



AMERICAN JOURNAL OF MULTIDISCIPLINARY RESEARCH AND INNOVATION (AJMRI)

ISSN: 2158-8155 (ONLINE), 2832-4854 (PRINT)

VOLUME 1 ISSUE 6 (2022)



PUBLISHED BY: E-PALLI, DELAWARE, USA

The Mediating Effect of Work Ethics on the Relationship between Organizational Behavior Foundations and Classroom Management

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Article Information

Received: December 19, 2022

Accepted: December 22, 2022

Published: January 04, 2022

Keywords

*Educational Management,
Mediating Effect, Work Ethics,
Organizational Behavior
Foundations, Classroom
Management*

ABSTRACT

This study aimed to investigate the mediating effect of work ethics on the relationship between organizational behaviour foundations and classroom management among 300 teachers in Division of Davao del Sur. This study employed non-experimental design utilizing path analysis correlation technique. The statistical tools used were mean, Pearson r, and path analysis using SPSS. Research instruments on organizational behaviour foundations, classroom management, and work ethics which were validated were used as sources of data. Using Pearson r, the results revealed that there is significant relationship between organizational behaviour foundations and classroom management, organizational behaviour foundations and work ethics, and work ethics and classroom management. Utilizing path analysis, the results of the study revealed that there is a partial mediation of work ethics on the relationship between organizational behaviour foundations and classroom management. Consequently, the findings of this study contended that work ethics as mediating variable carries a half influence on organizational behaviour foundations and classroom management. Thus, it can be inferred that organizational behaviour foundations caused classroom management because of the presence work ethics and other factors not included in the model. Moreover, the research findings suggested that organizational behaviour foundations of teachers cannot function if the work ethics is not elevated and used as a factor to influence classroom management.

INTRODUCTION

Every classroom is one-of-a-kind, just as each student in the school is. As a result, classroom management means teachers' control over their classrooms by establishing "clear rules and procedures" that prohibit potentially disruptive actions. Furthermore, poor classroom management was identified as the most common issue among all teachers (Classroom Behavior Management for Teachers: Resources & Tips, 2021). According to Evertson and Weinstein, as cited by Kezer (2018), one of the most difficult difficulties for teachers is classroom management. Thus, implementing classroom management tactics becomes more difficult when an interaction is the goal of the classes.

With this challenge for teachers, successful teaching necessitates a diverse skill set. Teachers must offer academic instruction expertly while keeping efficiently managed classrooms (Gage & MacSuga-Gage, 2017). In addition, expert teachers were better at evaluating the reasons and influences of student conduct, and they had a better awareness of the complexities of classroom management (Terada, 2021).

On the other hand, the importance of classroom management is vital to student learning. Effective classroom management improves academic learning, fosters social and emotional development, reduces negative behaviors, and increases time spent thinking (Kratochwill et al., 2021). As a result, classroom management is crucial since it directly impacts both pupils' and teacher's ability to learn. It affects a teacher's ability to be productive while simultaneously having fun at work. Above all, a well-

managed classroom has a significant impact on students' grades as highlighted ("Why is Classroom Management Important (+5 Classroom Management Strategies)", n.d.). And classroom management's goal is not just to run a successful session but to create a safe and healthy learning environment (Best, 2020).

Consequently, the main purpose of the study is to determine the mediating effect of work ethics on the relationship between organizational behavior foundations and classroom management. The study aims to answer the following questions in particular: 1) to evaluate the level of organizational behavior foundations in terms of individual; group; and organizational; 2) to assess the level of classroom management in terms of inside the classroom, organization of the lesson, interaction during the lesson, teacher-student personal communication; and, psychological and social classroom environment; 3) to ascertain the level of work ethics; 4) to determine the significant relationship between organizational behavior foundation and classroom management, organizational behavior foundation and work ethics, and work ethics and classroom management; and 5) to determine the mediating effect of work ethics on the relationship between organizational behavior foundation and classroom management.

Moreover, the following null hypotheses were tried at 0.05 level of significance: 1) there is no significant relationship between organizational behavior foundation and classroom management, organizational behavior foundation and work ethics, and work ethics and classroom management and 2) work ethics does not significantly

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mediate the relationship between organizational behavior foundation and classroom management.

LITERATURE REVIEW

A compilation of literature and studies from a wide range of authors who have contributed significantly to this research are provided herein. The organizational behavior foundations, classroom management and work ethics are discussed. The readings provided will assist readers in learning about and comprehending the study's aspects. The independent variable in this study is organizational behavior foundation, the dependent variable is classroom management, and the mediating variable is work ethics. The individual, group, and organizational indicators are included in the Organizational Behavior Foundations Assessment Scale (Torkzadeh & Harati, 2016). With indicators such as inside the classroom, organization of the lesson, interaction during the lesson, teacher-student personal communication, and psychological and social classroom environment, classroom management is developed from the Inventory of Classroom Management Techniques (Diaz et al., 2018). The correlation between measurements is the final section, which depicts the link between and among the variables.

Organizational Behavior Foundation

In a similar line, knowing the foundations of organizational behavior can help employees navigate a company's culture and better comprehend how that culture benefits or hinders employee productivity and retention. The behavioral dynamics between groups and individuals in an organizational setting are referred to as organizational behavior. There are two parts to organizational behavior in any business that serves as a scientific direction and foundation (Borrego, 2021). Hence, motivational theories and organizational conditions for improving activity effectiveness (training, leadership, organizational culture, knowledge management in the organization, and so on) played a role in the development of the psychological component of organizational behavior (Urinov, 2020). Similarly, the foundation for organizational behavior starts with individuals, the lowest unit of study, and moves on to big organizations and their interactions with the environment (Foerster-Metz et al., 2018). However, for the foundation of organizational behavior to be supported by others, the leader must be highly motivated. Here is where a leader's involvement in the reward system comes into play. In other words, rewarded conduct is more likely to be repeated. It's an essential part of the environment in which work is done. Please consider how actual or perceived benefits motivate behavior when trying to understand another person's or our actions or motivation (Uhl-Bien et al., 2020).

Positive organizational behavior foundation in schools promotes corporate and individual performance and accentuates the organization's and workers' capabilities. Thus, the foundations of organizational behavior have been studied for decades, yielding a variety of theories

and models for efficient organizational administration (Bialik, 2020). Many parts of the workplace can benefit from the concepts of effective organizational behavior. It can be used to promote employee satisfaction, increase motivation, create better leadership, understand decision-making, and facilitate greater cross-team collaboration, among other things. Organizations are made up of individuals, and without people, organizations would not exist. Managers must first comprehend the people who make up the organizations in which they work if they are to understand the organizations in which they operate. Organizational behavior is a technique that assists managers in comprehending human behavior in all directions in which humans interact (Göksoy, 2021).

Furthermore, the study of what individuals behave in an organization and how that behavior affects the organization's performance is a focus of organizational behavior foundation. Motivation, leader behavior and power, interpersonal communication, group structure and processes, learning, attitude development and perception, change processes, conflict, job design, and work stress are all topics included in organizational behavior foundation studies. Normally, the organizational behavior foundation is used to try to make corporate organizations more efficient in a changing internal and external environment. Its knowledge base is constantly being expanded by a huge number of research projects and conceptual breakthroughs. Furthermore, businesses hire people with the idea that they possess specific talents, competencies, personalities, and values. As a result, it's critical to comprehend the particular traits that influence employee conduct at work. A foundation in organizational behavior can assist someone in becoming a more engaged member of the organization (Aithal et al., 2016).

Furthermore, our inherent tendency to generalize helps us predict other people's conduct; sadly, our generalizations and predictions occasionally fail. This happens when we fail to assess and analyze the patterns that influence people's behavior over time. This needs a thorough understanding of the systematic approach to organizational behavior research, as well as adherence to it (Shethna, 2020). Furthermore, organizational behavior research is important because it enhances job satisfaction, productivity, and performance, develops better leadership, increases motivation, and facilitates greater collaboration inside and between teams (Bhasin, 2020).

The term "organizational behavior foundation" is a misnomer. It is the study of individual behavior in an organizational setting rather than how organizations behave. The goal of organizational behavior research is to learn more about the elements that influence individual and group dynamics in the workplace so that individuals and the groups and organizations to which they belong can become more efficient and effective (Fuller, 2021). In reality, business schools and schools of social work and psychology have academic programs focusing on organizational behavior. Organizational behavior is utilized by businesses to increase efficiency, productivity,

and creativity to offer them a competitive advantage. It is, nonetheless, a worthwhile endeavor because, in the end, an organization's job is accomplished through the behavior-driven activities of individuals or groups of people, either alone or in partnership with technology (Kopp, 2021).

When managers have a strong foundation in organizational behavior, the organization can make the most efficient use of human resources. Besides, managers are also more concerned with an employee's ability to adapt to organizational change and maintain a high level of organizational commitment. Coupled with each employee's views and personality are shaped by their particular value systems. Each person comes into an organization with a set of preconceived notions about what should and should not be (Ashkanasy & Dorris, 2017). Similarly, organizational behavior is divided into two groups. They are the nature of individuals and the nature of organizations, respectively. Individual distinctions, a whole person, driven action, value of the person, selective perception, and desire for involvement are all part of a basic premise about people's character (User, 2020). The social system, mutuality of interest, and ethical treatment are all core assumptions regarding the nature of organizations. Similarly, organizational behavior aids in developing an understanding of employee attitudes and performance as well as the organization's overall performance. Furthermore, organizational behavior posits that incentives are motivational variables critical for employees to perform successfully and alter people's decision-making processes (Basnet, 2019).

Equally essential, it must deal with many aspects of organizational behavior foundation to understand the spirit of a specific organization. People, structure, technology, and the environment are all essential factors of organizational behavior (Kashyap, 2015). Furthermore, the use of knowledge of organizational behavior, which has become an area of study, research, and application for the development of human resources and the organization as a whole, activates, directs, and channels human resource management. As a result, we can conclude that all of these concepts are related but not interchangeable. The rules of work are different from the rules of play. Managers are forced to research organizational behavior foundation to learn about normal and abnormal ranges of behavior due to the uniqueness of rules and the environment of organizations (Saravanakumar, 2019).

Ideally, to effectively manage people, we must forecast and influence organizational behavior in some way. Some models have been established, and research is being conducted to assist managers in better understanding, predicting, and managing organizational behavior (Luthans, 2011). As a result, the cornerstone of organizational behavior focuses on how behavior analysis can affect leaders, coaches, trainers, and others, who, in turn, have an impact on countless others via performance management technologies (Weatherly, 2021).

Focusing education leaders on the foundations of

organizational behavior is critical to the success of their school's programs and activities. According to the readings of several works of literature linked herewith, motivation is also a significant aspect in generating positive organizational behavior. It may be said that when personnel in an organization/school are driven, the foundation of organizational behavior is seen in their actions. The employees at the company or school are working together. Employees are, in reality, the most vital component of any firm.

Classroom Management

The majority of classroom management research has been on dealing with everyday classroom situations. It is yet to provide a theoretical characterization of how teachers' awareness and competence to control the classroom are influenced by their experience-based knowledge. The complexities of the school and the variety of events that occur in classroom contexts make classroom management difficult (Weinstein & Schafer, 2021). On the other hand, taking into consideration how competency impacts visual perception and mental interpretation, it helps to clarify discrepancies in instructors' recognition and depiction of events. Furthermore, classroom management can be described as the efforts taken by teachers to create and maintain an environment that promotes students' academic success as well as their social, emotional, and moral development. In other words, the purpose of classroom management is not to maintain order for the sake of maintaining order, but to maintain order for the benefit of learning (Wolff et al., 2021).

Identically, good classroom management leads to greater outcomes. As a result, classrooms with higher levels of coherence and goal orientation had lower levels of disorganization and disputes. They provide superior learning chances that contribute to the learners' success (Kwok, 2021). However, classroom management training has long been inadequate and static, resulting in challenges that disproportionately affect the achievement of new teachers. Teacher education can apply modest yet meaningful improvements to strengthen a pedagogical competence where many starting teachers have continuously struggled by focusing classroom management courses on culture, techniques, practice, relationships, and partnerships (Naparan & Alinsug, 2021). In fact, if not refined, poor classroom management can increase stress and burnout rates; Prieur & Guido, 2020). Corollary to this, the impact of a poorly managed classroom on students' health, well-being, and instruction, as well as related implications on educational delivery and teacher efficacy, has spread across school systems across the country (Walters, 2021). Teacher burnout, missed educational opportunities, increased absenteeism of both children and instructors, poor test scores, educator fatigue, increased discipline and referrals, and complaints of job discontent are all familiar repercussions of poorly managed classrooms. All of these pressures in the school, on the other hand, can be reduced by: 1) making jokes

and encouraging laughing; 2) promoting creativity; 3) recognizing student accomplishments; 4) gesturing to encourage involvement; and 5) remaining optimistic (Zook, 2020).

Classroom management effectiveness in the 21st Century is one of the important criteria for assessing teaching effectiveness of teachers (Babadjanova, 2020). Besides, classroom management effectiveness enhances students learning. Educator should control his or her professional behavior and stabilize actions that are also essential for managing the class and pupils at school. Teachers believes that students has behavior that made teacher put some of planning which control and managing the classroom (Mohammme& Emeigle, 2021).

Students' motivation to learn is the force that drives them to seek out new information and experiences that motivate them to engage in long-term learning. Students will be more motivated to know if they feel valued in their classrooms and expand their skills and knowledge in literature and history other areas (Ghassemi et.al., 2021). Classroom management has a direct impact on student's motivation to learn in this regard. Evidence-based classroom management strategies also have a significant effect on student results. On the other hand, teachers struggle to put these principles into reality, necessitating the provision of implementation supports as part of a multitiered framework for supporting teachers' practices (Zakszeski et al., 2020). Furthermore, classroom management has a substantial impact on student behavior control and management (Zylfiu&Dreshaj-Baliu, 2020).

In earlier studies, classroom management has been described as the structures and procedures that establish and reinforce a productive learning environment (Martin, 2021). Traditional classroom management approaches, on the other hand, are replete with culturally imbedded conventions, assumptions, power structures, and other barriers to a good learning environment for all children. An outstanding educator is essential for it to be completely realized. As a result, teachers who were better at identifying, expressing, and managing their emotions reported more successful teaching and classroom management. Classroom management, on the other hand, is the activity and direction taken by a teacher to establish a successful learning environment that has a favorable impact on students' performance, given the learning requirements and goals (Valente et al., 2020).

On the other hand, the COVID-19 pandemic highlighted the need of instructional access when schools across the globe were compelled to close their doors in March 2020 to prevent the virus from spreading. Hybrid, hyflex, and totally asynchronous modes of PreK-12 education were used in the 2020–2021 school year (Ayyildiz,2020). Currently, Lohmann et al. (2021) contended that there are programs and gadgets that directly monitor all types of student acts and performance, in tandem with technology that make the job and lives of teachers in the classroom easier in terms of controlling the class. Online classes, like face-to-face classes, require effective management in

order for the teacher to maintain control and for students to get relevant and meaningful knowledge. Without a question, the instructor plays an important part in the student's education, and successful online classes are the product of a shared set of tasks and responsibilities between the teacher and the students (Ghateolbahra & Samimi, 2021).

In the same manner, Apak et al. (2021) argued that the COVID-19 epidemic is significantly altering classroom management in the twenty-first century to remote learning via numerous online teachings and learning platforms around the world. Hence, according to the transformational learning idea, the development of competency in learning and classroom management of student teachers is an important student-centered teaching approach in accordance with the growth of students to become teachers in the New Normal period (Boonphadung, 2021). As such, many medical educators are actively looking for ways to improve online material delivery and make better use of various technologies (Sharp et al., 2021).

Meanwhile, Handrianto et al., 2021 defined classroom management as teacher's attempts to supervise activities such as training, group interaction, and student performance in the classroom. The effectiveness of the research is decided by the teacher's ability to manage their classes. An excellent class is one in which more people participate in the teaching-learning process. As a result, it's critical to employ effective classroom management tactics as a preventative and intervention strategy that promotes favorable student results. Awareness, patience, good timing, boundaries, and instinct are all required for effective classroom management (Kratochwill et al., 2021). It's not easy leading a large group of easily distracted young people with a variety of skills and personalities on a meaningful learning trip (Rabadi & Ray, 2017).

In a similar vein, effective classroom management tactics include planning, developing positive working relationships, and maintaining a strict yet approachable demeanor. The following are the most important classroom management strategies for a successful teacher (John et al., 2021). Routine, optimism, and reward, clear rules and boundaries, practicing what you preach, student voice, and fun and engagement are all things that students thrive on. Furthermore, excellent classroom management entails more than merely keeping everyone seated and silent. It's all about forming strong bonds with your pupils, encouraging them to participate in their own education, and sharing a little of yourself. A positive classroom culture benefits both students and teachers (Tingley, 2020).

To say nothing of the fact that, according to the literature review offered, when classroom management is designed by an effective teacher, it aids in the construction of good learning for our students. Structured classroom management entails the creation of plans, routines, and norms that are essential in the teaching profession.

Furthermore, the classroom management readings emphasize the importance of classroom management in student learning. To be honest, the teacher, as the primary driver of classroom management, plays a critical role in its implementation, particularly in light of today's abrupt shift in teaching style. And it shows in how students or parents participate and respond in each teacher-prepared lesson. These are the results of a teacher's effective classroom management.

Work Ethics

Moral philosophy is at the heart of workplace ethics. It is defined by how a person's or a company's morality influences their decisions and behaviors. It's critical to understand the difference between what's legal and what's ethical. It is conceivable for a behavior to be technically lawful while remaining unethical. Obedience to company standards, effective communication, taking responsibility, accountability, professionalism, trust, and mutual respect for co-workers are all examples of ethical workplace conduct. Furthermore, a study conducted in Pakistan found that Islamic work ethics have a substantial impact on organizational dedication, job satisfaction, and rewards, whereas Islamic work ethics had no significant relationship with job intention (Ahmad, 2011).

Work ethics, on the other hand, are crucial as a guideline for proper everyday professional life, assisting employees in developing professional codes of ethics that establish professional conduct norms. It also needs a moral leader who can really model the professional tasks (Aziz, 2021). Henceforth, ethical leadership competence is defined as the ability to deal with any moral issues that may develop in a company. It's important to remember that there are specific approaches for businesses to foster an ethical culture for the greater good (Mintz, 2021). Employers should define and express their company's core values to its employees. They must incorporate these basic values into their daily operations and reinforce the message by rewarding excellent behavior (and performance) with fair pay and promotions (White, 2021).

Professionalism, honesty, respect for one's job and co-workers, punctuality, and discipline are all vital characteristics of a good work ethic. This ethical virtue aids in the development of a person's responsibility and determination. It has an impact on their entire daily routine (Manulife, 2021). On the other side, developing a strong work ethic helps a person to train themselves so that hard labor becomes virtually automatic. As a result, those who have a strong work ethic can focus on a task for as long as it takes to complete it. Of course, we won't be able to have a joyful and productive workplace if we don't treat one another with respect, trust, and professionalism. Each of us must help to create and maintain a secure, healthy environment that values contributions and encourages learning (Roy, 2021).

In the same way, companies according to Osibanjo et al. (2015) prefer to promote positive work ethics because it leads to happier and more productive staff. It's just as vital

to recognize the symptoms of a positive work ethic as it is to grasp the signs of a negative work ethic. Negative work ethics can be the result of a single person's actions or something more systemic; whatever the case, recognizing the indicators is the first step toward rectifying it. The literature review and theoretical foundation indicate to the necessity for employees to encourage ethical practice and prevent unethical acts that can harm the company's image and performance. As a result, there has been a growing body of studies demonstrating the link between good work ethics and employee job satisfaction (Panigrahi & Al-Nashash, 2019).

Labor is viewed as a religious requirement in the Islamic context of work. Labor as an ibadah indicates that engagement in economic activity (labor) is a divine imperative as well as a means of supporting a prosperous and healthy society (AFLAH, et al., 2021). With this in mind, Islamic work ethics are based on Al-Quran and Hadith concerns about a variety of topics, including individual behavior, innovation, accountability, and workplace partnership (Ayob, et al., 2021). In a similar line, a Malaysian Islamic banking study found that work ethics has a favorable impact on corporate success. As a result, when work ethics are stronger, the strategic performance measurement system's impact on company performance is greater (Dewi, et al.).

The existence of human resources in a business is critical. The workforce has a lot of capacity for carrying out corporate tasks. Every human resource in the firm must be used to its full potential in order to provide the best results (Bulut&Ouedraogo,2021). Corporate objectives are achieved not just through sophisticated equipment, facilities, and infrastructure, but also through the people who perform the task. The success of a company is heavily influenced by the individual performance of its personnel (Nasution, et al., 2021). That is, the impact of work ethics on individual productivity and performance, as well as the productivity and performance of work environments. Furthermore, if there is one thing that all successful employees have in common, it is a strong work ethic (Roy, 2021).

However, work will need to be remade in the approaching new period, which will be marked by new obstacles as well as the existence of new technology and computational tools (Alwagfi et al., 2020). Furthermore, the instructor is an educational technology component that plays a critical role in deciding the effectiveness of education, particularly in an online war of teaching to achieve its objectives. As a result, the teacher is the primary actor in the teaching and learning process (KBM) in the classroom (Pastor-Escuredo, 2021). Ethics and experience are two aspects that influence a teacher's performance and serve as criteria for growing or lowering work performance. Indeed, in addition to having a clear plan for educational companies to implement and practice social responsibility, strengthening employees' morals and inspiring them in ethical ways is essential (Suhardis, 2021).

To determine how well a person is performing, quality

is critical. The quality of an employee's job reflects how much they are valued (Grabowski et al., 2021). Thus, good work ethics is one of the most important characteristics for increasing employee job satisfaction as well as other organizational results. Equally important, managerial effectiveness is seen as a critical component for long-term growth and competitive advantage for businesses, and its basic conceptualization centered around management's ability to manage self, subordinates, and relationships, as well as uphold work ethics (Javed et al., 2020). Work ethic is linked to autonomous motivation, including intrinsic motivation, on the one hand, and extrinsic motivation, or the desire to succeed as a result of one's efforts on the other (Panigrahi & Al-Nashash, 2019).

Identically, a study of human emotions would be incomplete without consideration of the significance of emotional intelligence in the workplace (de Silva, 2020). Furthermore, leaders in the workplace have noted that while dealing with people, we are dealing with individuals who are emotional beings rather than rational difficulties (Valamis, 2021). Professionals with ethical codes, on the other hand, usually have a group of peers who are elected by the professional association to oversee their application. Professionals can use ethics to help them act morally in tough situations. They set an example for others and encourage them to work hard. Naturally, it must be a part of the workplace culture, and everyone should be supportive of it (Varghese, 2020).

Ethics appears to have a favorable impact on employee performance. Those who firmly support the practice of work ethics create positive changes to the organization's aims and values. Employees with a strong work ethic know how to effectively manage their time. They prioritize chores, stick to deadlines, and complete projects (Benedicto & Caelian, 2021). These workers are punctual and come on time or early to work. They rarely, if ever, arrive late for work. They work well in groups and never cause delays in project completion. Employees who manage their time properly are more likely to be organized. Commitment and dedication to the task are important aspects of a good work ethic. They understand how to concentrate on a task without becoming distracted. These staff normally labor till their responsibilities are completed. They stay with the same company for a long time (Bryq, 2021). Unlike other religions, the Qur'an offers four work ethics and two ascetic attitudes. Labor is required, work must be ideal beyond fundamental necessities, work is jihad, and work must be based on the principle of goodness, according to the four-work ethics (DAVIS, 2021). Work is also one of the most morally significant activities that humans participate in (Hidayatulloh, 2019). Furthermore, a work ethic is a set of moral principles that an employee applies in the workplace, and it includes many of the following characteristics: dependability/reliability, productivity, cooperation, character, integrity, sense of responsibility, emphasis on quality, discipline, teamwork, professionalism, respect, and determination (Posadas, 2020).

Given these points, work ethics is essential in every firm in order to maintain a positive organizational culture that produces exceptional results. When an organization has a high degree of work ethics, employees are happy, content, and polite. As a result, it is the bedrock of all organizational success. The majority of employees in an organization are grateful for their jobs, colleagues, stakeholders, and everyone they meet at their workplace. Work ethics is such a simple concept that when it is fully realized by a worker, it correlates with a positive company culture and high levels of job satisfaction among employees.

Finally, the researcher uncovered a discrepancy in the prior study. There is little serious research in the early literature. Much recent research has looked into organizational behavior foundations and work ethics that may impact classroom management. Still, no study has examined the mediating variable work ethics mediation on the relationship between the organizational foundation and classroom management. This research is a brand-new study notion that has yet to be documented in the literature. And this research is pursued to fill the research gap and be included in the body of knowledge.

MATERIALS AND METHODS

Presented in this section are the discussions on the research respondents, materials and instrument, and design and procedure.

The research study started with a distribution of modified questionnaires to schools on December 2021 to April, 2022. The total numbers of respondents of this research study were 300 public elementary and high school teachers in Sulop District, Division of Davao del Sur who took part in answering the modified survey questionnaires. Only permanent teachers were selected to make part of the study. Thus, substitute teachers and staff were excluded as stated in the exclusion criteria in this study. The respondents of the study were informed about the objectives they were given the freedom to back out without any form of consequences or penalty. Moreover, the researcher used universal sampling procedure in selecting the respondents. The term "universal sampling" refers to the selection of a sample in which not all members of the population have the same benefit from being included in the model, and each member's likelihood of being picked is unknown (Richard & Margaret, 1990: 125), as quoted by Davis (2021).

On the other hand, Sulop is a 3rd class municipality in the province of Davao del Sur, Philippines. According to the 2015 census, it has a population of 33,613 people. Sulop is about 17 kilometers (11 mi) from Digos City, the seat of the provincial government of Davao del Sur. The municipality is located halfway between two major growth centers of Mindanao, namely, Davao City of Region XI and General Santos City of Region XII.

Furthermore, a modified survey questionnaires were used as instrument in the study. It was subjected to validation of experts and further administered to 50 respondents for pilot testing. Pretesting can help recognize queries

that don't make sense to respondents, or problems with the questionnaire that might lead to biased answers (Sincero, 2012). Hence, the Cronbach Alpha was reliable at 0.86 which implies that test questions have strong internal consistency. This questionnaire was composed of three parts such as organizational behavior foundation, classroom management and work ethics. Comments from validators were properly taken and incorporated in the finalization of the said instrument and the overall mean validation of experts is 4.17 and described as

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	If the items on organizational behavior foundation is always observed.
3.40 - 4.19	High	If the items on organizational behavior foundation is often observed.
2.40 - 3.39	Moderate	If the items on organizational behavior foundation is sometimes observed.
1.80 - 2.59	Low	If the items on organizational behavior foundation is seldom observed.
1.00 - 1.79	Very Low	If the items on organizational behavior foundation is never observed.

Organizational Behavior Foundation Assessment Scale (Torkzadeh & Harati, 2016). It is composed of 3 indicators namely individual (18 questions); group (11 questions); and, organizational (28 questions). In addition, a 5-point Likert Scale was used to answer the survey

very good. The adapted standardized questionnaires were valid in contents for they were already tested and proven by the author as it underwent modification to classify the questions. The questionnaire was designed in a very comprehensive form with the help of the expert validators to provide the respondents with ease and comfort in answering each question and in understanding the objective of the study.

The first part is a modified questionnaire of Organizational Behavior Foundation adopted from

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	If the items on classroom management is always observed.
3.40 - 4.19	High	If the items on classroom management is often observed.
2.40 - 3.39	Moderate	If the items on classroom management is sometimes observed.
1.80 - 2.59	Low	If the items on classroom management is seldom observed.
1.00 - 1.79	Very Low	If the items on classroom management is never observed.

classroom (7 questions); organization of the lesson (10 questions); interaction during the lesson (10 questions); teacher-student personal communication (11 questions); psychological and social (10 questions); and, classroom management (10 questions). Furthermore, it was rated

questionnaire. Organizational behavior foundation was rated using the following measures: The second part is a modified questionnaire of classroom management which is adopted from Classroom Management Techniques (Diaz et al., 2018) with 6 indicators namely inside the

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	If the items on work ethics is always observed.
3.40 - 4.19	High	If the items on work ethics is often observed.
2.40 - 3.39	Moderate	If the items on work ethics is sometimes observed.
1.80 - 2.59	Low	If the items on work ethics is seldom observed.
1.00 - 1.79	Very Low	If the items on work ethics is never observed.

quantitative approach, using correlation technique design to assess the relationship between organizational behavior foundation and classroom management; organizational behavior foundation and work ethics; and classroom management and work ethics. Descriptive non-experimental correlational design controlled the extent of a relationship between two or more variables (Goertzen, 2017). In this study, correlation method is the best design to meet the objectives of this study and in finding out whether the hypothesis is accepted or not. Now, if the significance value is greater than .05, then, it means that H_0 is accepted and H_a is accepted. In fact, the testing of the hypothesis determines if the correlations can be strong or weak (Creswell, 2012).

Hence, this study utilized a testing of mediation to investigate the three variables in this study. In other words, it assessed the relationship between the predictor and the mediator variables and the relationship between

using the following measures:

Then, the third part is a modified questionnaire adopted from Work Ethics Questionnaire with 64 questions therein (Miller et al., 2002). Hence, it was rated using the following criteria: Moreover, this study employed

the mediator and the criterion variables (Baron and Kenny, 1986). A simple mediation model suggests that the observed relation between an independent variable and an outcome can be explained by the effect of a third factor, known as mediator. A relation is fully mediated when the direct path from the independent variable to the outcome becomes non significant after accounting for the effect of the mediator. Partial mediation happens when the mediator accounts for some, but not all, of the relation between the independent variable and the outcome. The amount of mediation is called the indirect effect (Baron and Kenny, 1986).

Thus, mediation analysis is not limited to linear regression, but also logistic or polynomial regression and more (Shrout and Bolger, 2002). Moreover, path analysis is employed to estimate correlation value per path coefficient. Path analysis is used to determine its mediation value. Allen (2017) defines path analysis as a

statistical approach for investigating patterns of impact within a system of variables. An influence of predictor factors on dependent variables is one of numerous generic linear models. Like multiple regression, path analysis assesses the influence of several predictors on a criterion variable. Unlike multiple regressions, it allows for simultaneous examination of two or more criteria variables. Thus, the following steps were undertaken to gather the data of the study. In the new normal, there were changes as to the distribution of letters to the Office of the Division Superintendent, District Supervisor and School Principals as well as the distribution of modified survey questionnaires to respondents. Consent letters to some school heads were sent via e-mail and distributed survey questionnaires personally in their respective school following health protocols like wearing of face mask, face shield and observed social distancing. And during the pre-administration, a request letter was sent to the Department of Education Schools Division Superintendent of Division of Davao del Sur asking permission to conduct the study in Sulop District. Then appending the approved letter to conduct the study from the Division Superintendent, another request letter was sought and sent to Sulop District Supervisor and school heads of public elementary and high schools for the launching of the study. Upon approval, mixed-method of distributing survey questionnaires were used: online utilizing Google form and face-to-face. Hence, instruction of voluntary participation is appended in the survey questionnaire for the respondents. They have an option to withdraw in answering questions which they feel contradictory to their ideas. Then after answering the survey questionnaires in Google forms- the respondents immediately sent their answers back to the researcher for recording; and some of the survey questionnaires were retrieved personally by the researcher from the respondents' schools. One hundred percent of the distributed questionnaires via online and face-to-face were retrieved successfully. The surveyed results were individually checked and tallied using the prescribed format sent by the research adviser. Answers from respondents were carefully entered in Microsoft Excel and data collected therein were subjected to statistical treatment, analysis and interpretation based on the purpose of this research study.

For more comprehensive interpretation and analysis of the data, the following statistical treatments were utilized: mean, this was used to describe the level of organizational behavior foundation, classroom management and work ethics; Pearson r , this was used to determine the significant relationship between organizational behavior foundation and classroom management; organizational behavior foundation and work ethics; and, work ethics and classroom management; and path analysis, this was used to prove the mediating effect of work ethics on the relationship between organizational behavior foundation and classroom management and to strengthen the obtained result. Hence, the researcher observed full ethical standards in the conduct of the study following

the study protocol assessments and standardized criteria set by the Cluster Ethics Research Committee of the University of Mindanao, particularly in managing the population and data such as, but not limited to: Voluntary Participation, the respondents of the study were informed about the objectives of the study and that their participation is voluntary. Should they find the study against their views and opinions, they were given the freedom to back out without any form of consequences or penalty. On the other hand, substitute teachers were excluded and disqualified to participate the study and also teachers outside the research locale. The respondents were allowed to withdraw and or back out their consent at any time and terminate involvement without incurring any consequences; Privacy and Confidentiality, individual responses were kept confidential and presented only as part of summary data. Any personal information given by the respondents was treated with utmost confidentiality. Identities were disclosed to protect their privacy or anonymous; Risks, the anonymity and confidentiality were an important step in protecting the participants from potential harm. The study might possibly lead to high risks or discomfort situations in the part of the respondents in terms of physical, psychological or socio-economic concerns when responding to the survey questionnaire. In case of its occurrence, the respondents were free to discontinue his or her participation for his or her comfort and willingness to participate was the utmost concern of the researcher; Benefits, the respondents were given certificate of participation after answering the survey questionnaires signed by the researcher and research adviser, and a whole copy after completing the survey for reference in their respective school.

Above all, Informed Consent Process was done to fully informed the participants of what were asked of them, how the data were used, and what consequences if any there could be. The researcher secured clear, dynamic, signed consent from the participants before the actual conduct of the study. The informed consent process served as the contract that bound the researcher with the participants; Recruitment, the researcher chose the sample of the through universal sampling technique. The researcher provided the respondents a clear view of the benefits that the study generated from conduct of it. Therefore, no research questionnaire was given to any respondents without permission from the authorized command channels; plagiarism, in this study, the researcher did not use any form of misrepresentation of someone else's work as her own for the researcher has used paraphrasing in the information or data gathered from other researchers. Also, the author's full name and year of publication was cited every time the researcher quotes a piece of work. Moreover, Turnitin, an internet-based plagiarism detection service, is employed to maintain academic integrity and prevent plagiarism in the sources used in this study; Fabrication, the study did not interpret data that were not correctly taken from the response of the respondents. It did not misrepresent

ideas, opinions or situations or any work to fit a model or theoretical expectations as it does not claim or exaggerate the interpretation of the results. The data collection was supported with objective evidences such as photos, certificate of appearance and the answered survey questionnaires; Conflict of Interest (COI), the lead investigator has followed UMER's Conflict of Interest in Research policy. Furthermore, the author certifies that there were no commercial or financial relationships that may be interpreted as a potential conflict of interest when doing the research; deceit, in terms of deceit, the researcher did not use any misleading information by the provision of an informed consent. Once the respondents already knew what the study was about, they were free to participate based on their understanding of what happened during the study.

Hence, another ethical consideration that the researcher observed in the realization of the study was Permission from Organizational/ Location. The researcher sent request letter to the school head and or school principal of the selected public elementary schools of Davao del Sur for the launching of the study to the target respondents. Prior to that an endorsement letter was also secured from Department of Education, Division of Davao del Sur and after that a letter was sent to Public School District Supervisor of Sulop District, allowing the researcher to conduct the study; Technology Issues, to disseminate the information, the researcher uses technology. Specially, for remote or hard-to-reach respondents, using an online survey research may be very significant to collect responses and compile survey results into one data set and ready for analysis. By using technology, it is easily to collect the findings of the intended respondents using a survey questionnaire; provisions for the use of online panels, data collecting online, and how one interprets information being communicated in an online environment are also put in place and made clear to participants.

Finally, Authorship, the researcher paid credit to all the people who contributed to the successful publication of the study especially to the research adviser, the statistician,

school head and/ or school principal and to the panelists who shared substantial contributions to the study leading to its publication; falsification, the researcher has not used any form of misrepresentation of someone else work as her own for the researcher has used paraphrasing in the information or data gathered from other researchers. Also, the author's full name and year of publication was cited every time the researcher quotes a piece of work.

RESULTS AND DISCUSSION

Level of Organization Behavior Foundations

Shown in Table 1 is the level of Organizational Behavior Foundations. The standard deviation was less than 1.00 which means there is uniformity of answers among respondents. The overall mean score was 4.16 labeled as high. Distinctively, the level of organizational behavior foundation of teachers on the following indicators was as follows: group has a mean of 4.33 with a descriptive level of very high, individual got a mean of 4.09 described as high, and organizational has a mean of 4.05 characterized as high.

The high level of organizational behavior foundations of public-school teachers in the Division of Davao del Sur was due to the high ratings of the respondents in terms of group, individual, and organizational. This means that the school head motivates teachers in school to work hard for their learners.

The findings are aligned in the study of Foerster-Metz et al. (2018) who contended that the foundation for organizational behavior starts with individuals, the lowest unit of study, and moves on to big organizations and their interactions with the environment. However, for the foundation of organizational behavior to be supported by others, the leader must be highly motivated. Here is where a leader's involvement in the reward system comes into play. In other words, rewarded conduct is more likely to be repeated. It's an essential part of the environment in which work is done. Data revealed that the teachers had manifested excellent organizational behavior foundations in terms of the group which indicates that teachers

Table 1: Level of Organizational Behavior Foundation

Indicators	SD	Mean	DescriptiveLevel
Individual	0.27	4.09	High
Group	0.47	4.33	Very High
Organizational	0.32	4.05	High
Overall	0.30	4.16	High

are closed to one another regardless of their teaching position and cooperative in every school activity. Also, the statistics of organizational behavior foundation in terms of the individual were excellent which implies that teachers are adaptable to working in a new place and new situations. Furthermore, an organizational indicator of organizational behavior foundations was found to be excellent too. This would further mean that respondents' norms and procedures when it working in school are rigid and they have strategy, plans, and operations of the organization.

Level of Classroom Management

Table 2 shows the results of the level of classroom management of public elementary schools in Davao del Sur. The overall mean score was 4.38, labeled as very high. Mainly, the level of classroom management on the following indicators was as follows: psychological and social classroom environment has a mean of 4.52 with an interpretation of very high, teacher-student personal communication has a mean of 4.36 characterized as very high, interaction during the lesson has a mean of 4.48 labeled as very high, organization of the lesson has

a mean of 4.34 described as very high, and inside the classroom has a mean score of 4.18 described as high. Empirically, five indicators of classroom management namely psychological and social classroom environment, Teacher-student personal communication, interaction during the lesson, organization of the lesson and inside the classroom were reported to be very high in the survey. These findings mean that teachers are effective in the delivery of the lesson and considered the different learning styles of students. Moreover, teachers are monitoring students' work and spend an equal amount of time in all quadrants of the classroom. The result was congruent with the statement of Kwok

(2021) who stated that good classroom management leads to greater outcomes. As a result, classrooms with higher levels of coherence and goal orientation had lower levels of disorganization and disputes. They provide superior learning chances that contribute to the learners' success. However, classroom management training has long been inadequate and static, resulting in challenges that disproportionately affect the achievement of new teachers. Teacher education can apply modest yet meaningful improvements to strengthen a pedagogical competence where many starting teachers have continuously struggled by focusing classroom management courses on culture, techniques, practice, relationships, and partnerships.

Table 2: Level of Classroom Management

Indicators	SD	Mean	DescriptiveLevel
Inside the Classroom	0.34	4.18	High
Organization of the Lesson	0.45	4.34	Very High
Interaction during the Lesson	0.41	4.48	Very High
Teacher-Student Personal Communication	0.43	4.36	Very High
Psychological and Social Classroom Environment	0.48	4.52	Very High
Overall	0.32	4.38	Very High

Level of Work Ethics

Shown in Table 3 is the level of work ethics of public elementary and high school teachers in Davao del Sur. The overall mean score was 4.07 described as high and an overall standard deviation of 0.33. This suggests that work ethics is most of the time manifested or felt. Nonetheless, it can be deduced that teachers believed that their profession provided them with more spare time and that it is necessary to manage one's fate by not being dependent on others. The teaching job with the freest time is truly a job for them. Furthermore, teachers are trying hard to provide their students with beneficial learning experiences. Respondents believed that by working hard, they could overcome any challenge that life threw to them

in school and attain their goals.

The findings of this research are consistent with the claims made by Benedicto& Caelian (2021) that ethics appears to have a favorable impact on employee performance. Those who firmly support the practice of work ethics create positive changes to the organization's aims and values. Employees with a strong work ethic know how to effectively manage their time and they prioritize chores, stick to deadlines, and complete projects. Moreover, these workers are punctual and come on time or early to work. They rarely, if ever, arrive late for work. They work well in groups and never cause delays in project completion. Employees who manage their time properly are more likely to be organized. They understand how

Table 3: Level of Work Ethics

Items	SD	Mean	DescriptiveLevel
To be being truly successful, a person should be being self-reliant.	0.57	4.40	Very High
Being self-reliance is the key to being successful.	0.58	4.44	Very High
People would be being better off if they depended on themselves.	0.92	3.95	High
One should live one's own life being independent of others as much as possible.	0.84	4.12	High
One must avoid being dependent on other persons whenever possible.	0.63	4.15	High
I do not like having to depend on other people.	0.63	4.07	High
I am striving to be self-reliant.	0.63	4.31	Very High
Having a great deal of independence from others is very important to me.	0.56	4.12	High
Only those who depend on themselves are getting ahead in life.	0.74	3.77	High
It is important to control one's destiny by not being dependent on others.	0.72	4.01	High
One should always be taking responsibility for one's actions.	0.78	4.21	Very High
I would be taking items from work if I am feeling I am not getting paid enough.	1.40	2.82	Moderate
One should always be doing what is right and just.	0.57	4.45	Very High
One should not be passing judgment until one has heard all of the facts.	0.64	4.38	Very High
You should never be telling lies about people.	0.71	4.41	Very High
Stealing is being all right as long as you don't get caught.	1.37	1.89	Low
It is being important to treat others as you would like to be treated.	0.76	4.44	Very High
It is never appropriate taking something not belonging to you.	1.55	3.80	High
People should be being fair in their dealings with others.	0.93	4.37	Very High
Life is being more meaningful if we have more leisure time.	1.22	3.35	Moderate

I prefer a job that is allowing me to have more leisure time.	1.02	3.40	High
The more time I am spending on a leisure activity, the better I am feeling.	0.98	3.56	High
The less time one is spending working, and the more leisure time one is having, the better.	1.09	3.20	Moderate
Work is taking too much of our time, leaving little time to relax.	1.10	3.38	Moderate
More leisure time is being good for people.	0.91	3.32	Moderate
The world is a better place if people are spending more time relaxing.	1.18	3.28	Moderate
The job that is providing the most leisure time is the job for me.	1.09	3.26	Moderate
People should be having more leisure time to spend in relaxation.	1.07	3.35	Moderate
Leisure time activities are being more interesting than work.	1.17	3.22	Moderate
Nothing is impossible if you are working enough.	0.80	4.20	Very High
Working hard is the key to being successful.	0.60	4.53	Very High
If one works hard enough, one is likely to be making a good life for oneself.	0.63	4.47	Very High
Hard work is making one a better person.	0.82	4.12	High
By working hard, a person can overcome every obstacle that life offers.	0.78	4.03	High
Any problem can be being overcome with hard work.	0.75	4.08	High
Anyone being able and willing to work hard has a good chance of succeeding.	0.51	4.63	Very High
A person should always be doing the best job possible.	0.53	4.53	Very High
By simply working hard enough, one can achieve one's goals.	0.69	4.45	Very High
I am feeling uneasy when there is little work for me to do.	1.03	3.32	Moderate
I am feeling content when I am having spent the day working.	0.60	4.26	Very High
Even if I were being financially able, I would not stop working.	0.70	4.32	Very High
Hard day work is being very fulfilling.	0.62	4.36	Very High
It is being very important for me always to be able to work.	0.55	4.35	Very High
Even if I am inheriting a great deal of money, I would be continuing to work somewhere.	0.59	4.31	Very High
Even if it were possible for me to be retiring, I would still be continuing to work.	0.89	3.81	High
Life without work is being very boring.	0.80	4.28	Very High
I am experiencing a sense of fulfillment from working.	0.67	4.37	Very High
A hard day's work is providing a sense of accomplishment.	0.64	4.42	Very High
It is being important to stay busy at work and not wasting time.	0.64	4.34	Very High
Time should not be wasted; it should be be used efficiently.	0.53	4.55	Very High
I am scheduling my day in advance to avoid wasting time.	0.57	4.43	Very High
I am constantly looking for ways to use my time productively.	0.53	4.41	Very High
I am trying to plan out my workday so as not to waste time.	0.56	4.38	Very High
How a person is spending, his time is as important as how he is spending their money.	0.60	4.34	Very High
Wasting time is as bad as wasting justified.	0.62	4.21	Very High
Having a distaste for hard work usually reflects a weakness of character.	0.67	4.15	High
If I want to buy something, I am always waiting until I can afford it.	0.59	4.42	Very High
I am getting more fulfillment from items I am having to wait for.	0.59	4.34	Very High
Things that you have to wait for are being the most worthwhile.	0.58	4.44	Very High
A distant reward is usually being more satisfying than an immediate one.	0.59	4.37	Very High
I am preferring to save until I can afford something and not buying it on credit.	0.64	4.41	Very High
The best things in life are those you are having to wait for	0.55	4.48	Very High
The only way getting anything worthwhile is saving for it.	0.53	4.57	Very High
Overall	0.32	4.07	High

to concentrate on a task without becoming distracted. These staff normally labor till their responsibilities are completed.

Correlations between Organizational Behavior Foundations and Classroom Management

The findings of the test on the association between organizational behavior foundations and classroom management are shown in Table 4. The association was assessed at the 0.05 threshold of significance, as stated in the hypothesis. Data revealed that organizational behavior foundations of teachers is favorably connected with classroom management. The total r-value of relationship between the two variables is .262 with a p-value <0.05.

Specifically, organization of the lesson as indicator of classroom management when correlated to indicators of work ethics got an r-value of .245 with a p-value of <0.05; in the same way, psychological and social classroom environment received an r-value of .225a p-value of <0.05, inside the classroom when correlated to indicators of work ethics got an r-value of .220 with a p-value of <0.05, teacher-student personal communication got an r-value of .180 with a p-value of <0.05, and interaction during the lesson got an r-value of .166 with a p-value of <0.05. The result presented in this study is congruent with the studies of Beaudry (2021), the organizational behavior foundation, frequently included in the primary business curriculum, teaches students how instructors'

Table 4: Significance of the Relationship between the Organizational Behavior Foundations and Classroom Management

Classroom Management						
Organizational Behavior Foundations	Inside the Classroom	Organization of the Lesson	Interaction during the Lesson	Teacher-Student Personal Communication	Psychological and Social Classroom Environment	Overall
Individual	.164*(0.004)	.203*(0.000)	.105(0.071)	.131*(0.024)	.178*(0.002)	.208*(0.000)
Group	.200*(0.001)	.231*(0.000)	.112(0.054)	.177*(0.002)	.216*(0.000)	.249*(0.000)
Organizational	.176*(0.002)	.164*(0.005)	.066(0.255)	.125*(0.030)	.153*(0.008)	.181*(0.002)
Overall	.220*(0.000)	.245*(0.000)	.166*(0.045)	.180*(0.002)	.225*(0.000)	.262*(0.000)

*Significant at 0.05 significance level.

function successfully inside businesses and manage classrooms. Moreover, the research findings of this study are relevant to the study Kapur (2018) who contended that practical organizational behavior foundation application in education improves job performance, increases job satisfaction, and leads to the achievement of targeted goals and objectives in the classroom.

Hence, the null hypothesis which states that there is no significant relationship between organizational behavior foundations and classroom management is rejected in favor of the second hypothesis which is the alternative hypothesis claiming that the relationship between these two variables exist.

Correlations between Organizational Behavior Foundations and Work Ethics

The investigation of the study proved the connection between organizational behavior foundations and work

ethics as shown in Table 5. The significance level chosen for the link examination was 0.05, which was taken from the hypothesis. The total r-value of .206 and a p-value of less than 0.05 indicated that the null hypothesis should not be accepted. It suggests therefore that there is a substantial connection between a teacher's organizational behavior foundations and their level of work ethics. And corollary to this, the result implies that an organizational behavior foundation is important in raising the level of work ethics in teaching. Moreover, organizational when correlated to work ethics got an r-value of .238; in the same way, individual got an r-value of .206, and group indicator got an r-value of .105. The empirical findings in the study as discussed herein concluded that all indicators organizational behavior foundations have a positive correlation with work ethics in an organization like schools.

The current study revealed that the organizational behavior

Table 5: Significance of the Relationship between the Organizational Behavior Foundation and Work Ethics

Organizational Behavior Foundations	Work Ethics Overall
Individual	.206*(0.000)
Group	.105(0.069)
Organizational	.238*(0.000)
Overall	.206*(0.000)

*Significant at 0.05 significance level

foundations of public-school teachers is positively connected to their work ethics, which is aligned with the study of Barreto et al. (2021) who discovered that work ethics is significantly impacted employee organizational behavior. As a result, moral value has a significant impact on job quality since employees do their very best to make things right and always meet the needs of consumers. Furthermore, Kau (2021) discovered essential links between ethical work atmosphere and organizational behavior foundation retention characteristics. The research findings of Murtaza et al. (2016) also revealed

that work ethics in Islam context is positively influence corporate behavior.

Correlations between Work Ethics and Classroom Management

The findings of the test on the association between work ethics and classroom management are shown in Table 6. As seen in the table, the indicators of work ethics are positively connected to classroom management of teachers, with an overall r-value of .36 and a p-value <.05, indicating the rejection of the null hypothesis. It implies

Table 6: Significance of the Relationship between the Work Ethics and Classroom Management

Classroom Management						
Work Ethics	Inside the Classroom	Organization of the Lesson	Interaction during the Lesson	Teacher-Student Personal Communication	Psychological and Social Classroom Environment	Overall
Overall	.337*(0.000)	.260*(0.000)	.179*(0.000)	.284*(0.000)	.315*(0.000)	.361*(0.000)

that there is a strong positive correlation among work ethics and classroom management.

Work ethics shows a positive correlation with classroom management because of its computed positive correlation value of .36 indicating that work ethics can be a guide in planning a successful classroom management. Furthermore, inside the classroom got an r-value of .33 with a p-value <.05; psychological and social classroom environment got an r-value of .315 with a p-value <.05; teacher-student personal communication got an r-value of .28 with a p-value <.05; organization of the lesson got an r-value of .26 with a p-value <.05; and interaction during the lesson got an r-value of .17 with a p-value <.05. In short, work ethics is considered as a pivotal variable in attaining all indicators of classroom management.

The study is supported by the findings of Nendrawati et al. (2021) who found that teacher work ethics and classroom management have a favorable and substantial impact on

student learning results. The level of student learning outcomes can be influenced by classroom management and instructor work ethic in the learning process. Class management and a strong work ethic can help students become more engaged in the learning process. Moreover, according to Regan (2012), effective teaching requires the promotion of ethical behavior in the classroom in order to be successful in the classroom. In addition, according to Munro (2021), tough classroom management was a statistically significant predictor of a strong work ethic, which was defined as a favorable attitude toward one's job, according to the Asia Pacific Business Review.

On the Mediating Effect of Work Ethics

Table 7 shows the path analysis on the mediating effect of work ethics on the relationship between organizational behavior foundations and classroom management. The path follows the model presented in the conceptual

Table 7: Mediating Effect: Path Analysis (Significant Partial Mediation)

Path		Estimates		SE	C.R.	P
		Unstandardized	Standardized			
OBF	WE	.224	.206	.062	3.628	***
WE	CM	.317	.321	.053	5.947	***
OBF	CM	.211	.196	.058	3.631	***

framework of the study on the relationship between organizational behavior foundations and work ethics as path a, work ethics on classroom management as path b, and organizational behavior foundations and classroom management as path c'. Statistically, the coefficient table for this regression of path a appears to have ($B = .22$, $\beta = .20$, $SE\ B = .06$, $CR = 3.62$, $p < .05$). The value in the unstandardized beta coefficient represents the slope of the line between organizational behavior foundations and work ethics; thus, this would mean that for every one unit increase in organizational behavior foundations, the mediating variable work ethics increases by .22. Moreover, the strength of correlation between these two variables is measured in the next column under standardized beta coefficient which has a value of .20 or equal to 21% significance. Standard error of unstandardized beta, on the other hand, is reported in the next column as .06 which means that the estimate is more precise. Hence, the critical ratio value of 3.62 reported in the next column tells that the model used in the study is working well. Critical ratio captures a ratio of a particular deviation from the mean value to the standard deviation. Furthermore, below the significance level of 0.05 implies that organizational behavior foundations and work ethics have significant relationship. In the same way, path b tries to capture the relationship between work ethics and classroom management and found to have a strong correlation ($B = .31$, $\beta = .32$, $SE\ B = .05$, $CR = 5.95$, $p < .05$); and lastly, path c' is also concluded to have a strong correlation ($B = .21$, $\beta = .19$, $SE\ B = .05$, $CR = 3.63$, $p < .05$).

Distinctively, the causal association between organizational behavior foundations and classroom management is

regressed from .26 to .21 after including the mediating variable in the model. Thus, the conclusion is a partial mediation. Addendum, Figure 3 shows the regression weights of the mediating effect of work ethics on the relationship between organizational behavior foundations and classroom management. And empirically, the raw correlation between organizational behavior foundations and classroom management has a total impact of .26. The extent of the association between organizational behavior foundations and classroom management with work ethics included in the regression is represented by the direct effect value of .21. The indirect effect value of 0.0711

X = Organizational Behavior Foundations (Obf)

Y = Classroom Management (Cm)

M = Work Ethics (We)

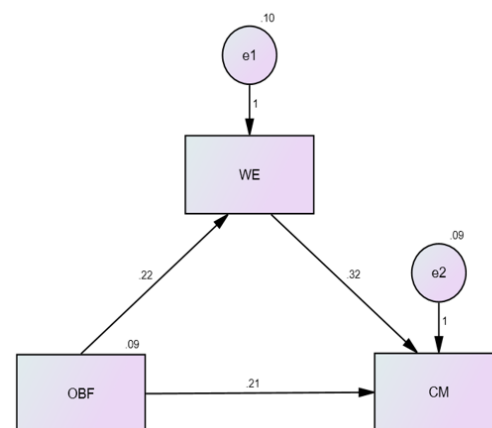


Figure 1: Regression Weights on the Mediating Effect of Work Ethics on the Relationship between Organizational Behavior Foundations and Classroom Management

represents the amount of original link between organizational behavior foundations and classroom management that has been transferred to work ethics.

The formula is: $(a*b)$, where “a” is the path between the independent and mediator variable, “b” denotes the path between the mediator and dependent variable. Moreover, assessed significance of the indirect effect is found to be significant. Thus, it is continued to look for the meaning of the indirect effect (c') and the direct effect shows a positive standardized coefficient of .21 which means significant. Therefore, the conclusion is a partial mediation following the steps of mediation analysis by Zhao et al. (2010). Then, the indirect effect must be divided by the total effect to get the ratio index; in this case, 0.0711 divided by .2821 equals 0.2520. Thus, the final analysis contends that work ethics carries a half influence on the relationship between organizational behavior foundations and classroom management. Therefore, the research study falls under partial mediation supporting its theory that x causes y because of z and other factors not included in the model.

Furthermore, there are three stages in mediating study for a third variable to operate as a mediator (Baron & Kenny, 1986). The first step is the correlation of between organizational behavior foundations (IV) and classroom management (DV); in step 2, organizational behavior foundations (IV) is substantially correlated to work ethics (MV); and work ethics (MV), on the other hand, is correlated to classroom management (DV) as explained in step 3.

Similarly, the goal of steps 1–3 is to prove that there are zero-order correlations between variables. And we can automatically conclude that mediation is not probable with no relationship variables basing the process of estimating the relationship. Furthermore, if there is a significant relationship in steps 1 to 3, one must proceed to step 4. Then in step 4, the combined effect of organizational behavior foundations and work ethics is found to significant on classroom management.

To assess the relevance of the intervening variable, further path analysis of the mediation effect using AMOS is required. Furthermore, complete mediation will be attained if the impact of the IV on the DV becomes non-significant at the end of the analysis. It signifies that the mediating variable mediates all of the effects. Only partial mediation is obtained if the regression coefficient is significantly lowered but still significant at the end. It means that while the MV mediates part of the IV, other sections are either direct or mediated by variables not included in the model. Empirically, the effect of organizational behavior foundations (IV) on classroom management (DV) is significantly increased after controlling work ethics (MV). Yet, the outcome of the indirect effect value is positive indicating that partial mediation occurred in the final path analysis.

The researcher confirmed that partial mediation happens by using Baron and Kenny’s steps in testing mediation of work ethics. Firstly, the research conducted a

straightforward regression analysis with X predicting M to test for path a- the independent variable, or X (organizational behavior foundations) affects the mediator or M (work ethics), $B = .22$, $p < .05$. Secondly, the research conducted a straightforward regression analysis with M predicting Y to determine the relevance of path b- the mediating variable or M (work ethics) affects the dependent variable or (classroom management), $B = .31$, $p < .05$. Thirdly, a simple regression analysis was conducted with X predicting Y to test for the significance of path c- the independent variable or X (organizational behavior foundations) affects the dependent variable or Y (classroom management), $B = .21$, $p < .05$. Last but not least, after controlling the dependent variable or Y (classroom management) as predicted by the independent variable or X (organizational behavior foundations) and including the mediating variable or M (work ethics) as a predictor of classroom management, it is regressed to .21. Hence, the result of the study is found to be a partial mediation and since it is a partial mediation, it can be gleaned that work ethics can quantify the influence of organizational behavior foundations to help teachers improve classroom management.

CONCLUSION AND RECOMMENDATION

Based on the study’s findings, the researcher reached the following key conclusions in response to the research objectives and hypotheses:

The level of organizational behavior foundations is high, the level of classroom management is very high, and the level of work ethics of public-school teachers is high. Furthermore, there is strong evidence to reject the two (2) null hypotheses of this research study in favor of the alternative hypotheses based on the empirical results provided herein. Results revealed a strong correlation between organizational behavior foundations and work ethics; work ethics have a significant relationship with classroom management; and substantially, there is a positive relationship found between organizational behavior foundations and classroom management. Vividly, the results of the study found a partial mediation of work ethics on the relationship between organizational behavior foundations and classroom management. Corollary to this, the findings support the Virtue Ethics Theory, which defines work ethics as the desire to understand and live a moral life. Hence, this character-based approach to morality maintains that virtue is acquired via practice. A person develops an honorable and moral character through practicing being honest, brave, just, generous, and so on. Thus, through cultivating virtuous habits, people are more likely to make the right decision when presented with ethical dilemmas, particularly teachers who manage classrooms.

Given the preceding findings and the study’s conclusion, the researcher made the following recommendations:

Based on the results of the study, it is recommended that the Division of Davao del Sur may sustain a very high level of classroom management, a high level of

work ethics, and a high level of organizational behavior foundations in every school by permanently supporting the emotional needs, intellectual needs, psychological needs, spiritual needs, and financial needs of teachers when it comes to purchasing school supplies and answering any request related to classroom repair and improvement for the common good of clientele. Moreover, there is a need to sustain the high level of organizational behavior foundations to provide a positive and successful classroom management; thus, sustaining the very high level of classroom management may elevate the work ethics of public-school teachers; and the high level of work ethics may help teachers boost their organizational behavior foundations so they may be very effective in delivering classroom management.

Furthermore, the Department of Education may continue initiating programs/training/seminars that will sustain the level of work ethics, organizational behavior foundations, and classroom management of public-school teachers in the Division of Davao del Sur. Besides, the research findings can serve as a credible resource for future researchers, educators, and school administrators when planning seminars on the significance of work ethics and how it will affect the organizational behavior foundations of public teachers to address classroom management issues. In this way, it may help solve non-readers, distressed pupils, pupils' misbehaviors, absentee pupils, and so on. Moreover, the questionnaires of the study can be a useful tool for administrators to monitor work ethics, organizational behavior foundations, and classroom management of public-school teachers.

Finally, it is also recommended since there is a partial mediating effect of work ethics found in the study that future studies will be done to look for those other factors that are not included in the model that can mediate the relationship between organizational behavior foundations and classroom management.

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