

Contingency Management Practices of Public Elementary Schools in Laguna

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ABSTRACT

This study aimed to determine and discuss the importance of contingency management strategies in the Public Elementary Schools in Laguna to improve the work engagement and performance of school programs and school leaders. This research study focused on the need for adaptive leadership techniques to address dynamic issues in the educational environment and improve educator engagement and performance. The purpose of this study is to determine the impact of contingency management on school program planning.

The study used the descriptive correlation method. The research study used self-made survey instruments on the status and perceptions of the school heads' practices on contingency management. The research design was to expand and strengthen the study's conclusion and further contribute to the literature publication.

The study aims to help the school heads and leaders in the Schools Division of Laguna understand the need to practice contingency management in school programs and its impact on successful planning. It will also aim to address possible gaps and analyze the progress in the performance of the schools that use contingency management. Moreover, the study aims to help the school heads prepare plans and ways to avoid more significant problems in their programs and projects by providing contingency plans for their programs in their respective schools.

Teachers and school heads will be able to be aware and knowledgeable about analyzing possibilities and hindrances in plans, programs, and projects ahead and crafting backup plans to mobilize the school.

Three hundred and fourteen (314) school heads were the target population of this study, including Head Teacher I to Principal IV in Laguna, with 95% confidence and a 5% margin of error, assuming 50% variability. The data collected from the respondents were analyzed using appropriate statistical techniques, including frequency, percentage, mean, and weighted mean. The results of the survey were the researcher's basis for identifying the perceptions and the level of knowledge of the school heads in contingency management among the public schools in the Division of Laguna.

The results highlight the importance of organizational culture, collaboration, and openness in the implementation of emergent strategies, as well as the role of organizational structure, goal setting, and reinforcement in improving school performance. Implications include recommendations for schools to strengthen organizational structures, prioritize organizational culture, integrate goal setting and reinforcement into emergency management, and monitor and evaluate continuous improvement practices. This study highlights the need for further research on other variables and the development of crisis management practices in public elementary schools.

Keywords: contingency management, educational leadership, organizational structure, goal setting, reinforcement, school program planning. more excellent knowledge of contingency.

INTRODUCTION

Contingency management strategies are crucial in the Philippines for enhancing work dedication and performance among classroom and school leaders. These strategies, which adapt to various contextual elements,

aim to improve classroom and school leaders' performance and commitment by addressing dynamic problems in the educational setting. Recent research has highlighted the connection between Filipino teachers' job dedication and contingency leadership methods, such as situational management, goal setting, and decision-making. The study conducted by Anderman,

E. M., & Anderman, L. H. insights into the role of orientation in the organization's goal, being part of school planning, and the organization's goal regarding interactions with stakeholders in shaping the organization. The results emphasize the need for customized educational leadership methods and contingency management's beneficial effects on school performance and teachers' job commitment and performance.

Organizational culture also plays a significant role in implementing contingency management strategies. Lücke et al. (2019) understanding the relationship between organizational culture and contingency management is essential for fostering an environment that supports the success of educators and educational leaders. This report aims to clarify the significance of adaptive leadership techniques in improving school program plans.

The contingency school of management, which is relevant to school program planning, emphasizes that planning and organizing must be tailored to a school's specific issues. It argues that an organization needs a specific best way to manage, and achieving the optimal management style depends on the situation and the context.

In the context of education, contingency theory can be used to adapt and adjust different management approaches and strategies, considering students, curriculum, resources, goals, and the environment. This strategy acknowledges the value of each manager's performance and the necessity of managing complexity, diversity, and uncertainty. To that the school can recover from an emergency and avoid panic or rash decisions; contingency planning is essential when a crisis arises. It entails developing a flexible approach to address potential risks and disruptions. As a result, the Gould (2014) emphasized the importance of including contingency school of management and contingency collaboration, sharing, or fostering openness in an organization as one of the critical factors in having theory provide frameworks for managing and overseeing educational initiatives flexibly and adaptively.

In the Philippines, contingency planning for primary education is the process of managing and analyzing specific potential events in a state of uncertainty and establishing response arrangements in advance. External linkages and partner agencies or institutions also play a vital role in contingency planning. The contingency and situational approaches to educational leadership could allow school leaders to manage their schools effectively. The four-step process for preparing a contingency plan for school leaders includes identifying key risks, developing a plan, maintaining the contingency plan, and training staff. Identifying and quantifying factors that might affect an organization is the beginning of managing possible risks in an organization's programs. The management bodies are involved in various decision-making and planning processes, making plans and coordinating the organization to establish a smooth direction toward its goals. Analogies were made up of various structures that directly affected the performance and systems of the organization. Organized organizations learn to be better and more informed in many ways, thus making an organization dynamic and developing backup plans to avoid failings and risks in improving performance. Schools and organizations need to recognize the importance of incorporating their best practices into their backup plans so they can tackle ways for setbacks and adopt possible practices to tap conditions. The leadership style of the school leaders, how their leadership style plays essential roles in developing the school, and how it fits in with the arising needs and situations.

Fiedler's (1967) and Tannenbaum and Schmidt's (1958) theories regarding an organization's development are the most challenging among any school's objectives. Involving not only the necessary needs at present times and situations but also anticipating the possibilities of existing risks in the process in the future and making appropriate designs to fit the situation. Every school or organization changes based on the demands required to fit in various processes. Adjustments might be needed from previous objectives and strategies to new and innovative setbacks. The challenges determine how well an organization's tasks are organized and accomplished. Performances of schools were said to be more effective depending on their relationship with their members and how task-oriented or result-oriented their personnel are. Those were some factors that determined how a school would improve its performance.

The study investigated the importance of contingency plans in the process encountered by school leaders. Implementing contingency management methods is essential for maintaining the continuity and resilience of educational programs in the presence of uncertainty. The accuracy of a well-accomplished organization is determined by the challenges it can handle and the effectiveness of its development tasks. The desire for the school to improve its performance and effective relationships among colleagues and personnel are essential factors in attaining a school's objectives. School heads and the school program plan committee are responsible for ensuring that quality performances and appropriate tasks will be done to continuously improve the schools and make setbacks towards facing challenges and demands of future set-ups. An educational organization or school's failure or success always depends on the quality of the management present and being exercised. However, despite various management-associated means and ways, there were times when management failed, thus requiring the organization to become more conscious of its management. Coping with conflicts in management is not always directly related to finances or the organization; it is somehow and directly affected by other means, such as leadership, relationships, coordination, and cooperation. Others are often the problems or issues directly affecting an organization's planning and other decisions. Planning and management involve anticipating challenges and changes to impel and respond with an appropriate management design. A school needs to move along changes and craft, plan, and design appropriate actions over the changing and challenging times and demands. However, educational leaders tend to lack standardized policies and procedures, which might lead to inefficiency and difficulties allocating resources for crisis or emergency responses in the school. Lack of contingency management practices and crisis management training in school program planning. School heads may also struggle in balancing timelines and target outputs resulting in increasing auxiliary extended tasks and activities. And the challenges faced by school heads in implementing the basic education learning continuity plan. (BE-LCP) in elementary schools It is also found that school heads and teachers assessed practices of the BE-LCP as sometimes too frequently implemented, while challenges were also assessed as sometimes too frequently encountered.

Lastly, a lack of contingency planning can include managing uncertainties in the structure, which were identified as the responsibilities of different actors. The lack of contingency planning can hinder the ability to respond effectively to crises and emergencies. These challenges highlight the need for effective resource management, teacher training and resources, and contingency planning to ensure the safety, continuity, and quality of education in the Philippines, particularly in times of crisis and uncertainty. It urges an organization to evolve and make necessary changes to fit specific situations and needs. DepEd Order No. 071, s. 2021, "PREPARATIONS FOR THE PILOT FACE-TO-FACE, EXPANSION AND TRANSITIONING TO NEW NORMAL" is a memorandum released by the Department of Education as a contingency plan to make sure that learning continues despite the existence of the COVID-19 pandemic in the country. Some circumstances may affect the schools' and their programs' performance and mobilization.

Thus, contingency management is one of the ways to manage the school. Burton et al. (2016) set 14 factors that are considered in making contingency plans, such as the organization's goal, and strategic plans were said to be addressed by an organization to integrate appropriate manners and determine, analyze, and make appropriate contingency based on the organization's need and deal within expected changes over time. An organization's design must not be static. Contingencies correspond to the organization's fit-in. As cited by Eisenhardt & Martin (2000), varied forms of organizations may lead to equal performances with the help of the same set of contingencies; however, the study of (Burton et al., 2006) discussed that some sets of contingencies may vary and may outperform other organizations based on its time spent in planning to avoid misfits. Contingency management in education consists of various alternative means to prevent many mistakes and shortcomings, both in the classroom setting and the organization.

According to Dawit (2022) and supported by the study of Dickson & Presley (2013), contingency emphasizes the various nature of the organization. It attempts to understand how an organization operates under varied circumstances. Effiong & Ejabu (2020) stressed that managers' action towards varied circumstances experienced by the organization itself is a way of practicing its functions and contingent upon the specific circumstances. Therefore, the school may prioritize which program is at risk if a particular phenomenon occurs, and the school will be able to establish its contingency plans to craft and continue programs and projects effectively and enhance its performance despite uncertainties.

Theoretical Framework

The contingency theory enables the organization to analyze and understand possible adjustments in the organization's internal and external environment, for example, the decision-making process, the organizational structures, the technology, and even the techniques and practices. It seeks means and ways to provide the needs based on the organization's demands by shifting the resources and initial plans. Shifting or changing conditions were recognized to establish appropriate actions based on the needs of the existing or current situation in the organization. Contingency management is characterized as a situational-dependent management style, as it depends on the situation to take and take appropriate actions. Contingency theory concentrates on and depends on dependency on the relationship and the interchange between the organization and its environment.

In addition, the management psychologist Fred Fielder (1987) developed the contingency management theory. In his theory, Fielder says that effective leadership depends on relational motivation/task motivation and circumstances.

Fielder's theory shows how the relationship and motivation between leaders and staff affect an organization's effectiveness and ability to achieve its goals. Moreover, Fielder shows in his study that organizational circumstances can also affect performance. Meanwhile, J.W. Lorsh and Lawrence (2017) focus on improving the organization's relationship with the environment, characterized by a certainty-uncertainty continuum.

Statement of the Problem / Research Questions

This study aims to examine the basic assumptions and conceptual foundation of contingency management practice in the public Elementary Schools in Laguna, portray contingency management as a flexible response to conditions of uncertainty in the organization, and conclude with a series of research questions. This study was conducted to find out the practices of the Public Elementary Schools in the Laguna Division.

Specifically, it answers the following questions:

1. Understand the status of the school program's contingency management practice with respect to risk Identification, Risk Assessment, Mitigation Plan and Contingency Plan?
2. Is there a relationship between the organizational structure and the organizational climate?
3. How do organizational structure and climate influence goal setting and the reinforcement of school programs?
4. How does the goal setting and reinforcement system factors of the school program and school contingency management practices with respect to risk identification, risk assessment, mitigation plan, and contingency plan?
5. How do organizational structure and organizational climate relate to the contingency management practices of the school?

REVIEW OF RELATED LITERATURE AND STUDIES

In the study of Mali and Garg (2021) it was discussed that contingency management is necessary and confirms that there is no ideal way to create an organization's. Proper planning minimizes the likelihood of failure by carefully setting and adjusting plans. Departmentalization facilitates the distribution of appropriate authority, reducing the weight of structure., this is because modifications and changes management and improving efficiency that were made to one area of an organization would undoubtedly create an impact on the other areas as well, thus necessitating the realignment and reengineering of the entire system for it to begin using the new organizational system. Stated that it has been shown that employees are more resilient to shocks from the external environment when their organizational structure is flexible. Employee awareness of the organization's resilience is increased by a structure assessed based on its formalization, centralization, and complexity. Departmentalization also brings specialization, making human resources fully optimized and emphasizing every activity. Work specialization and departmentalization interconnections can lead to better colleague interpersonal relationships, which are crucial in academy program planning. Effective communication, collaboration, and trust

between school leaders and their colleagues can lead to a more successful and efficient planning process. Research shows that school heads with positive connections with teachers and staff are more likely to have a cooperative and inclusive planning process, as they involve teachers and staff in the planning process and consider their input and ideas. Trust is essential for delegating tasks and liabilities to colleagues, leading to a more effective and efficient planning process. Employee engagement is also crucial in planning school programs. Encouraging high levels of hand involvement among teachers and staff can make it easier to work together, develop new ideas, and make plans. Engaged workers are more motivated, committed, and visionary, making planning more difficult but also more effective. By prioritizing employee participation in program planning, school heads create an environment where staff and teachers feel valuable, heard, and in charge, fostering increased cooperation, strength, and alignment with the academy's mission. Effective school planning is necessary to get teachers involved, help them grow socially and emotionally, and meet pupil needs for enhancement. Program analysis through program review is a regular way to determine the quality of a program and how it can improve. Evaluation is a companion that shows how to get better and monitor results so that others can learn from successes and failures. Educational leaders can help schools show what they have accomplished in various ways and make plans for how to keep doing what they are doing well and fix what they are doing wrong. Oakes et al. (2017) emphasize the importance of systematic support, process, and structure in yielding positive results for program participants and demonstrating the impact on school improvement. They also highlight the need to consider the school's current situation before conducting new programs and address the needs of both teachers and learners.

Burns et al.'s study (2021) examined the effects of feedback-feedforward, which offers guidance and constructive criticism for improvement, and students' personal best goal setting on their progressive achievements. According to Carvalho et al. (2021), depending on how students saw their school identity and the moderating effects of their secondary courses, teacher assessment had a direct or indirect effect on their engagement. This study highlights the importance of students' school connection as a mediator between the effects of teacher feedback and as related to teacher and school relationship.

Setting program goals is crucial in planning school programs, as it gives educational activities a clear direction and purpose. It helps teachers, managers, and other important people in the schoolwork together to reach specific educational goals. Setting clear, measurable goals creates a sense of purpose and responsibility, leading to better student performance and school success. School leaders also consider time-bounded plans in school program planning, as they impact student learning and overall academic success. Time-bounded plans create a sense of accountability among students and educators, fostering a culture of responsibility towards meeting deadlines and achieving goals. They facilitate the effective implementation and adaptation of curricular activities, allowing educators to adjust instructional strategies and interventions based on progress and time constraints. However, challenges such as unrealistic time frames, lack of flexibility, and student anxiety related to strict deadlines need to be considered. Collaboration and communication are crucial in an organization to connect staff and top management, particularly in education. They enable shared planning, decision-making, and problem-solving discussions, leading to better support for programs and initiatives. Strong relationships among teachers have the highest level of communication, resulting in more open discussions about school planning, instructional practice, and mentoring. Leaders play a critical role in developing collaboration and communication, creating actionable plans that engage teachers, stakeholders, and staff in assessing the organization and planning its needs. Collaboration helps individuals and groups learn, cultivate learning, and involve culture, contributing to the organization's success. Regular team meetings and training opportunities are also essential for staff to raise questions and queries

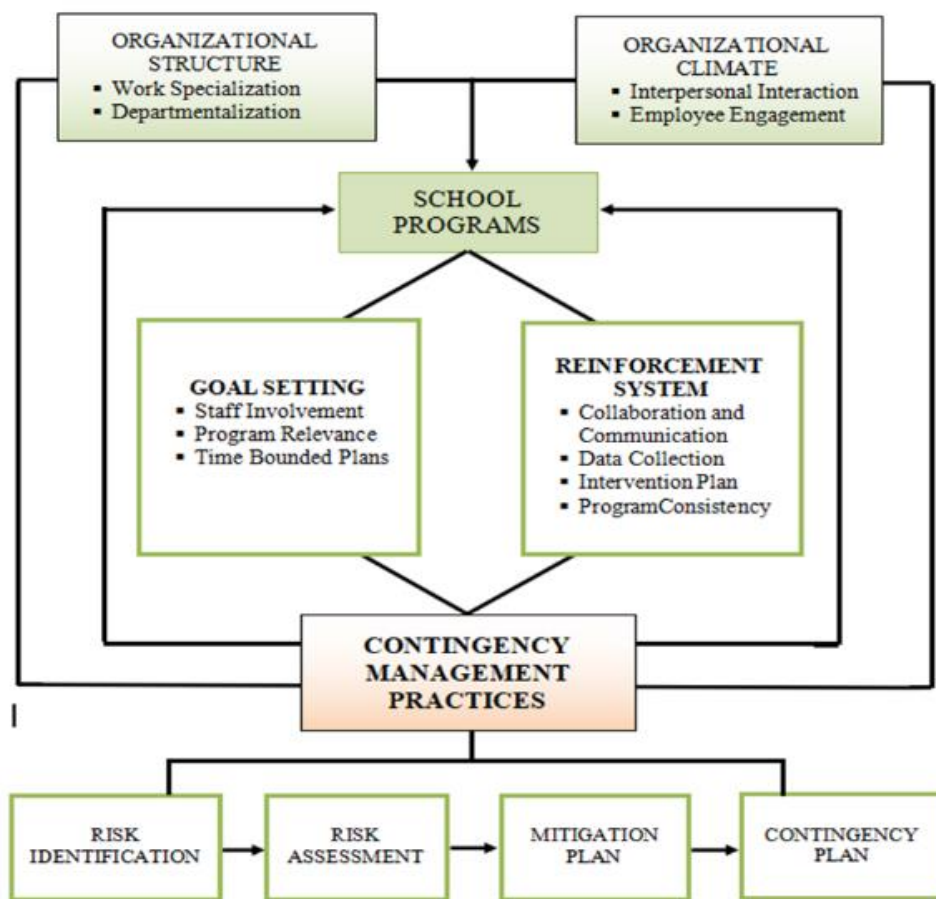
Data collection is essential for organizations to respond quickly and effectively to their needs based on extracted values from existing programs. However, organizations must identify performance gaps and consider various tools or measurements to collect data. Data collection should be systematic and structured, considering multiple sources and fitting data into different pieces to solve problems or concerns. School heads play a vital role in data collection, making sense of results and generating explanations to see patterns of data. In addition, according to Dawit (2022) and supported by the study of Dickson and Presley (2013), contingency emphasizes the various nature of the organization. It attempts to understand how an organization operates under varied circumstances. Effiong and Ejabu (2020) stressed that managers' action towards varied circumstances experienced by the organization itself is a way of practicing its functions and contingent upon the specific circumstances. Therefore,

the school may prioritize which program is at risk if a particular phenomenon occurs, and the school will be able to establish its contingency plans to craft and continue programs and projects effectively and enhance its performance despite uncertainties.

Collaboration among school teams is essential for defining places and prospects, streamlining the data collection process, and determining whether a program must continue, modify, or discontinue. To address issues, partners should focus on structure capacity within schools through data collection, team collaboration, and specific feedback. Intervention plans are crucial for educational organizations as they provide a systematic approach to address various needs. They should be research-based, aligned with the organization's objectives, and regularly reviewed and updated. Teachers are responsible for intervention plans, and school heads must have support to ensure their effectiveness. The principle of participation emphasizes that everyone should have a say in the decision to change and the process of making it happen. School districts agree to use a per-referral intervention model, allocate resources, hire facilitators, and create a training plan. The focus then shifts to helping put the project into play, with administration at the district and school levels involved. External consultants work with internal facilitators and team members to ensure the model is followed correctly and adapt the pre-referral intervention model to be used more easily in schools while maintaining its integrity. Collaborative, data-driven, and personalized approaches are essential for developing and implementing intervention plans for students facing academic or behavioral challenges. Understanding and addressing contextual factors that impact program implementation in school-based preventive interventions are essential for successful implementation. Consistency in program design is necessary to understand what the organization can do after completing the initial program. Coherence in all programs and plans helps clarify and understand how to achieve the organization's goals and objectives. Program and consistency play a significant role in an organization's learning environment, decreasing efforts in investing in short-term courses and programs. Identifying specific instances of uncertainty helps project parties analyze the potential impact of these uncertainties and develop appropriate strategies for mitigating their effects. Risk identification is a crucial aspect of effective risk management, promoting the development of robust strategies to handle contingencies. There are various methods for risk identification, including documentation reviews, information-gathering methods, checklist analysis, assumption analysis, diagramming methods, SWOT analysis, expert judgment, fault tree or decision tree analysis, and failure analysis. A well-documented risk register can help identify future risks and build a risk knowledge database. Developed countries use systematic risk management, have higher maturity, and have well-established standards. However, developing countries need to be more structured and consistent in their risk management practices. Risk management is an unstructured activity based on common sense, applying knowledge relevant to needs, and instinct. It enables individuals, leaders, and practitioners to make decisions and optimize expected outcomes. Maintaining risk and expectation is one of the most challenging aspects of contingency management, which requires cultural changes within the organization. Risk evaluations help organizations recognize, study, and prioritize risk in their operations, resources, and individuals, as well as other organizations and national interfaces. They also provide decision-makers with fitting risk responses related to threats to organizations or threats encouraged by organizations against other organizations. Managing risk in the organization can help reduce the occurrence of severe negative outcomes in the organization or school. Schools need to understand their settings to assess and manage effectively. Risk assessment and management differ based on educational leaders' individualities, but they should be conducted continuously to provide important information for decision-makers to guide and inform their responses to information security risks. Organizations can apply risk assessments throughout the system development life cycle and across all tiers in the risk management hierarchy. Risk assessment facilitates effective planning and preparedness, building resilience and ensuring a swift response to potential disruptions and losses.

Conceptual Framework

The major concept of this study focused on the Management practices of the Public Elementary School heads in the Schools Division of Laguna. To conceptualize the relationship of variables involved in the study, the research paradigm is presented: (1) The organizational structure, (2) organizational climate; (3) school program management, (4) goal setting, (5) reinforcement system, (6) their relationship in the school's contingency management practices.



The Research Paradigm on Contingency Management Practices of Public Elementary Schools in Laguna

MATERIALS AND METHODS

Research Design

This study employed the descriptive research approach. Shuttleworth (2008) defines the descriptive study design as a scientific approach involving objective observation and description of a subject's activity without interference. He also states that this approach was employed to obtain a comprehensive perspective on the subject matter.

According to Robson (2002), descriptive research aims to depict or represent something. A precise depiction of individuals, occurrences, or circumstances. A descriptive correlational research method was used in the research as the researcher believed that it was a great help for the research to obtain accurate data for analysis and discussion to support the researcher's claim. Its purpose is to understand the breadth and depth of the study. The research design aims to expand and strengthen the study's conclusion and further contribution to the literature publication.

Participants/Respondents

Random sampling is a basic technique in statistical analysis and research design that ensures the representativeness of a sample group by giving each member of the population an equal chance of being included in the study. This method is important for conducting studies that generalize results to broader populations.

The study aims to determine the contingency management practices of Public Elementary School heads in Laguna. Three hundred and fourteen (314) school heads were the target population of this study it includes Head Teacher I to Principal IV in Laguna with 95% confidence and a 5% margin of error, assuming 50% variability. To ensure the representativeness of the sample, we used a random sampling method. The sample size was

determined based using a random number generator or by assigning each member a number and randomly picking a subset. The researcher used random sampling, initially defining the population of the study and ensure complete lists of all individuals in the population. Giving each member of the population a sequential number to create a sampling frame. The researcher ensure that the sample size is large enough for reliable results but still practical for analysis. The researcher used simple random sampling, which is a probability sampling technique, the use of simple random techniques will help the researcher to use time and money efficiently. The studies' findings formed the foundation for developing a sustainable growth plan for management methods for school.

To get a representative sample of the general population, a group is chosen to serve as a representation of the total population (Cherry, 2021). The research tool employed in this study was a questionnaire developed by the researcher and validated by specialists in the field of education and research. Prior to gathering, the researcher sought clearance from the appropriate authorities to access the data. The researchers directly gave the questionnaire to a subset of participants, following the acquisition of the required licenses and the identification of the respondents.

Instrumentation

Self-constructed Research Questionnaire (Online Form). A self-made questionnaire was used to identify the practices of the public elementary schools in the Division of Laguna. The questionnaires were adequate to collect information and data that are relevant to the study. The said questionnaire was composed of four parts namely, the first is the demographic profile of the respondent, (optional), the second part the school organizational structure and the organizational climate, the third is the school programs in relation to its goal settings and reinforcement system and (4) the contingency practices of the school in relation to risk identification, risk assessment, mitigation plans and contingency plans. The acquired numerical data in this study were analyzed using appropriate statistical techniques, including frequency, percentage, mean, and weighted mean. An examination of data using Microsoft Excel 2007 and the Statistical Package for Social Science. The software program SPSS was used to analyze the data collected from the respondents' questionnaire.

A seven-point Likert scale was used in the self-constructed questionnaire. Each response obtains a score based on their practices in their respective schools in terms of contingency management practice in the development of school projects and programs under their School Improvement Plans that determine the roadmap of the school in the next three consecutive years. A scale of 1 corresponds to the interpretation of not observed and seven as highly observed in every variable, this is where the variable was being calculated and interpreted. It was used in presenting the contingency management practices of the school heads in Laguna in sustaining their school program plans.

Data Collection Procedure

In the study, data analysis as a process used by the researcher to reduce data and tell stories by interpreting the insights. Data analysis helps in breaking down the bigger portion of the results of the study into smaller and more important fragments relevant to the study. Meanwhile, Marshall and Rossman (2019), describe data analysis as an ambiguous and time-consuming task yet creating an interesting process in which the data collected are being put to construct meaning on its results and findings.

To perform the above-mentioned description of data analysis, the procedures to be done by the researcher were broken down into the following processes. The researcher will gather responses from school heads about the status of their school program planning and the status of their contingency management practices to successfully make backup plans for an organization to smoothly operate and due to its process towards uncertain activity, it also tries understanding what the measures are they use to avoid failures in the organization through contingency management practices.

Then, initial validation and verification of research questionnaires will be done to assure their validity and reliability of the research questionnaires. After successfully identifying the factors, the researcher crafted a set of contingency management planning survey questionnaires that will be used in the study. The set of initial answers from the contingency planners were the content of the survey questionnaire. Secondly, the researcher

sought the help of a research expert in the field of education to validate the instruments, and then upon confirmation as well as the validation of the instrument, the researcher will formally ask permission from the Office of the school superintendent to conduct the study in the Division of Laguna to acquire necessary responses from the randomly selected respondents. Upon the approval of the request, the researcher provided the online questionnaire to the randomly selected respondents. A hard copy will also be provided upon the request of the respondent in case of the unavailability of devices or connectivity to answer the online form.

Data Analysis

The data collected from the respondents were analyzed, presented, and tabulated to determine the contingency management of the public elementary schools in the Division of Laguna.

To determine the responses of the selected respondents using the self-constructed online questionnaire, the following statistical tools were considered. Mean will be used to demonstrate the distribution of scores and find the average responses of the respondents in each variable in the study. Regression analysis is a statistical technique used to study linear relationships between variables. A 95% confidence interval is also used in regression analysis to provide a range of values within which the true population parameter is likely to fall, with 95% confidence. The confidence interval is calculated based on the standard error of the coefficient, which is a measure of the variability of the coefficient estimate. Structural Equation Modeling (SEM) was also used, it is a statistical technique used to test and evaluate complex relationships between latent variables. It is a multivariate method that combines factor analysis and multiple regression to model complex relationships between variables. SEM is particularly useful for testing hypotheses about the relationships between latent variables, as it allows for estimating direct, indirect, and total effects.

Ethical Consideration

Under the Data Privacy Act, the details and responses of each respondent were confidential for safety and to uphold the integrity of the respondent.

RESULTS AND DISCUSSION

Predictor	Outcome	% Relationship	P value	Implications
Organizational Structure	Organizational Climate	1.065	0.302	No Strong relationship
	Goal Setting	54.059	< .001	high positive correlation
	Reinforcement	54.059	< .001	high positive correlation
	Contingency	16.979	0.934	No Strong relationship
Organizational Climate	Contingency	16.979	0.952	No Strong relationship
Goal Setting		32.135	0.967	Did not have a significant impact
Reinforcement		32.135	0.962	Did not have a significant impact

The table above shows that relationship between organizational structure and organizational climate are not statistically significant, meaning that the relationship observed could have occurred due to random chance. Given the non-significant p-value of 0.302, it can be inferred that, based on the given data, there is no strong evidence

to support a relationship between organizational structure and organizational climate at the specified degree of freedom.

This result suggests that, in this analysis, the variables of organizational structure and organizational climate may not be directly related or may not have a significant impact on each other within the specified context. Moreso, in terms of looking into the organizational structure as predictor, it suggests that goal setting and reinforcement both signifies a strong positive relationship between the Organizational Structure. It further suggests that both Goal Setting and Reinforcement clearly cut enhances within the system. Looking into the contingency as an outcome, it clearly suggests that organizational structure and organizational climates as indicators suggests that organizational structure and environment had a small impact on outcome contingency. It also corroborates with the organizational climate which also indicates small impact on result contingency. Anderman (2016) provides valuable insights into the role of orientation in the organization's goal, being part of school planning, and the organization's goal regarding interactions with stakeholders in shaping the organization. The results emphasize the need for customized educational leadership methods and contingency management's beneficial effects on school performance and teachers' job commitment and performance.

Organizational culture also plays a significant role in implementing contingency management strategies. Locke et al. (2014) emphasized the importance of including collaboration, sharing, or fostering openness in an organization as one of the critical factors in having more excellent knowledge of contingency. Moreover, understanding the relationship between organizational culture and contingency management is essential for fostering an environment that supports the success of educators and educational leaders.

Practices of Contingency Management in public elementary schools, in this study revealed that the predictors of goal setting and reinforcement did not have a significant impact on the contingency management practices. Further it elaborates that there is no significant link between goal setting and the outcome variable. This indicates that the aspect of goal setting did not have a major impact on the contingency management strategies of the institution. In terms of reinforcement, the regression coefficient for reinforcement was relatively low value. This indicates that the reinforcing element had no substantial impact on the school's contingency management strategies. This implies that these characteristics may not be crucial in the establishment and execution of contingency management policies in schools.

CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

Summary of Findings

The organizational structure has a considerable impact on the organizational environment, which therefore determines employee behavior and performance. Between organizational structure and organizational climate is a variable that changes things and affects the success of the school program planning. In connection, the organizational climate helps maintain and regulate the relationship between structure and performance by influencing how employees perceive and respond to the organization. Moreover, the study highlights the importance of coordination, employee engagement, and risk identification in school program planning and implementation. The study also reveals that risk identification is a critical aspect of effective school program planning and implementation. It involves assessing the severity of risks, conducting thorough research and evaluation, and categorizing programs based on their potential impact on school improvement. This process allows organizations to understand the nature of risk and take appropriate measures to manage and mitigate it. The study also emphasizes the importance of weighing the likelihood of success, eliminating high or extremely at-risk programs, controlling the program through proper resource assessment, and communicating identified risks effectively.

The research findings also emphasize the need for professional growth, adaptability, and departmentalization to improve efficiency and productivity. Employee engagement is crucial for achieving goals, satisfaction, and customer service. In terms of successful planning of the school programs, it was found out that teachers should be involved in decision-making and help align program goals with educational policies and the needs of both teachers and learners. Time-bound planning, reinforcement learning models, data collection, and stakeholder engagement were also crucial. Thus, found out that contingency management practices are essential for effective

planning and implementation. Risk identification, risk assessment, mitigation plans, and contingency planning are critical components for program success and resilience. The study found a strong positive correlation between organizational structure, goal setting, and reinforcement indicators, providing insights into the importance of goal setting and reinforcement in a school program's contingency management practices. The results of the findings also support previous findings indicating the role of organizational structure in goal-setting and reinforcement programs, leading to improved organizational effectiveness and enhanced individual performance.

The study emphasizes the importance of coordinating and communicating between different departments of teachers, regardless of their specialization, to increase efficiency and productivity within an organization. It also highlights the need for professional growth, lifelong learning, and adaptability in teachers and staff. Departmentalization is crucial for managing change and uncertainty, promoting quality instruction, work performance, and positive relationships. Employee engagement is essential for reaching goals, improving satisfaction, boosting output, and improving customer service. School heads should interact well with employees to determine their engagement and create an engaged culture. Teachers and school staff play a crucial role in school planning, ensuring that each teacher's ideas and thoughts are considered. School programs should include teachers in decision-making, listen to their ideas and views, and ensure that program goals align with educational policies and standards. It also shows high agreement among respondents on the importance of various factors before starting a new project or program in a school setting, such as the school's current situation, identifying needs for improvement, and weighing the needs of the program before making a choice. Time-bound planning, reinforcement learning models, data collection, and stakeholder engagement are also important considerations. The study reveals a strong commitment among school head respondents to creating effective intervention plans to address specific needs and challenges in school programs. The importance of involving teachers, parents, and other stakeholders in the planning process, alignment of school programs with broader educational policies, and the use of assessment tools, data collection, and analysis are also deemed crucial. Moreover, contingency management practices are also essential for effective school program planning and implementation. Risk identification, risk assessment, mitigation plans, and contingency planning are critical components of ensuring the success and resilience of school programs.

1. The research highlights the need for coordination, employee engagement and staff to ensure the successful implementation of school plans and programs. The study results strongly agree that staff involvement is crucial for achieving goals, improving satisfaction, boosting output, and improving customer service. (Harris & Muji's, 2014; Bryk&Schneider,2002)

2. The study reveals that risk identification is a critical aspect of effective school program planning and implementation. It involves assessing the severity of risks, conducting thorough research and evaluation, and categorizing programs based on their potential impact on school improvement. This process allows organizations to understand the nature of risk and take appropriate measures to manage and mitigate it. The study also emphasizes the importance of weighing the likelihood of success, eliminating high or extremely at-risk programs, controlling the program through proper resource assessment, and communicating identified risks effectively.

The use of assessment tools and integration of risk identification into the overall school improvement planning process are also highlighted as important components of effective risk management. (Zayed et al, 2008; Krippendorff, 2013; Chan et al., 2009).

3. Contingency plans also a crucial aspect of effective school program planning and implementation. Participants view it as a crucial aspect, emphasizing data-driven decision-making, continuous improvement, and clear communication. Consolidating best practices that may affect future program success, emphasizing learning from past experiences, and continuously improving contingency plans. However, the lowest ranking is given to conducting pilot testing before full implementation and assessing initial outcomes for validation. This suggests that pilot testing may not be a critical component of contingency planning. Kraatz & Bresser,2000; Edmonds 1979).

4. The findings show that improving organizational structure may have a positive impact on organizational climate, but it may not necessarily lead to improvements in organizational structure.
5. The study found a strong positive correlation between organizational structure, goal setting, and reinforcement.
6. The results of the findings support previous studies indicating the role of organizational structure in goal setting and reinforcement programs, leading to improved organizational effectiveness and enhanced individual performance.
7. The study also found a strong relationship between goal setting, organizational structure, and reinforcement indicators. Goal setting had a perfect relationship with employee engagement, while organizational structure had a strong relationship with work specialization, departmentalization, and collaboration and communication. The study highlights the importance of these factors in organizational dynamics and their impact on organizational processes and outcomes.
8. The results show that these factors—goal setting and reinforcement systems—do not significantly influence the school's contingency management practices.
9. The findings provide insights into the importance of goal setting and reinforcement in a school program's contingency management practices, which can influence the effectiveness of these strategies and ultimately impact school program outcomes and overall school performance.

CONCLUSIONS

The Contingency management practices among school heads can guide educational institutions in implementing effective work specialization strategies to enhance productivity, job satisfaction, and overall success. This also concludes that that organizational structure and climate play a crucial role in contingency management, however, goal setting and reinforcement may not be as pivotal in shaping and executing contingency management policies within the school setting. Meanwhile, educational institutions and school heads need to address the importance of balancing expertise among teachers and implementing work specialization strategies to help maintain balance on expertise and adaptability while fostering interdepartmental communication and collaboration, aligning methods with existing knowledge and skills, and providing continuous professional development tailored to individual knowledge and skills.

School heads' interaction with the employees is also crucial to gauge their engagement and provide a uniform experience. In addition, the role of departmentalization in handling uncertainty and change, building knowledge, promoting quality, building good working relationships, and making sure that the resources were used correctly while allowing and getting people more involved, and helping them grow professionally. Moreover, goal setting and reinforcement were also important in the context of a school program's contingency management practices. Understanding the dynamics between organizational structure, climate, and contingency management can have a profound impact on student outcomes and overall school performance. By recognizing the relationships between these factors, schools can better tailor their strategies to enhance contingency planning and ultimately improve their effectiveness in managing unforeseen challenges and ensuring positive outcomes for the school.

Moreover, the findings of this study support Fiedler's theory on contingency management which asserts that leadership depends on relational motivation, task motivation, and circumstances. It further concludes that improving the organization's relationship and its environment may address the certainty-uncertainty continuum.

RECOMMENDATIONS

Based on the research findings, here are recommendations for schools and educational institutions to enhance their organizational structure, climate, and contingency management practices:

1. Strengthen the organization Given the positive correlation between organizational structure and goal setting, reinforcement, and contingency management practices, schools should invest in strengthening their organizational structure. This can be achieved by reviewing and updating the school's organizational design, improving communication channels, and promoting collaboration among departments.
2. Focus on Organizational Climate: while no significant relationship was found between organizational climate and goal setting or reinforcement, organizational climate significantly impacts contingency management practices. Therefore, schools should prioritize creating a positive organizational climate by fostering a supportive work environment, promoting open communication, and encouraging employee engagement.
3. Schools should consider integrating goal setting and reinforcement into their contingency management practices to ensure that they are aligned with the school's overall goals and objectives.
4. Schools should prioritize developing contingency management plans to address unforeseen challenges. This can be achieved by conducting regular risk assessments, developing mitigation plans, and establishing contingency policies and procedures.
5. Monitor and evaluate organizational structure, climate, and contingency Management practices to ensure continuous improvement. Collect and analyze data, solicit feedback from employees, and conduct periodic evaluations of the school's organizational design, work environment, and contingency management policies.
6. Future contingency management training for school heads will further develop their contingency management plans and skills, uplift the quality of school programs, and ensure appropriate setback plans.
7. Further studies on other variables are recommended and should be conducted.
8. Follow-up studies of this kind in the future should attempt to document the possible causes for further development of contingency management practices in public elementary schools since the variables were not closely related and other possible variables may be appropriate to consider in enhancing the results and findings.

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