

School Heads' Strategic Management Practices and Organizational Diversity in Selected Public Elementary Schools in the Division of Laguna

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Abstract— The Philippine educational system rendered its services in accordance to the call of the time, guided by Republic Act No. 9155 known as 'Governance of Basic Education Act of 2001' which provided that the school heads shall have the authority, responsibility and accountability (AuRA) in managing all the affairs of the school. However, the gap between the school's level of performance and the actual potential of the school heads can only be achieved through designing and implementing a plan on which their skills and competencies are translated in the schools' total environment.

Since the flattened world constantly bombard the society with unprecedented changes, schools to remain relevant and effective should keep itself abreast with the 21st century processes and practices. As society becomes more diverse and the social, political and cultural climate within the society changes, organizational diversity also exists. The requisite for social organizations like schools is to meet the needs of their clients - students, teachers and other education stakeholders. Thus, the demand to render these institutions according to the new millennium standard is stronger than ever.

As school leaders, they are well aware of the value of data and educational sectors' voice in helping improve the systems. Every sector's voice can tell a great deal about what needs to be changed. As leaders, they must be prepared to provide everyone with the means of sharing their voices.

The primary aim of the study was to determine the organizational diversity and school heads' strategic management practices of selected public elementary schools in the Division of Laguna. Specifically, the study sought to answer: How diverse is the organization of selected public elementary schools in the Division of Laguna in terms of behavior based on work attitudes, commitment, and personality? How diverse is the organization of selected public elementary schools in the Division of Laguna in terms of culture based on values, beliefs, and ethics? What are the school heads' strategic management practices in selected public elementary schools in the Division of Laguna based on planning, formulating, organizing, implementing, decision – making, and assessing? Is there a significant relationship between organizational diversity and school heads strategic management practices in selected public elementary schools in the Division of Laguna?

Based on the findings of the study, the following conclusions were made:

The level of organizational diversity among schools in the Division of Laguna both in behavioral dimensions and cultural aspects are said to be highly diverse. Likewise, the school heads' strategic management practices (planning, formulation, organizing, implementing, decision- making and assessing) in selected public elementary schools in the Division of Laguna are described as highly practiced.

Three strategic management practices (planning, organizing and implementing) are significantly correlated with behavioral diversity which are commitment and personality; likewise, the same strategic management practices are significantly correlated with values which is a sub-dimension of cultural diversity.

Further, two strategic management practices (formulation and assessing) find significant correlation with behavioral dimension which are commitment and personality; moreover, it is also significantly correlated with ethics which is a sub-dimension of cultural diversity.

Decision- making is the only strategic management practice which generated significant correlation with all the dimensions and its sub-dimensions of organizational diversity.

Index Terms— Philippine Educational System, School Heads' Strategic Management Practices, Organizational Diversity

1 INTRODUCTION

Twenty - first century is often associated with globalization which according to Friedman (2001) flattened the world.

Accordingly, the flattened world unveiled a seamless, unobstructed global village where unprecedented changes is the common order. This situation brought along with-it countless challenges which require social institutions to render themselves fit to the demands of the fast-changing world.

The world's increasing globalization requires more interaction among people from diverse backgrounds. People no longer live and work in an insular environment; rather, they are now part of a worldwide institutions competing within a global framework. For this reason, social organizations need to

become more diversified to remain competitive. from the words of Polat et al (2017), the authors are one in opinion confirming the preceding idea that today's social organizations contain employees with diverse demographic and socio - cultural characteristics that affect the environmental transformation of such institutions. Further, heightened global competition, rapid environmental dynamics and technological advances have compelled organizations to continuously change and adapt strategies, structures, practices and processes to help them remain relevant and competitive. This entails maximization in capitalizing on workplace diversity which make it an important issue in management.

Likewise, organizations are expected to transform the ways stringent bureaucracies are being implemented in favor of a more novel approaches and designs in management practices. Hence, organizational institutions such as education must embrace the right strategic management practices to attain the desired level of performance. In schools, the shifting demographics are a powerful impetus to address diversity in the workplace.

Since strategic management is about dynamic management decisions, skills, and competencies which impact directly upon the organization's capacity to survive the travails of the fast-changing milieu, there is an immediate need to address the growing workforce diversity. Guided by the ideas of Antia (2011), the author argued that the most important strategic management success is its human resources which make organizations to possibly achieve success.

The researcher believed that every education stakeholder has a fair share of contribution in the attainment of the school's vision and mission to carry out its social responsibility. Amid the differences among stakeholders in behavioral or cultural aspects, collaborative efforts of a team must be sought to promote the main purpose of the organization. The purpose of this study may assist the implementers as it also translates into effective delivery of essential services to communities with diverse needs. Education leaders and managers are expected to possess the highest strategic management skills and competencies so that they can practice it as they implement the 21st century programs and processes.

2 OBJECTIVES

The primary aim of the study was to determine the organizational diversity and school heads' strategic management practices of selected public elementary schools in the Division of Laguna. Specifically, the study sought to answer the following questions:

1. How diverse is the organization of selected public elementary schools in the Division of Laguna in terms of behavior based on:
 - a. work attitudes?
 - b. commitment? and
 - c. personality?
2. How diverse is the organization of selected public elementary schools in the Division of Laguna in terms of culture based on:
 - a. values?
 - b. beliefs? and
 - c. ethics?
3. What are the school heads' strategic management practices in selected public elementary schools in the Division of Laguna based on the following:
 - a. planning?
 - b. formulating?
 - c. organizing?
 - d. implementing?

- e. decision – making? and
- f. assessing?

4. Is there a significant relationship between organizational diversity and school heads strategic management practices in selected public elementary schools in the Division of Laguna?

3 METHODOLOGY

This study used the descriptive- quantitative method of research in order to determine whether the strategic management practices of school heads are aligned with the organizational diversity. In this study, it was attempted to find out the relationship between dimensions of organizational diversity and the strategic management practices of school heads in selected public elementary schools of the Department of Education in the Division of Laguna.

Purposive sampling method was used in this study. To determine the sample size, the researcher assumes that twelve teachers represent each of the ten big schools which was situated in the 4th congressional district of Laguna, resulting to twenty-two (22) male and ninety- eight (98) female with the total of one hundred twenty (120) teacher-respondents. Using Slovin's formula out of one hundred fifty-eight schools (158), ten big schools were selected as main venue school from ten (10) districts. The researcher was able to administer her survey questionnaire to teacher-respondents.

The survey questionnaire was the main data gathering instrument of this study. The questionnaire was made of two parts. Part 1 which includes the demographic profile of the respondents was about the strategic management practices of the school heads. While part 2 of the questionnaire was about the organizational diversity management as practiced by the school heads which consist of ten questions for each variable.

4 LITERATURE REVIEW

Globalization wrought educational institutions with varied challenges, so that educational leaders are compelled to conduct inquiries into their processes and programs whether it is still relevant to the needs of the changing world. The call to render itself fit to the demand of the period require educational institutions and its leaders to revisit its practices. Informed by the research findings of [1], et al (2010) on the role of leadership in organizational diversity management, the researcher strongly agreed that schools as social organizations need to be strategically manage in this fast-changing world. Leaders are expected to calibrate its processes and practices in order to keep abreast with the challenging social transformation. Thus, studies on strategic management is timely and sits perfectly well in this case.

To gain deeper appreciation on strategic management, the researcher went over the available management literature to generate better outlook about the varied management practices. The task systematically started with the quest for definition of strategic management.

The researcher came across the work of Markiewicz (2011) who cautioned the reader that there is no single definition of strategic management, which is generally acceptable. So, the researcher came to terms with the foregoing conceptualization of strategic management.

According to Sababu (2007) strategic management is a top management activity, which deals with decision making with regard to the purpose of the organizational mission, vision, philosophies, objectives, strategies and well-designed policies. It also encompasses the development of long-term plans for efficient management of environmental opportunities and threats in line with the organizational strengths and weaknesses.

Going back to the 90s, Pearce and Robinson are unanimous with their opinion saying that strategic management involves a combination of decisions and actions that guide the formulation and implementation of plans intended to achieve organizational objectives. Strategic management entails the planning, directing, organizing and controlling of firm's strategies reflecting decisions and actions that enhance a company's competitiveness.

Palladan (2018) using the thoughts and ideas of the 90s opined that strategic management is a business operating game plan, for enhancing firm's competitiveness, creating customer satisfaction and achieving targeted performances. Further, it leads to business continuous success, growth and competitive advantage brought about by implementing the predetermined plans efficiently and effectively. This action facilitates the means, through which organizations analyze the environment, create their desired position, fashion out appropriate strategies and implement them accordingly.

In addition, the author further said that strategic management process entails understanding the strategic situation of an organization, making strategic options for the future and turning strategy into action. It involves strategic analysis, choice and execution. More so, it can be viewed as aspirations and practices an organization employs in order to stay afloat amidst severe competition. A well-managed organization should have the ability to seriously find a place for itself in the contemporary competitive business environment.

Strategic management is becoming more and more pronounced in the contemporary period. Today, the world is in a busy and fast period of change in all areas of life. This process consistently changes especially the management domain which is forcing managers to be ready for change at any moment and is rendering the conventional management practices less relevant. Strategic management is needed in situations where conventional norms are challenged and redefined (Palladan, 2018). During the strategic management process in an organization, such cases as leadership, structure, control systems, and human resources are the main focus as well as the techniques used by managers in implementing the defined strategy. Other issues which are the concern of this process include such as the implementation of strategies, and the leadership style which is consistent with the strategies, organizational structure, information and control systems, and human resources management. It is the strategic management edge of

an organization to have over their opponents. In the work of La Torre - Medina and Blanco - Encomienda (2013) the authors emphasized that educational institutions need management systems in places capable of controlling the outcomes of their strategies effectively and efficiently. Just as in the business realm, the education sector must apply structured methods for providing strategic support.

Furthermore, the authors stressed that in order to fulfill the organization's mission, the current educational management model in many countries needs to undergo a series of changes, to reflect more closely the competencies and characteristics needed in the new era. A new management model is required, based on: significant decision-making capacity; leadership that is not solely focused on one single leader but rather is shared across the organization; teamwork; and strategic planning all driving forward the innovation agenda in education.

With the rise of globalization and the onset of the 21st century, factors such as culture, beliefs and interaction among people have enabled coexistence of differences. Collectively, these differences made diversity a reality. Diversity refers to the extent in which members of an entity, such as a group or organization, differs from one another. This encompasses a very broad range of individual attributes, although most attention has been given to differences in gender, race/ethnicity, and age. Diversity in attributes, such as nationality, culture, education, function, tenure, ability, sexual orientation, religion, values, personality, goals, and many others are gaining attention among scholars and researchers, educators and managers alike. The field is mainly concerned with the outcomes and management of individual differences in organizational settings, including work groups and organizations. Its importance lies on the fact that the workplace in many nations is growing increasingly diverse.

Reviewing the extant literature on diversity, diversity management and organizational diversity provided the researcher with a vast array of concepts, ideas, meanings, characterization and definitions. In the succeeding paragraphs diversity definitions were highlighted.

Majority of studies reviewed offered a brief definition of diversity. Gonzales and Denisi (2009) identified diversity simply as differences between individuals on any personal attributes that determine how people perceive one another. The authors provided grouping of all diversity traits into a single undefined category. One of the most limited definitions was offered by Richards and Kirby in the late 90s who defined diversity only as differences in a limited subset of demographic characteristics.

A more expansive definition was offered by Jehn and Bezrukova (2004), who, beginning with a generic definition of diversity similar to the one offered by Gonzalez and Denisi (2009), further refined this definition using multiple guidelines. In particular, the authors clarified the issue of visibility of diversity, which was not well discussed within the majority of studies. This definition was one of the more comprehensive descriptions encountered by the researcher with explanation on diversity identified information diversity, social diversity,

and value diversity as separate constructs and identified different factors in each of these constructs. This meaning is both the clearest and most useful in the study.

The above literatures and studies from the different views of the authors on organizational diversity and management practices were all contributed to the vast array of ideas and conceptualization of the variables involved in the current study. The researcher also supports the above statements of authors that every individual is unique in a different way.

5 DISCUSSION

Table 1 presents the Level of Behavioral Diversity in Selected Public Elementary Schools in Terms of Work Attitudes

Behavioral Diversity	Overall Mean	Analysis
1. Work Attitudes	4.83	Highly Diverse
2. Commitment	4.86	Highly Diverse
3. Personality	4.91	Highly Diverse

Legend:

- 4.50 - 5.00 Highly diverse
- 3.50 – 4.49 Diverse
- 2.50 - 3.49 Slightly diverse
- 1.50 – 2.49 Rarely diverse
- 1.00 – 1.49 Least diverse

Table 1 summarizes the level of behavioral diversity in public elementary schools in terms of work attitudes. Initial appreciation of the data suggests that in terms of work attitudes the organization’s behavioral diversity can be described as highly diverse as manifested by its overall mean score of 4.83.

The table simply attests to the fact that schools are places where diversity can be vividly observed. This finding is a re – affirmation of the statement made by no less than the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2000) which says that with the rise of globalization and the onset of the 21st century, factors such as culture, beliefs and interaction among people have enabled coexistence of differences. Further, Anita and Swamy (2018) attest that in today’s era more interaction among people from diverse backgrounds are widespread and a diverse workforce is a reflection of a changing world. People no longer live and work in an insular environment. Along with the diversity of culture are the varied ways of expressing opinions and ideas, beliefs and ways of thinking which dictate one’s work attitudes.

In Edewor and Aluko’s (2007) observation the presence of diverse workforce brought about by unprecedented changes in the environment makes diversity a reality. Diversity in attributes, such as nationality, culture, education, function, tenure, ability, sexual orientation, religion, values, personality, goals, work attitudes, and many others are gaining attention among scholars and researchers, educators and

managers alike. The field is mainly concerned with the outcomes and management of individual differences in organizational settings, including work groups and organizations. Its importance lies on the fact that the workplace in many nations is growing increasingly diverse. So that it is imperative for employers and policymakers to understand changing workforce demographics and the impact of increasing diversity on human behavior in the workplace.

Table 1 also shows the level of behavioral diversity in public elementary schools in terms of commitment. Preliminary observation of the data in Table 1 illustrates that the respondents in selected public elementary school in the Fourth District of Laguna signify divergent commitment. With an overall weighted mean of 4.86, this means that the respondents are highly diverse in terms of their organizational commitment.

This finding is consistent with the respondents’ previous perspective in the sub – dimension - work attitudes where the respondents likewise displayed a highly diverse position. The result affirms the ideas of Ahmed (2007) who opined that one’s commitment depends on the institution’s display toward diversity and how diversity is considered in relation to the organization’s core values, as well as on the social and cultural demographics and location of the organization, and on the attitudes and actions of its members. Furthermore, in appreciation of the result, it is noteworthy to mention the ideas forwarded by Mitonga-Monga, Flotman, and Cilliers (2018) who argued that organizational commitment (OC) are of particular importance to the survival and profitability of an organization. Here, organizational commitment is perceived as the strength of individuals’ identification with and involvement in a particular organization (Chiu & Ng 2013; Obi-Nwosu, Chiamaka & Tochukwu 2013). Accordingly, satisfied employees tend to be motivated, perform well in their day-to-day work and demonstrate a deep psychological bond with the organization (Stander & Rothmann 2010).

Since organizational commitment contains a ‘psychological bond’ (Humphreys, Weyant & Sprague 2003:201) between employees and their organization that explains employee workplace behavior, thus, it is expected that every one employee differs in her/his commitment. Fu and Deshpande (2013) in strengthening further the previous ideas, added that organizational commitment is a measure of employees’ attachment to and identification with their job. This involves a work attitude related to employees’ willingness to be actively involved in the work and life of the organization and to subsequently stay employed in the organization (Lok & Crawford, 2004). Such employees would be willing to expend their efforts in and demonstrate loyalty to the organization (Lee & Cha 2015; Rashid, Sambasivan & Johari 2003; Yiing & Ahmad 2009) and develop a predisposition and emotional attachment that is psychologically aligned with the organization’s strate-

gic intent (Beer 2009:128; Narteh, 2012). All these behaviors are a result of the normative pressures experienced by employees (Viljoen& Rothmann 2009). Additionally, Haim (2007), Sharma & Sinha (2015), and Alas & Mousa (2016) maintain that organizational commitment provides an explanation for employees' misuse of power, irresponsibility, inefficiency and carelessness in work. Moreover, it often interprets employees' modes of behavior in the face of organizational crisis (Chang, 2002). In a different perspective, organizational commitment has become a keystone in both management and behavioral science over the last 30 years (Rajendran&Raduan, 2005)

In integrating Reichers' notion in the 80s, Mamman, Kamocheand Bakuwa (2012) supported the categorization of this collection of commitments into what they refer to as global and local commitments, characterized by varying unique and specific outcomes. Employees' organizational commitment is therefore a strong identification with and psychological attachment to the organization, which inspires them to actively participate in the accomplishment of organizational aims and objectives. Employees thus tend to display commitment when they enjoy satisfactory working relationships (Asiedu, Sarfo&Adjei 2014). The general notion reflects the fact that organizational commitment is likely to evoke feelings of attachment and affiliation, which has a positive effect on organizational performance, efficiency and effectiveness.

In a related perspective, Kundu and Mor (2016) argued that organizational commitment, as employee outcome, entails employees to engage in behaviors that enhance their value and support the organization. In other words, committed employees strongly believe in and accept the organizational goals and values and exert considerable effort in support of the organization and to remain a member. Moreover, the concept of organizational commitment is a more reliable way of measuring human behavior in organized groups than other theoretical constructs such as job satisfaction or job involvement (Moon, 2000). Thus, the impact of diversity management on employees' organizational commitment will corroborate its utility as a key HR initiative to improve employee and organizational performance.

Moreover, Table 1 also summarizes the level of behavioral diversity in public elementary schools in terms of personality. The data showed that the sub-dimension 3 – personality - under behavioral component of organizational diversity generated an over-all mean of 4.91, which is verbally interpreted as highly diverse. The ten indicators under this sub-dimension earned means which are also interpreted as highly diverse. This result confirms that schools are places where diversity is commonly seen. Wang & McLean (2015) are in opinion that diverse personality denotes the uniqueness that a person brings to the workplace, whether in ethnicity, country, language, class, sexual orientation, religion, age, thoughts, experiences, education, gender, or generation. Thus,

organizations that invest their resources and embrace diversity in taking advantage of the opportunity's diversity offers out perform those that fail to make such investments (Choi & Rainey, 2009 Kochan, Bezrukova, Ely, Jackson, Joshi, Jehn, Leonard, Levine, & Thomas, 2003).

Corollary to the preceding idea, Onsongo and Maina (2018) observed that many current writers define diversity as any significant difference that distinguishes one individual from another—a description that encompasses a broad range of overt and hidden qualities. Generally, these researchers organize diversity characteristics into four areas, namely: personality which include traits, skills and abilities; internal factors like gender, race, ethnicity, I.Q., sexual orientation; external factors such as culture, nationality, religion, marital or parental status; and organizational factors such as position, department, union/non-union(Friday, E & Friday, S 2003).

Table 2 presents the Level of Cultural Diversity in Selected Public Elementary Schools in Terms of Values

Cultural Diversity	Overall Mean	Analysis
1. Values	4.88	Highly Diverse
2. Beliefs	4.85	Highly Diverse
3. Ethics	4.85	Highly Diverse

Legend:

4.50 - 5.00	Highly diverse
3.50 - 4.49	Diverse
2.50 - 3.49	Slightly diverse
1.50 - 2.49	Rarely diverse
1.00 - 1.49	Least diverse

Another dimension comprising organizational diversity is cultural diversity. In this study are comprised parameters like values, beliefs, and ethics. Tables 7-9 summarize the level of organizational diversity in terms of the three sub-dimensions of organizational culture. Table 6 summarizes the level of cultural diversity in selected public elementary schools in terms of values. Initial observation of the data, illustrates the over-all mean of 4.88 with verbal interpretation of highly diverse.

This finding simply confirms that respondent – schools are culturally diverse as attested by the means generated under values. As a support to this study result, Onsongo and Maina (2013) stated that to survive in today's competitive arena, more employers are adopting fair employment practices to attract talent. This inevitably creates a diverse workforce pool with different values and beliefs. If not well managed, it could create tension among staff and affect their performance and morale.

On the other hand, if handled effectively; a diverse workforce could produce amazing results for the organization. For this reason, diversity has evolved as survival tool. However, managing diversity goes beyond accommodating people of

different ethnicity, gender or even values. It is acknowledging that people have distinctive values and these beliefs are invaluable to the organization. It is creating an inclusive environment that engages the varied workforce and treats every employee fairly.

The authors further argued that the variety of experiences and perspectives which arise from differences in race, culture, religion, mental or physical abilities, heritage, age, gender, sexual orientation, gender identity and other characteristics develop among people different value systems. It's important to understand how these dimensions affect performance, motivation, success, and interactions with others Patrick (2010) suggests that a good starting point for thinking about diversity is to become familiar with the policy of the organization not to engage in discrimination against or harassment of any person employed or seeking employment with the organization on the basis of race, colour, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition, ancestry, marital status, age, sexual orientation or status. This policy applies to all employment practices, including recruitment, selection, promotion, transfer, merit increase, salary, training and development, demotion, and separation.

Thus, it is of utmost importance to respond positively to cultural diversity since it is one of the main challenges facing any organization. It entails absorbing differences and creating a productive environment in which employees feel valued while their talents are utilized for the attainment of organizational goals (Findler, Wind & Berak, 2007). Moreover, Kormanik and Rajan (2010) explain that managing diversity means becoming aware of behaviors, acknowledging biases, and focusing on job codes of conduct. Indeed, cultural diversity is no longer limited to management intervention or affirmative action, but it can be employed as a strength to accomplish organizational missions (Pitts and Wise, 2010). Accordingly, developing human resources knowledge about the potential benefits that differences can bring to the workplace is an emergent organizational practice (Vuuren, Westhuizen & Walt, 2012).

Table 2 also summarizes the level of cultural diversity in selected public elementary schools in terms of beliefs. Preliminary appreciation of the data showed that the over-all mean is 4.85 verbally interpreted as highly diverse. Moreover, all indicators under this sub-dimension-beliefs-generated means which are all verbally interpreted as highly diverse. These consistent findings along with the previous results in the preceding discussion reinforce one another to support the initial claim that schools are hubs of diversity, both workforce, students and other stakeholders.

According to Wentling & Nilda (2000) believing in the potential of diverse workforce amid differences in values and beliefs suggested that leaders should seek to harness this

workforce uniqueness in the pursuit of more creative environments. Diversity management is a buzzword which utilize initiatives composed of specific activities, program, policies, and any other formal processes or efforts designed to promote organizational culture change related to diversity. The commonly espoused objectives of diversity management include valuing and utilizing workforce diversity and overcoming barriers like discrimination and segregation (Healy, Kirton, & Noon, 2010). Focus on diversity management has been linked to enhanced work-related attitudes and behaviors which according to Armstrong et al (2010) increased productivity (Armstrong et al, 2010), and reduced costs linked to turnover and absenteeism.

Meanwhile, Wentling & Nilda (2000) conclude that believing in the potential of diverse workforce amid differences in values and beliefs suggested that leaders should seek to harness this workforce uniqueness in the pursuit of more creative environments. Diversity management is a buzzword which utilize initiatives composed of specific activities, program, policies, and any other formal processes or efforts designed to promote organizational culture change related to diversity. The commonly espoused objectives of diversity management include valuing and utilizing workforce diversity and overcoming barriers like discrimination and segregation (Healy, Kirton, & Noon, 2010). Focus on diversity management has been linked to enhanced work-related attitudes and behaviors which according to Armstrong et al (2010) increased productivity (Armstrong et al, 2010), and reduced costs linked to turnover and absenteeism.

Table 2 further discussed that, the level of cultural diversity in public elementary schools in terms of ethics. As shown in the table, the over-all mean of this sub-dimension is 4.85 which is verbally interpreted as highly diverse with regard to the ten indicators, it is further illustrated that all means are verbally interpreted as highly diverse. The finding simply confirms the consistency of the respondents' perspective that schools where they are affiliated to According to Kuye, Uche, and Akaighe (2013) ethics is concerned not only with distinguishing between the dichotomies but also with the commitment to do what is right or what is good. As such, the concept of ethics is inextricably linked to that of values, enduring beliefs that influence the choices actors make from available means and ends.

Ethical behavior represents that which is morally acceptable as "good" and "right" as opposed to "bad" and "wrong" in a particular context (Uche, 2012). Ethical behavior, therefore, is acting in ways that are consistent with one's personal values and commonly held values of the organization and the society. An ethical culture is associated with a structure that provides for equally distributed authority and shared accountability. It also has policies such as an ethical code of conduct that is clear, well communicated, is specific about

expected procedures and practices, thoroughly understood and enforced. In addition, incentive systems are deliberately and clearly tied to behaving in concert with the code of ethics and accomplishment of non- economic goals in addition to economic outcomes (Trevino and Weaver, 2001).

Table 3 presents the Level of Strategic Management Practices in Selected Public Elementary Schools

Cultural Diversity	Overall Mean	Analysis
1. Planning	4.75	Highly Practiced
2. Formulating	4.79	Highly Practiced
3. Organizing	4.79	Highly Practiced
4. Implementing	4.80	Highly Practiced
5. Decision-making	4.85	Highly Practiced
6. Assessing	4.82	Highly Practiced

Legend:

- 4.50 - 5.00 Highly practiced
- 3.50 – 4.49 Practiced
- 2.50 - 3.49 Slightly practiced
- 1.50 – 2.49 Rarely practiced
- 1.00 – 1.49 Least practised

School heads’ strategic management practices in selected public elementary schools in the Division of Laguna encompass 6 sub – dimensions, namely: planning, formulating, organizing, implementing, decision – making, and assessing. Initial observation of the data manifests that the over – all mean of sub – dimension – planning - is 4.75 with verbal interpretation of highly practiced. with regard to the individual indicators.

Jeseviciute- Ufartiene (2014) following the Drucker ideas of the 90s, gained that planning is one of the twelve future creation actions. The purpose of planning is to schedule impossible tasks to be possible. Likewise, the author maintains that plan of action must become the core of manager’s time planning to avoid becoming a victim of circumstances.

Every manager understands the significance of planning in the management and development of an organization. The process of planning is connected with the process of manager’s mind activity. Continual changes in the environment are the preclusion to use manager’s mind activity purposefully and to orientate it into planning. Planning is described as one of organizations’ management functions and actually the core function of organization management. Oparanma, Hamilton and Jaja(2009) concluded that the application of planning as a strategy is the only way to manage the turbulent and competitive environment. The authors commented that the turbulent environment of any business can be managed through planning, strategic management formulations and implementation. This notion is analogous with the ideas expressed by Valackine (2010) who subscribed that strategic plan making is the first managerial job when the environment of business

becomes uncontrollable. Planning could be understood as one of the twelve future creation actions. Future creation actions are prognostication, floodlighting, projection, programming, planning, scenario making, project implementation, author supervision, expertise, monitoring, organization, and management.

In clarifying further, J. Kvedaravicius (2006) sufficiently maintains that future objects or situations are floodlighted or projected, actions are programmed and tasks are planned. According to Ackoff (2011) planning has a function to make impossible into possible. Thus, there could be maintained a just usage of pure thinking that could help the manager to separate these actions and find out different meaningful results of contemplation.

Table 3 also highlights the level of strategic management practices in public elementary schools in terms of formulating. Preliminary appreciation of the data, the over- all mean of the sub – dimension – formulating – got 4.79 with verbal interpretation of highly practiced,

This finding suggests that school heads’ in selected public elementary schools in the division of Laguna are practicing strategic management to conform to the demands of the new millennium. According to Lambaerts (2017) strategic management focuses on creating and sustaining superior performance. To achieve this goal, a well – articulated strategy is extremely important for institutions to achieve competitive advantage.

However, the problem of limited resources has made it important for firms to constantly make strategic decisions that will help them achieve and sustain competitive advantage. David, (2011) pointed out that strategy formulation decisions commit an organization to specific resources, products, technologies and markets over an extended period of time. Strategy formulation process enables a firm to match internal resources with opportunities and risks in its external environment. Furthermore, environmental dynamism and competitiveness pose a serious challenge for managers responsible or formulating strategies in organizations.

Strategy formulation process involves the collection of data and continuous exchange of information. The most difficult part of strategy formulation process is the creation of a strategic identity and the execution of strategic analysis. Formulating effective strategy is the key to improving organization’s performance. According to Pearce II and Robinson (2011) strategy formulation guides leaders in defining the business their organization is in, the ends it seeks, and the means it will use to accomplish those ends. Organizations develop strategies to address issues that relates to delivering quality services. Arguably, it is important for organizations to effectively use their resources and technology to deliver innovative services to their clients as this will enable them to achieve and sustain competitive advantage.

Van Gelderen et al. (2000) contend that strategy formulation process and strategic plan are both important for firms to achieve competitive advantage. Strategy formulation involves reviewing key objectives and strategies of the organization, identifying available alternatives, evaluating the alternatives and deciding on the most appropriate alternative (Wheelen & Hunger, 2008). Authors contend that strategy formulation is the responsibility of employees at the corporate, business and the functional levels of management in an organization.

Also, the table recapitulates the level of strategic management practices in public elementary schools in terms of organizing. The over-all mean registered in this sub-dimension - organizing - is 4.79 with a verbal interpretation of highly practiced.

This finding reinforces the previous findings on planning and formulating practices and are consistently practiced by the school heads in the selected public elementary schools in the division of Laguna. The result confirms that the school heads of the selected public elementary schools in the division of Laguna are aware of the needs of the 21st century educational institutions. Likewise, these school leaders are sensitive to the organizational diversity of the educational system as a hub of diverse learners, staff and educators. The school leaders are equipped with the 21st century strategic management practices. Organizing is the function of management which follows planning. It is a function in which the synchronization and combination of human, physical and financial resources take place. All the three resources are important to get positive results.

Therefore, organizational function helps in the achievement of results which in fact is important for the functioning of a concern (Barnard, 2019). Organizing is a function by which the concern is able to define the role positions, the jobs related and the co-ordination between authority and responsibility. Hence, a manager always has to organize in order to get results.

Moreover, Table 3 showcases the level of strategic management practices in public elementary schools in terms of implementing. The over-all mean of 4.80 was generated by the sub-dimension -implementing verbally interpreted as highly practiced. All the ten indicators earned means the lowest of which is 4.65 and the highest mean is 4.89 all are interpreted as highly practiced.

The finding showed that the school heads of selected public elementary schools in the division of Laguna are consistent in their management practices. Every sub-dimension tend to support and re-enforce the findings from the other sub-dimension.

Numerous studies confirmed that the type of strategy that is developed and the actual method of strategy formulation certainly influence the result of its implementation. Palladan and Adamu (2018) posited that the need to commence with a formulated strategy that involves a good idea or model is stated as the most often-in assisting successful implementation. Good execution naturally starts with good strategic input.

The level of strategic management practices in public elementary schools in terms of decision making, as shown in the table, obtained the over-all mean generated by this sub-dimension - decision-making - 4.85 with verbal interpretation of highly practiced.

In the work of La Torre - Medina and Blanco - Encomienda (2013) the authors emphasized that educational institutions need management systems in place that are capable of controlling the outcomes of their strategies effectively and efficiently. Just as in the business realm, the education sector must apply structured methods for providing strategic support.

The level of strategic management practices in public elementary schools in terms of assessing also obtained an over-all mean in this sub-dimension - assessing - 4.82 with verbal interpretation of highly practiced.

This confirms the five previous findings under the strategic management practices that school heads in selected public elementary schools in the division of Laguna are truly practicing appropriate leadership management fit for the 21st century environment characterized by diversity of workforce Bartuševičienė and Šakalytė (2013) argued that today's organizations face unprecedented challenges assessing their performance. Globalization, requirement for social responsibility, innovative technology and new strategic thinking are just a few of the aspects required in today's competitive environment. High performance organization maintain consistent strategies that closely bind with organization's philosophy and beliefs. Such organizations implement strong customer-oriented policies (American Management Association, 2007).

Strategic approach takes the organization to a higher plane of maturity with a clear vision of where the entity is going. Customer approach strives for clientele loyalty, while Leadership approach is associated with management knowledge to transfer the strategy to employee level, which will have a direct impact on their behavior and beliefs. The fourth block is associated with organization's processes and structure. High performance organization should strive for implementing innovative policies to support the strategy. The last component of the model is Value and Beliefs which translate into organization's ability to implement the strategy.

Table 4 presents the Relationship between Organizational Diversity and School Heads Strategic Management Practices in Selected Public Elementary Schools in the Division of Laguna

Predictor of Organizational Strategic Management Practices	Organizational Diversity Analysis					
	Planning	Formulating	Organizing	Implementing	Decision-Making	Assessing
1. Behavioral Diversity						
a. Work-Attitude	Not Significant	Not Significant	Not Significant	Significant	Significant	Significant
b. Commitment	Significant	Significant	Significant	Significant	Significant	Significant
c. Personality	Significant	Significant	Significant	Significant	Significant	Not Significant

2. Cultural Diversity						
a. Values	Significant	Not Significant	Significant	Significant	Significant	Not Significant
b. Belief	Not Significant	Not Significant	Significant	Not Significant	Significant	Significant
c. Ethic	Not Significant	Significant	Not Significant	Significant	Not Significant	Not Significant
Adjusted R-Squared				0.671		
F-Value				25.671		
Sig.				0.000		

Among the predictors of organizational strategic management practices, under behavioral diversity, work-attitude ($r=.224, \beta=.079, T=.937$), commitment ($r=.563, \beta=.639, t=5.439$) and personality ($r=.261, \beta=-.441, t=-3.789$) predict significantly the organizational strategic management practices in terms of planning at 0.05 level. The beta coefficient indicates that for every one unit increase in commitment and personality, there is a corresponding 0.639 and 0.441 unit increase in strategic management practices in terms of planning. As for cultural diversity, values ($r=.261, \beta=.441, t=-3.789$) likewise, predict significantly the strategic management practices in terms of planning at 0.05 level. The beta value shows the unit of change in planning for every 1 unit change in values. A positive r for commitment, personality and values further shows direct relationship. Other indicators were found not statistically significant.

The adjusted r-square of 0.487 shows that 48.7% of the variation in organizational strategic management practices in terms of planning is explained by commitment, personality, and values. The F value is 12.300 and sig. is 0.000.

As a support to the preceding finding, Kohtamaki, Kraus et al (2011) believed that personnel commitment to strategy implementation mediates/moderates the link between participative strategic planning and company performance because participative strategic planning increases personnel understanding of the company's purpose and strategic targets, clarifies why strategies are implemented and creates a sense of shared purpose for employees. Further, Mantere and Vaara, (2008) in clarifying and explaining strategies and involving personnel in the strategic planning process forwarded the ideas that it leads to increase personnel commitment to strategy implementation. Likewise, increased personnel commitment enables more rapid strategy implementation and improves both the strategy-environment fit and, consequently, organizational performance.

Since commitment is crucial to the advancement of the organization's vision, mission and objectives, the Cen-

ter for Simplified Strategic Planning (2019) argued that senior management and key personnel throughout the organization need to work together in driving the institution forward to reach its objectives. Therefore, they have committed to the success of the company. Furthermore, they execute the strategies of the organization as effectively as possible. Finally, their actions reflect the level of commitment they have and inspire those around them to excel.

Among the predictors of organizational strategic management practices, under behavioral diversity, commitment ($r=.637, \beta=.708, t=7.354$) and personality ($r=.237, \beta=-.501, t=-5.250$) predict significantly the organizational strategic management practices in terms of formulation at 0.05 level. The beta coefficient indicates that for every one unit increase in commitment and personality, there is a corresponding .708 and .501 unit increase in strategic management practices in terms of formulation. As for cultural diversity, ethics ($r=.647, \beta=.420, t=-3.602$) likewise, predict significantly the strategic management practices in terms of formulation at 0.05 level. The beta value shows the unit of change in formulation for every 1-unit change in ethics. A positive r for commitment, personality and ethics further shows direct relationship. Other indicators were found not statistically significant.

The adjusted r-square of 0.655 shows that 65.5% of the variation in OSMP in terms of formulation is explained by commitment, personality, and ethics. The F value is 23.593 and sig. is 0.000.

Linking resource – based theory in the preceding finding, it is important to emphasize the belief that successful strategy formulation process can deliver superior innovation performance. In managing education, this strategic management practice is very crucial. Many authors like Wilden et al. (2013) use resource-based theory (RBT) as theoretical lens to explore the link between strategy formulation process and organizations' innovation performance instead of general organization performance. In terms of performance, the effective use of resources during strategy formulation may increase the organization's capacity to create new services, process and expand both existing and new ones.

This could lead to increase in effectiveness and efficiency and thus contribute to performance by helping the organization to appropriately value linked to competitive advantage from innovative activities.

Among the predictors of organizational strategic management practices, under behavioral diversity, commitment ($r=.562, \beta=.769, t=7.181$) and personality ($r=.131, \beta=-.687, t=-6.467$) predicts significantly the organizational strategic management practices in terms of organizing at

0.05 level. The beta coefficient indicates that for every one unit increase in commitment and personality, there is a corresponding .769 and .687 unit increase in strategic management practices in terms of organization. As for cultural diversity, value ($r=0.522$, $b=0.434$, $t=-2.697$) likewise, predict significantly the strategic management practices in terms of organization at 0.05 level. The beta value shows the unit of change in organization for every 1-unit change in values. A positive r for commitment, personality and value further shows direct relationship. Other indicators were found not statistically significant.

The adjusted r-square of 0.573 shows that 57.3% of the variation in OSMP in terms of organization is explained by commitment, personality, and ethics. The F value is 16.949 and sig. is 0.000.

In support of the preceding finding, Pearce and Robinson inspired by the lessons learned from the 90s are in opinion saying that strategic management involves a combination of decisions and actions that guide the formulation and implementation of plans intended to achieve organizational objectives. Strategic management entails the planning, directing, organizing and controlling of firm's strategies that reflects decisions and actions that enhance a company's competitiveness.

Among the predictors of organizational strategic management practices, under behavioral diversity, commitment ($r=0.828$, $\beta=0.890$, $t=12.315$) and personality ($r=0.426$, $\beta=-.438$, $t=-6.111$) predict significantly the organizational strategic management practices in terms of implementation. As for cultural diversity, value ($r=0.708$, $\beta=0.209$, $t=-1.931$) likewise, predict significantly the strategic management practices in terms of implementation at 0.05 level. The beta coefficient indicates that for every one unit increase in commitment and personality, there is a corresponding 0.890 and 0.438 unit increase in strategic management practices in terms of implementation. The beta value shows the unit of change in organization for every 1-unit change in values. A positive r for commitment, personality and value further shows direct relationship. Other indicators were found not statistically significant.

The adjusted r-square of 0.000 shows that there is no variation in OSMP in terms of implementation as explained by commitment, personality, and value. The F value is 50.353 and sig. is 0.000.

The preceding finding is in congruence with the previous studies found which identify a connection between employee commitment to strategy implementation and performance (Dooley et al., 2000; Ramaseshan et al., 2013; Kohtamaki et al., 2012; Kuye, Sulaimon, 2011). Successful strategy requires commitment of the people at the

implementation stage. Additionally, management support at the strategy implementation stage is very important to achieve success. Jaw and Liu (2004) posit that commitment is not only a human relation concept but also involves generating human energy and activating human mind. Ramus and Steger (2000) contend that it is difficult to implement new ideas and initiatives without commitment. Thus, employee commitment is necessary to align strategy implementation and strategic decisions.

According to Yuliani et al. (2003), cited in Irawanto (2015), suggests that many organizations do not give high priority to using their individual employee's commitment as part of the strategy to increase their effectiveness and competitiveness. The ability to implement strategies is important to achieve superior results and commitment to strategy implementation plays an important role in implementation success. Employee involvement and commitment are keys to implementing successful strategic change in organizations (Fiegener, 2005; Elbanna, 2008). When employees understand their organization's strategy it gives them a feeling of being part of the team, and thus increases their willingness to work towards shared organizational goals.

Among the predictors of organizational strategic management practices, under behavioral diversity, work attitudes ($r=.564$, $\beta=.169$, $t=-2.658$), commitment ($r=.690$, $\beta=.418$, $t=4.747$) and personality ($r=.548$, $\beta=-.214$, $t=-2.457$) predict significantly the organizational strategic management practices in terms of decision-making at 0.05 level. The beta coefficient indicates that for every one unit increase in work attitudes, commitment and personality, there is a corresponding .169, .418 and .214 unit increase in strategic management practices in terms of decision making. As for cultural diversity, value ($r=.761$, $\beta=.511$, $t=-3.868$) and beliefs ($r=.569$, $\beta=-.308$, $t=4.432$) likewise, predict significantly the strategic management practices in terms of decision-making at 0.05 level. The beta value shows the unit of change in decision making for every 1-unit change in values and beliefs. A positive r for work attitudes, commitment, personality and values and beliefs further shows direct relationship.

The adjusted r-square of 0.711 shows that there is a corresponding 7.11% variation in OSMP in terms of decision-making is explained by work attitudes, commitment, personality, values and ethics. The F value is 30.335 and sig. is 0.000.

The preceding finding is compatible with the ideas of Sababu (2007) who subscribed to the belief that strategic management is a top management activity, which deals with decision making with regard to the purpose of the

organizational mission, vision, philosophies, objectives, strategies and well-designed policies. It also encompasses the development of long-term plans for efficient management of environmental opportunities and threats in line with the organizational strengths and weaknesses.

Complementing the preceding ideas are the thoughts of Glaser and Karpati (2018) which emphasize that culture is an important facet of the decision-making process. To become a great decision maker, it behooves an individual to become educated about practices, values, and beliefs that are dominant in a culture and to understand others' frames of mind before making a decision. This inevitably suggests adopting an interdependent mindset. The decision maker might learn that consulting with others is desired. The point is to take cultural values and beliefs into consideration and to become more self-aware of the influence of one's own cultural values in approaching a decision dilemma. By understanding cultural values and beliefs, managers are a step closer to identifying, predicting, and shaping how they make decisions (whether unilaterally, bilaterally, through consensus, or consultation), as well as how people in the host environment in which they are operating will perceive their decisions.

Moreover, according to Schmits (2012) Planning requires that managers be aware of environmental conditions facing their organization and forecast future conditions. It also requires that managers be good decision makers. It is also a process consisting of several steps. The process begins with environmental scanning which simply means that planners must be aware of the critical contingencies facing their organization in terms of economic conditions, their competitors, and their customers. Planners must then attempt to forecast future condition

Among the predictors of organizational strategic management practices, under behavioral diversity, work attitudes ($r=0.498$, $\beta=0.147$, $t=-2.176$), and commitment ($r=0.647$, $\beta=0.443$, $t=4.734$) predict significantly the organizational strategic management practices in terms of assessing at 0.05 level. The beta coefficient indicates that for every one unit increase in work attitudes and commitment, there is a corresponding 0.147 and 0.443 unit increase in strategic management practices in terms of assessing.

6 CONCLUSIONS

Based on the data, it is shown that there is a significant Based on the findings of the study, the following conclusions were made:

The level of organizational diversity among schools in the Division of Laguna both in behavioral dimensions and cultural aspects are said to be highly diverse. Likewise, the school heads' strategic management practices (planning, for-

mulation, organizing, implementing, decision-making and assessing) in selected public elementary schools in the Division of Laguna are described as highly practiced.

Three strategic management practices (planning, organizing and implementing) are significantly correlated with behavioral diversity which are commitment and personality; likewise, the same strategic management practices are significantly correlated with values which is a sub-dimension of cultural diversity.

Further, two strategic management practices (formulation and assessing) find significant correlation with behavioral dimension which are commitment and personality; moreover, it is also significantly correlated with ethics which is a sub-dimension of cultural diversity.

Decision-making is the only strategic management practice which generated significant correlation with all the dimensions and its sub-dimensions of organizational diversity.

7 RECOMMENDATIONS

Based on the findings and conclusions made, the following recommendations were forwarded:

The Department of Education, Division of Laguna must take cognizant of the importance of organizational diversity and utilize the positive impact it can offer to enhance school efficiency and effectiveness. Diversity should be properly recognized and effectively managed to enhance the school performance.

Strategic management practices must be consistently updated and judiciously implemented to provide motivation to all education stakeholders enabling the schools in the Division deliver the needed services premised on accountability, responsibility and relevance.

School managers and leaders must continuously update themselves with ways and means of upholding fair, just and discrimination-free educational environment to achieve the goals set in diversity management.

School administrators may design programs for the promotion and recognition of diversity in the educational setting so that it can trickle down to the learners who are equally diverse as its management and staff.

Further research is desired on similar topic to enhance the existing literature on organizational diversity in the Philippines considering other variables not covered in this study.

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