being flexible in management
79. Being a boss when need	
80. Using right strategy to the right person	
81. Studying the behaviors of the teachers	14. Validating teachers' behaviors
82. Doing environmental scanning	
83. Letting the teachers discover the solutions of their own problem	
84. Solving problems through win-win solution	
85. Being unbiased in management	
86. Conducting investigation to solve the problem	15. Finding solutions to problems
87. Managing teachers professionally	
88. Hearing first the side of the teachers	
89. Discussing solutions to problems	
90. Dealing teachers' behaviors professionally	
91. Considering oneself as a driver	16. Leading teachers
92. Leading teachers towards specific purpose	

TABLE V. THE EMERGING OF THE CORE CATEGORY

Initial/Open Coding	Focused Coding	Core Category
1. Performing duties and responsibilities as principal	1. Being responsible in management	Well-being in management
2. Accepting the challenges in management		
3. Being career ready	2. Cultivating personality	
4. Managing teachers' behaviors through personal orientation		
5. Being flexible in management	3.Understanding teachers' behaviors	
6. Processing teachers' negative behaviors		
7. Recognizing teachers' positive behaviors		
8. Setting an example in management	4.Modeling in management	
9. Leading teachers		
10.Promoting harmonious relationship in management		
11.Respecting everyone's positions	5.Conforming teachers' behaviors	
12.Collaborating with teachers		
13.Fostering an effective and efficient performance		
14.Validating the behaviors of teachers		
15.Finding solutions to problems	6.Developing teachers' working attitude	
16.Writing the teachers with work policies		

VII. CATEGORY 1: BEING RESPONSIBLE IN MANAGEMENT

Managers are the custodians of society's powerful institutions. They must hold themselves to a higher standard and strive to achieve success with responsibility. In achieving quality education, every principal has an important role to play. Principals have their own scope of duties and responsibilities and they are bound to carry it out. Performing their specific duties and responsibilities is what the principals are doing.

VIII. CATEGORY 2: CULTIVATING PERSONALITY

Personality is defined as the relatively stable dispositions of individuals that contribute to the consistency in their thoughts, behaviors and emotions (Turban & Lee, 2007). Freud's psychoanalytic theory states that personality is governed by unconscious forces that one cannot control. In addition, childhood experiences play a significant role in determining adult personality and it is shaped by the manner in which children cope with sexual urges. Hence, personality affects the kind of management the principals employ in an organization. Experiences, personal orientation and theories learned from the formal education of the principals were applied in the personality of the teachers.

IX. CATEGORY 3: UNDERSTANDING TEACHERS' BEHAVIORS

Understanding human behavior and its development involves identifying and analyzing its causes namely: origin, structure, substrate, function and the contextual interacting variables (Pelaez, 2002). Teachers come from different cultures, beliefs, orientations and principles. It could be a challenge to let them cooperate in meeting the objectives of the organization. Tension may result when expectations are not congruent with teachers' principles in life. The principals in

this study are flexible in handling the behaviors of these teachers.

X. CATEGORY 4: MODELING IN MANAGEMENT

To lead someone or something means, literally, to be in front so that others could follow in that direction (Maxwell, 2015). Management requires modeling for others to follow. When there is someone leading, it is easy for the followers to follow.

XI. CATEGORY 5: CONFORMING TEACHERS' BEHAVIORS

Conforming behaviors is the procedure of reinforcing a graduated sequence of subtle changes toward the final behavior (Friedman, 2005). Behaviors of the teachers are varied and these may lead to failure in achieving objectives. But such behaviors can be conformed so that teachers will behave in a way that is accepted by most people. Principals promote harmonious relationship with teachers. Uzzi (2012) stated that effective leaders turn rivals into collaborators. It is not enough to ignore those who are distractors to the administration, but it is better to make them as allies.

XII. CATEGORY 6: DEVELOPING TEACHERS' WORKING ATTITUDE

How one behaves at work often depends on how one feels about being there (Mucci, 2010). The working attitude of the teachers depends on their satisfaction with their work. Satisfaction results from the relationship with co-teachers, organizational commitment, acquaintance and understanding the work policies, the sense of belongingness and fair treatment.

The principals have a great role in developing the working attitude of the teachers. Thus, the principals of this study made sure that teachers felt comfortable in their workplace. When conflicts arose, they dealt with them diplomatically and let them find solutions to problems.

XIII. DEVELOPMENT OF THE DEEPER LEARNING STORYLINE

Like the “potter”, school administrators have patience. Sometimes, they need to accept the delays and misbehaviors of teachers without getting upset or getting angry. As leaders, they see things in a positive way. They should be futuristic and optimistic. They consider teachers as persons capable of change, developing from a rough behavior into a more refined behavior. In this manner, the principals need to be creative in initiating strategies and techniques in developing teachers’ behaviors. They need to create a strategy that fits the teachers. Moreover, the principals should be merciful. They need to show mercy and kindness to their teachers. Lastly, although principals show mercy but still they need to be righteous in all their actions. They need to deal with teachers without bias and treat them equally. They should be morally upright in the eyes of God as well as in the eyes of man.

XIV. THE MEANING OF WELL-BEING IN MANAGEMENT

The main subject of the study is the personal experiences of the principal in managing teachers’ behaviors. It sought to find the importance and the purpose of managing teachers’ behaviors. How the principal managed the negative and positive behaviors of the teachers were greatly considered in this study. The emergence of the theory “well-being in management” requires much of systematic process and effort. It started with the conduct of in-depth interviews of the personal experiences of fifteen principals, then the discovery of incidents, formation of initial codes, sub-categories and the core category.

Well-being is the state where teachers find satisfaction and comfort in the workplace. They feel the sense of belongingness in the organization. When in school a sense of being in the right place is evident. They achieve satisfaction with the provisions of the school. They never feel weary in the work station but they are full of enthusiasm in doing their responsibilities. This is how the study defines well-being of teachers.

XV. EMERGED CONCEPTUAL FRAMEWORK ON “WELL-BEING IN MANAGEMENT”

Well-being in management cannot be attained in a day but it takes a lifetime. It involves a series of actions of a manager to reach the pinnacle he/she desires which is the well-being of the people managed. Managing the behaviors of the teachers requires the efforts of both, the principal and the teachers to attain well-being. Different strategies and methods in management will be fruitless if there is no cooperation and collaboration. The storyline, “Potter” symbolizes the characteristics of a potter whose goal is to transform clay into a desirable, useful pot. The structure and beauty of the pot

depends on the skills of the potter. Hence, absence of it makes a big difference. Thus, management requires a metabolic process, a level by level process to reach the “well-being in management”.

XVI. SUMMARY OF FINDINGS

The research was conducted to determine how the principals managed the behaviors of the teachers. After a thorough analysis of data, the researcher came up with the following findings as follows:

1. Teachers in every school displayed various attitudes both negative and positive. These attitudes were influenced by their beliefs and cultures. Positive attitudes helped the school in attaining the objectives of the school. Negative attitudes delayed and hindered the progress of the school.

2. School principals have their own style and strategy in managing the behaviors of the teachers. Their styles and strategies fitted the behaviors of the teachers.

3. School principals admitted that managing teachers’ behaviors is a difficult task but they were helped by their theories gained in non-formal and formal education, through their personal orientation and greatly by their experiences. As they were saying, experience is the best teacher.

4. School principals’ main objective in managing teachers’ behaviors is the well-being of the teachers. There are categories that emerged which provide the means to attain well-being in management. The categories are:

a. Being responsible in management. Being responsible is to accept the challenges in management and to perform the duties and responsibilities as principals.

b. Cultivating personality. Cultivating their personalities include being career-ready and personal orientation that is to be equipped with knowledge and skills of management.

c. Understanding teachers’ behaviors. Understanding the behaviors of the teachers include being flexible in management, processing teachers’ negative behaviors and recognizing teachers’ positive behaviors.

d. Modeling in management. In modeling, principals set themselves as examples to the teachers to lead them to attain the desired objectives.

e. Conforming teachers’ behaviors. School principals promote harmonious relationship, respect the positions of everyone and collaborate with teachers in management.

f. Developing teachers’ working attitude. In developing the behaviors, principals validate first the behaviors of the teachers, find solutions to problems fairly and acquaint teachers with the work policies.

XVII. CONCLUSION

Well-being in management is the theory that emerged in this qualitative research with using a grounded theory method. The series of in-depth interviews and observations with the

principals led to the listing of the incidents, forming properties, establishing sub-categories and arriving at the core category “well-being in management”. Further, the theory is based on the experiences of the principals in their management of teachers’ behaviors. These experiences made the study original and authentic.

Attaining well-being in management is not an easy path to take but a difficult course to make. It emanates from the inner being of a leader and reflected to the persons managed. The teachers they produce reflect what kind of principals they are. Principals have a big role and responsibility of the teachers’ well-being. They have to possess desirable personality, attitudes and skills so that they are in a position to manage teachers’ behaviors. Their learning and realization from their management experiences are vital to their work.

School principals managed the behaviors of the teachers to attain the vision, mission and goal of the school. Their management strategies were contingent on the behaviors of their teachers. Attaining the well-being of the teachers reflects a leader’s passion to make a difference in the lives of the teachers and eventually the lives of the students.

XVIII. RECOMMENDATIONS

The study covers the management strategy of the principal towards the behaviors of the teachers. From the gathering of data down to the findings of the study, the researcher desires to recommend significant things on how to attain well-being in management. The recommendations are the following:

1. Higher education institution and curriculum makers may develop a curriculum that will address the needs of the principals. They may design curriculum that fits the busy schedule of the principal but still maintain the highest standard of education. It should be a curriculum that will attract them to pursue their graduate studies.

2. School managers hone their managerial skills, leadership abilities and communication skills. Honing requires attending seminars, training and workshops. In doing so, principals need to attend to all of these for their development.

3. Principals take initiatives to develop a strategy that suit the teachers. They need to be strategic without any personal reservations for the welfare of the teachers. It should be a strategy that would create harmonious relationship among the colleagues and certainly satisfy the needs of every teacher.

4. Principals need to raise their level of morality to be considered models not only for teachers but also to all the people around them. They have to maintain the high moral standard in their daily living since their actions greatly affect their dignity as school heads. They have to think that they are models to the teachers and teachers may follow what they do.

5. Principals need to develop not only the academic aspect of the teachers but also their spiritual aspect. They have to organize religious activities that will strengthen the faith of the teachers. Thus, they have to emphasize that their work is not

simply a compliance of duties and responsibilities but also a ministry tasked by the Lord.

6. Researchers need to continue their advocacy and conduct similar study to other divisions to strengthen the theory that emerged in this study.

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