

Experiences of School Leaders in Managing Entrepreneurial Behavior of Teachers: A Case Study

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ABSTRACT

This study investigates the experiences of school leaders in managing the entrepreneurial behavior of teachers, particularly in the context of the Philippines, where inadequate compensation drives educators to engage in income-generating activities. The research employs a qualitative case study approach, utilizing interviews with eight school principals to explore their challenges, coping mechanisms, and insights. Findings reveal three primary themes: balancing professional ethics with economic realities, leadership challenges in school management, and the impact on educational quality. School leaders face significant dilemmas as they strive to uphold professional standards while empathizing with teachers' financial struggles. Strategies employed include balancing empathy and professionalism, adaptive policy implementation, and collaborative problem-solving for sustainable solutions. The study underscores the need for balancing policy compliance and empathy, proactive leadership and communication, and addressing systemic challenges through local action. Ultimately, this research contributes valuable insights for educational leaders and policymakers, emphasizing the necessity for innovative solutions that align teachers' entrepreneurial pursuits with their primary educational responsibilities.

Keywords: school leadership, entrepreneurial behavior, teacher compensation, educational quality, adaptive leadership

INTRODUCTION

Teachers often engage in income-generation activities to supplement their meager compensation, leading to the development of entrepreneurial skills. While the Code of Conduct for Teachers allows them to participate in legitimate income-generation, this provision is sometimes exploited. In the Philippines, school leaders are concerned about the potential negative impact of teachers' entrepreneurial activities on the teaching-learning process. They face the challenge managing and regulating these activities within the school environment.

The study conducted by Anito and Torino [32] indicates that teachers who work full-time and run their own businesses during their spare time face personal degradation, tiresome and stressful experiences, and conflicts between their teaching and entrepreneurial responsibilities. In fact, one of the teachers was summoned to the barangay several times due to complaints and this affected the teaching and learning process inside the class. This substantiates the assertion of Ho, Lu, and Bryant [27] that there is a potential negative impact of teachers' entrepreneurial pursuits on the core teaching and learning functions of the school. Some teachers were found to be devoting excessive time and energy to their side businesses, leading to increased absenteeism, distraction, and a decline in the quality of instruction. This could undermine student learning outcomes and the school's academic reputation.

In addition, the study of Hipolito [14] highlighted that teachers tend to find other sources of income due to some financial circumstances which usually leads to increasing of undesired behaviors in classroom. This articulates the claim of Bayar [15] that one of the challenges faced by principals in handling schools is that undesired behaviors have been dramatically increased in today's schools and this makes difficult everything more than before.

With this, exploring school leaders' experiences in managing teachers' entrepreneurial behavior is timely, as educational institutions prioritize the quality of teaching and learning, which may be affected if these activities are not properly controlled.

For this reason, the objectives of this study were to describe the experiences of school leaders in managing entrepreneurial behavior of teachers, discover their coping mechanisms, and explore the insights of school leaders in managing entrepreneurial behavior of teachers.

This study would provide valuable insights and practical strategies for school leaders to effectively manage the entrepreneurial activities of their teaching staff. Moreover, the study could help establish clearer guidelines and expectations around acceptable income-generation activities, providing teachers with a better understanding of their rights and responsibilities. Finally, it could serve as a foundation for future research, exploring the long-term implications of teachers' entrepreneurial behavior on the education system and student outcomes.

LITERATURE REVIEW

Teacher Entrepreneurial Behavior (TEB)

The concept of entrepreneurial behavior, traditionally associated with business founders and managers, has increasingly gained relevance in the context of education. This literature review explores how teachers exhibit entrepreneurial behavior, focusing on their innovative practices, problem-solving skills, and proactive approaches in educational settings.

Entrepreneurial behavior is described as recognizing opportunities and implementing innovative ideas [29]. An entrepreneurial teacher shows entrepreneurial behavior in their ethos and practices [21] to support students' entrepreneurial learning processes [42] and build students' entrepreneurial competences [34]. Woodside et al. [33] identified four important values that are thought to be crucial for motivating entrepreneurial behavior: independence, creativity, ambition, and daring.

Recent literatures have broadened the theoretical foundations relating to entrepreneurial conduct in the field of education. Ho et al. [27] state that an increasing number of studies are based on the concept of teacher entrepreneurship, which involves teachers taking proactive and innovative steps to enhance educational methods and student achievements. Nevertheless, school administrators have not placed a significant emphasis on encouraging innovation and embracing risk-taking in educational institutions within a knowledge-based economy. Ho et al. [28] conducted a study on teacher entrepreneurial behavior (TEB) in response to the challenging school environment, highlighting the need for a deeper understanding of its effects on schools despite gaining attention in school leadership literature. This is because the involvement of the principals in supporting TEB has not been defined within the framework of educational leadership theory [26]. This suggests the need for an in-depth study on how teachers view principal leadership in promoting TEB.

Multiple research studies showed the involvement of teachers in entrepreneurial endeavors. Nurdiana and Segaf [40] emphasized that comprehending entrepreneurial behavior involves attitudes, lifestyle, and self-assurance in generating economic values that promote autonomy. Narmaditya et al. [37] clarified the factors that impact this behavior. Accordingly, entrepreneurial literacy was completely mediated for pedagogical competence and partially mediated for professional competence.

Additionally, in a study by Lindblom et al. [38], a medium level of association between entrepreneurial actions and workplace contentment was discovered. This connection has also been analyzed in the context of self-employed individuals, highlighting factors such as building a favorable company reputation, financial gains,

teamwork, independence, innovation, and social connections as contributors to job satisfaction [7] [44] [48] [57]. Additionally, Ho et al. [28] discovered that TEB promotes trusting and cohesive relationships among teachers. Teachers using TEB increased innovation among their fellow teachers. Moreover, entrepreneurial educators boost the appeal of schools through the development of competitive advantages.

To sum up, the literature emphasizes the increasing importance of teachers engaging in entrepreneurial behavior. Teachers are more frequently participating in innovative practices due to different motives and the impact of school culture and leadership. Despite the significant advantages for student results, there are still difficulties to address. Ongoing research and backing are needed to promote and maintain entrepreneurial behavior in educational environments as they provide valuable knowledge for educational institutions, policymakers, and educators, enabling them to create successful entrepreneurship education programs and initiatives.

School Leadership

The review of related literature for this work is divided into four primary components. The first portion of this chapter provides an overview of school leadership. The second portion discusses the background of school leadership theories. The third section contains an overview of the research and definitions of school leaders in managing Styles. Finally, the review on the influence of principle leadership will be reviewed, as well as the impact on entrepreneurial behavior of teachers.

Schools are distinct, intricate establishments. They are complicated because, as an organization, schools have several facets that are connected to one another and have an impact on one another. They are distinct from one another because every school has a distinct way of carrying out the teaching-learning process and offering a setting for nurturing human existence. Schools need a high degree of coordination because of their complicated and unique nature, and the success of a school is directly related to the success of its principal [49].

The effectiveness of a school may also be evaluated by looking at how well its instructors perform inside the school, which is likewise determined by the principal's leadership and reflects on the accomplishments of their pupils [8].

Organizations in schools must put quality first and look for ways to enter new markets. This means they must adjust to the demands of their clients, who include both current and prospective students as well as employers. An organization must make this change in order to advance by altering its procedures, practices, and structure [59]. A school is an institution that teaches people, but it also has to grow and change to meet the needs and aspirations of the community as well as the school environment [60].

The principal is one person who can help a school progress because of their significant role in managing the organizational aspects of the school and their need to take into account a variety of management-related factors when setting organizational goals. Nonetheless, it might be difficult for an administrator to effectively manage a school's administration and foster the performance of its instructors. It is true that there are a lot of concepts to learn, a lot of issues to work through, and a lot of tactics to become proficient in. The strategy of an organization must be developed in a manner that involves all relevant parties in any activity within the organization, including the ability to make decisions, the willingness to consider suggestions and opinions, and the facilitation of other forms of participation [61].

School Leaders Theories

1) *Behavioral Leadership Theory*. In essence, behavioral theory of leadership contends that "leaders are made and not born," in contrast to traditional theories of leadership that hold that traits of leadership are innate [24]. According to this view, a leader's actions take precedence above innate intellectual prowess. One of the current theories of leadership is this one [15]. According to this view, a leader may be developed based on learnable behavioral traits rather than necessarily inheriting leadership skills [25]. Important components of a behavioral leadership scenario include cooperative decision-making, team development, and helping one another in bringing individual aspirations and goals into alignment with group objectives [26].

2) *School Leaders in Managing Style*. The principal of the school employed four different combinations of management styles: Democratic style mixed with either transformational, transactional, or instructional types; Authoritarian style combined with transactional types. Regarding school leadership styles, both the principal and the instructors recorded the same opinions.

The decision-maker in an autocratic leadership style acts without seeking input from subordinates. The biggest unhappiness was discovered as a result of Lewin's investigations. When there is no need for input, when the decision would not change as a result of input, and when people's motivation to carry out subsequent actions would not be affected whether they were involved in the decision-making process or not, then an autocratic style would work best Ganesh as cited by Aminao [3]. According to Pizzolitto et al. [62], an autocrat may also be an authoritarian. Nevertheless, it may be most effectively applied, particularly when making judgments that are controversial, provided that it is the best choice and benefits all parties. It went on to say that while making wise choices might occasionally hurt, what is right and essential should always take precedence. The results of Tedla et al. [63], which showed that school administrators exhibit an authoritarian leadership style, corroborated this.

A democratic leader incorporates the populace into the decision-making process. The leader may, however, choose to facilitate consensus among the group rather than have the last word in decision-making. People often value democratic decision-making, particularly if they have been accustomed to authoritarian rulings that they disagreed with. When there are conflicting viewpoints and no obvious path to a just conclusion, a democratic approach may be difficult [2]. According to Agyeman and Aphone' survey [64], a larger percentage of school principals use a democratic leadership style while very few adopt an authoritarian one. Cuadra's [15] findings, which showed that school administrators exhibit an authoritarian leadership style, corroborated this. A leader that practices delegative leadership involves less decision-making themselves. When there is no need for central coordination and when individuals are capable and driven to make their own judgments, delegation functions best. By letting people collaborate with others, a leader gives followers the opportunity to learn about leadership [64].

In this study, delegative leadership is also taken into account. According to Agawin [2], one of the most popular types of leadership is delegative leadership. It provides educators with chances to polish their abilities and aptitude for managing teams of people through a particular assignment or project. This was further supported by Adlawan [1], who also mentioned that the ideal choice for educators who aspire to become school heads is delegative leadership. Employees like a servant leader, even if it is typically praised in politics. A servant leader leads by example. This style of leadership is frequently deemed feeble. They lead with kindness and with the utmost integrity. Their strategy can boost team morale and establish a great business culture.

Advocates of the servant leadership paradigm contend that it's a great approach to advance in a society where moral principles are becoming more and more important. Because of their morals, ethics, and values, servant leaders can rise to positions of authority. Others, on the other hand, think that servant leaders run the risk of being "left behind" by other leaders, especially in contexts where competition exists [67]. According to Murphy's [69] research, several writers define servant leadership differently, with the primary component being "self-less service." The influence of servant leadership on management and teaching roles is highlighted in Jackson's [68] and Raja Hisham et al.'s [67] study when taking it into consideration. Serving involves offering instructors or students that require aid.

The principle oversees the institution of the school under transformative leadership. Initiatives to improve teacher performance are impacted by the principal's leadership [66]. According to research by Atasoy [65], transformational leadership is a common managerial style among school heads. It gives instructors motivation for their work and encourages them to pursue leadership roles in the future.

METHODS

Participants

The study was conducted at public schools in the Division of Davao City. The participants of the study were eight (8) school principals currently assigned at any of these public schools in Davao City for the school year 2024-2025. Moreover, the participants were identified using purposive sampling.

Procedures

This study was conducted using a qualitative research design employing a case study approach. The instrument used in the study was an interview guide with open-ended questions written in English and crafted by the researchers based on the context of the research objectives. The researchers presented the contents of the instrument to a group of experts for validation to address the validity issues of this design, specifically on the method. The data were collected via an interview using an online platform. After receiving approval from authorities to conduct the study, the researchers obtained informed consent from the identified participants before conducting the online interview. To maintain track of the flow of important material pertinent to the study, the researchers took notes during the interviews. The coding procedure started right away after the interview of each participant. After that, the researchers transcribed the recordings verbatim before data analysis began. The transcribed interview was presented to the participants for validation of its contents. This study used thematic analysis to analyze the gathered data, which aimed to identify, analyze, and report patterns that built up the themes in the dataset.

RESULTS AND DISCUSSION

This section presents the key findings of our study and examines their implications. We begin by outlining the primary results, followed by an analysis of their significance in relation to our research questions and hypotheses. We then discuss how these findings compare to existing literature in the field, highlighting areas of consistency and potential divergence. Finally, we explore the broader implications of our results and address limitations of the study.

Experiences of School Leaders in Managing Entrepreneurial Behavior of Teachers

The phenomenon of teachers engaging in entrepreneurial activities within the classroom setting presented a complex challenge for educational systems, particularly in developing countries where educator remuneration often falls short of economic needs [31]. Table 1 shows this study's findings illuminating three principal themes: (1) the balance between professional ethics and economic realities, (2) leadership challenges in school management, and the (3) impact on educational quality and school environment.

Table 1. Emerging Themes on Experiences of School Principals in Handling Entrepreneurial Behavior of Teachers

Main Themes	Core Ideas / Sub-themes	Sample Statements (IDI#, Line #)
1. Balancing Professional Ethics and Economic Realities	a. Economic necessity driving teachers to sell	"Ang ekonomiya mn gud samot gud ang teacher nanginihanglan jud ug dagdag kita" (Participant 1, Line 2-3)
		"Kabalo mn ta pila ang sweldo sa ano,, mga magtutudlo kinihanglan jud ug augmentation" (Participant 1, Line 7-8)
		"5 thousand pesos ang take home pay" (Participant 1, Line 12)
	b. Conflict with professional duties	"Teachers are hired to teach and not to sell" (Participant 2, Line 5-6)
		"Murag ma double dili sya maka focus sa iyahang learning areas" (Participant 3, Line 1-2)
		"It takes some of their times for teaching" (Participant 5, Line 3-4)
	c. Impact on teacher's image	"Mawala ang stature or integrity ni teacher" (Participant 2, Line 8-9)
		"Murag dili na sila teacher, tintera na hinoon" (Participant 8, Line 1-2)

		"Ang branded sa imoha si maam namaligya mana sa amoa" (Participant 2, Line 19-20)
2. Leadership Challenges in School Management	a. Implementing rules and guidelines	"I call them a meeting and I will issue memorandum to them" (Participant 3, Line 5-6)
		"I impose the rules na bawal gyd namamaligya sulod sa classroom" (Participant 3, Line 11-12)
		"Gitawag namo ang iyang attention" (Participant 6, Line 8)
	b. Balancing empathy and enforcement	"Nasabtan nako siya as a person. Pero as a school head, naa man gud tay mga protocols" (Participant 6, Line 14-15)
		"Being 'makatao,' I could not just easily pin the teachers down and give them sanctions" (Participant 5, Line 6-7)
		"To cope, nag-isip ko hangtod 10 una ko mo-confront" (Participant 8, Line 1-2)
	c. Emotional toll on school leaders	"As a principal, na-stress jud ko" (Participant 8, Line 1)
		- "Well, as a school head, I became a nagger. I became a witch to them" (Participant 6, Line 1-2)
		- "Ako sir, makahunahuna pud tawon ko ug taman kung unsaon nako siya pag-resolve" (Participant 7, Line 1-2)
3. Impact on Educational Quality and School Environment	a. Disruption of classroom activities	"Naa diay toy mga hidden agenda during that time" (Participant 6, Line 3-4)
		"Instead of teaching, sige siyag paninda" (Participant 8, Line 1-2)
		"Nahitabo naman pud na sir na wala na gyud nagtudlo kay nagsige na lang ug pamaligya" (Participant 7, Line 7-8)
	b. Effect on student perception	"Pangit ang impact ana nya because ma branded mn gud ka nga si Ma'am namaligya during class hours" (Participant 2, Line 6-8)
		"Ang mga bata mawad-an ug focus sa ilang lessons" (Participant 8, Line 2-3)
		"Makita mn gud na in the future mo graduate si bata, ang branded sa imoha si maam namaligya mana sa amoa" (Participant 2, Line 18-20)
	c. Impact on school operations	"Gamay man among kita sa among canteen" (Participant 6, Line 5-6)
		"Ang canteen nato magamay ang income kay tuan a sa teachers na nagatinda inside her/his classroom" (Participant 3, Line 1-2)
		"Dako kaayo sya epekto challenge small school dili kaayo sya lisod ihandle kay dili ra man imonitor ang small school" (Participant 4, Line 1-2)

1) *Balancing Professional Ethics and Economic Realities.* This theme underscored the tension between

maintaining professional standards and addressing the economic needs of educators. The data indicate that financial necessity is a primary driver for teachers engaging in selling activities within the classroom environment. As one participant articulated, “Ang ekonomiya mn gud samot gud ang teacher nanginihanglan jud ug dagdag kita” (Participant 1), highlighting the perceived inadequacy of teacher salaries.

However, this entrepreneurial pursuit had conflicts with the core professional duties of educators. The statement “Teachers are hired to teach not to sell” (Participant 2) encapsulated the fundamental misalignment between these activities and the primary role of teachers. Furthermore, the data suggest that such activities had a detrimental effect on the professional image of teachers, potential eroding their stature and integrity within the educational community.

The first theme stressed the tension between maintaining professional standards and addressing educators’ financial needs. Consistent with recent research [53], our data indicated that economic necessity is a primary driver for teachers’ in-classroom selling activities. However, this entrepreneurial pursuit conflicts with the core professional duties of educators, potentially compromising the quality of instruction and the ethical standards of the teaching profession [56].

2) *Leadership Challenges in School Management.* The second theme elucidated the multifaceted challenges faced by school administrators in addressing this issue. School leaders reported implementing various strategies to manage in-classroom selling, including issuing memoranda, conducting meetings, and imposing rules. However, the data reveals a significant struggle in balancing empathy for teachers’ financial situations with the need to enforce professional standards and educational policies.

This dilemma was exemplified in statement such as “Being ‘makatao,’ I could not just easily pin the teachers down and give them sanctions” (Participant 5). The emotional toll on school leaders was evident, with some reporting feelings of stress and negative self-perception, as illustrated by the statement, “Well, as a school head, I became a nagger. I became a witch to them” (Participant 6).

The second theme elucidates the multifaceted challenges faced by school administrators in addressing this issue. School leaders report implementing various strategies to manage in-classroom selling, including issuing memoranda, conducting meetings, and imposing rules. These findings align with literature on the complexities of educational leadership in resource-constrained environments [47]. The data reveals a significant struggle in balancing empathy for teachers’ financial situations with the need to enforce professional standards and educational policies, echoing the ethical dilemmas discussed by Rasheed-Karim [46].

3) *Impact on Educational Quality and School Environment.* The third theme explored the broader implications of in-classroom selling activities on the educational ecosystem. The data suggested that these activities disrupted normal classroom operations, potentially compromising the quality of education. Statements such as “Instead of teaching, sige siyag paninda” (Participant 8) indicates a direct impact on instructional time and teacher focus.

Moreover, the analysis revealed concerns about the long-term effects on student perception of teachers and the teaching profession. The statement “Makita mn gud na in the future mo graduate si bata, and branded sa imoha si maam namaligya mana sa amoa” (Participant 2) suggests apprehension about the lasting impressions these activities may leave on students.

Additionally, the data indicate that these entrepreneurial activities affect broader school operations, particularly impacting the income generated by school canteens. This suggests a potential ripple effect on school resources and management.

The third theme explored the broader implications of in-classroom selling activities on the educational ecosystem. The data suggest that these activities disrupt normal classroom operations, potentially compromising the quality of education. This aligns with research on time-on-task and its impact on student achievement [23]. Moreover, the analysis revealed concerns about the long-term effects on student perception of teachers and the teaching profession, which could have implications for the future recruitment and retention of educators [50].

Coping Mechanisms of School Leaders in Managing Entrepreneurial Behavior of Teachers

This study revealed a nuanced and multi-faceted approach to addressing teacher entrepreneurship in schools. Administrators demonstrated a leadership style that values empathy, flexibility, and collaboration, while still maintaining professional standards and policy adherence. This approach aligns with contemporary theories of educational leadership that emphasize adaptability, stakeholder engagement, and ethical considerations [5]. Table 2 shows this study's findings illuminating three principal themes: (1) balancing empathy and professionalism, (2) adaptive policy implementation, and (3) collaborative problem-solving for sustainable solutions.

Table 2. Emerging Themes on the Coping Mechanisms of School Principals in Handling Entrepreneurial Behavior of Teachers

Main Themes	Core Ideas /Sub-themes	Sample Statements (IDI#, Line #)
1. Balancing Empathy and Professionalism	a. Open Dialogue	Participant 7, Line 1-2: "I talked to them one by one. I tried to understand nganong nagapamaligya sila."
		Participant 5, Line 1: "I talked to the teacher, also to the Teachers' League with regard to that situation."
		Participant 8, Line 1: "To cope, nag-usap kami privately."
	b. Financial Realities	Participant 5, Line 3-5: "Some teachers really strived hard especially those who salaries are already gone to debts. We can't also avoid especially they have students to send to school to which their salary can not anymore suffice"
		Participant 7, Line 3-4: "I also believe only when we understand a certain situation that we can embrace their purpose of doing so."
		Participant 5, Line 5-6: "so sometimes they just rely in their entrepreneurship inside the classrooms."
	c. Professional Boundaries	Participant 6, Line 1-2: "I accepted how they treat me but I act professionally. So, professional dealing okay but personal dealing I don't mind"
		Participant 7, Line 16-18: "Para ma-maintain lang ang professional stature nila sa community, I specifically told them na we are not everybody's cup of tea."
		Participant 4, Line 1: "Adjust,always reminder them that yteacher be responsible"
2. Adaptive Policy Implementation	a. Flexible Solutions	Participant 5, Line 14-16: "Since they can't be stopped from selling they better be consignors in the canteen since our canteen is also a Teachers' Cooperative, so they can also share to the income of the canteen."
		Participant 7, Line 5-7: "Like katong sa school supplies, so ako na lang gibargain si teacher kung pwede dili na lang siya mamaligya sa laing estudyante, sa iyang estudyante lang."
		Participant 7, Line 7-8: "Katong namaligya ug tubig ug ice cream, gipa-consign na lang nako sa canteen gyud."

	<p>b. Gradual Approach</p>	<p>Participant 5, Line 18-19: "I just take it one at a time. As of now, there are some teachers who already put their goods in the canteen but others still continue doing it in their classroom"</p> <p>Participant 3, Line 5-6: "Dili man gyd na madali-dali gud so,imo sa silang panid-an gyd kung nituman sa warning."</p> <p>Participant 5, Line 24-25: "So far to date, from six, there are just two remaining teachers who continue the trade."</p>
	<p>c. Policy Adherence</p>	<p>Participant 2, Line 2-4: "the backup guidelines on this is the DepEd Order number 8 series of 2007 and also you can call the attention or you can give that is it against the code of ethics of the Professional Teachers"</p> <p>Participant 3, Line 6-7: "nag refer ko sa atong district nurse para mangayo ug advice unsay angay buhaton kay under man gud na sa ilaha ang school canteen"</p> <p>Participant 1, Line 3-4: "ato ng siguroon na panahon lng sa vacant time or after your class, pwede na pag gawas sa eskwelahan walay problema"</p>
<p>3. Collaborative Problem-Solving for Sustainable Solutions</p>	<p>a. Stakeholder Engagement</p>	<p>Participant 5, Line 1-2: "I talked to the teacher, also to the Teachers' League with regard to that situation."</p> <p>Participant 3, Line 2-4: "ako gitistingan ask ang mga bata kung kinsa mga teachers ang nagapamaligya inside their classroom ang bata man gud motubag gyd na dili mamakak." [I tested by asking the children which teachers were selling inside their classroom because children will answer and not lie.]</p> <p>Participant 2, Line 6-7: "mo too man pod gud sila sa akua kung akong badlongon" [They will listen to me if I reprimand them]</p>
	<p>b. Alternative Income Streams</p>	<p>Participant 5, Line 30-33: "While they are putting their goods in the canteen, they can continue their business at the same time they are helping the canteen earn and they too can benefit the earnings of the canteen as cooperative members."</p> <p>Participant 7, Line 5-7: "Like katong sa school supplies, so ako na lang gibargain si teacher kung pwede dili na lang siya mamaligya sa laing estudyante, sa iyang estudyante lang."</p> <p>Participant 5, Line 14-16: "Since they can't be stopped from selling they better be consignors in the canteen since our canteen is also a Teachers' Cooperative, so they can also share to the income of the canteen."</p>
	<p>c. Mutual Benefit Focus</p>	<p>Participant 7, Line 21-23: "I also made them feel that I'm saying all those words, I'm doing all those actions and interventions for their benefit and for their welfare, na dili to para sa akua."</p> <p>Participant 5, Line 31-33: "they can continue their business at the same time they are helping the canteen earn and they too can benefit the earnings of the canteen as cooperative members."</p> <p>Participant 2, Line 6-8: "mo too man pod gud sila sa akua kung akong badlongon so ilang product dili na nila ibaligya but it will be endorsed to the canteen."</p>

1) *Balancing Empathy and Professionalism.* A prominent theme that emerged from the analysis is the administrators' effort to balance empathy for teachers' financial circumstances with the maintenance of professional standards. This aligns with Bergmark's [39] ethics of care in educational leadership [9], which emphasizes the importance of understanding and responding to the needs of educators.

Administrators consistently employed open dialogue as a strategy to understand teachers' motivations for engaging in selling activities. This approach resonates with transformative leadership practices that prioritize communication and understanding [51]. For instance, one administrator stated, "I talked to them one by one. I tried to understand *nganong nagapamaligya sila* [why they are selling]" (Participant 7).

The recognition of financial pressures facing teachers echoed findings from studies on teacher compensation and moonlighting [41] [22]. One administrator noted, "Some teachers really strived hard especially those whose salaries are already gone to debts" (Participant 5), highlighting the economic challenges that drive some teachers to seek additional income.

However, administrators also emphasized the importance of maintaining professional boundaries, a crucial aspect of educational ethics [52]. This was evident in statements like "I act professionally" (Participant 6), indicating a conscious effort to separate personal understanding from professional expectations.

2) *Adaptive Policy Implementation.* This theme reflected the flexible and context-sensitive approach taken by administrators in addressing the issue of teachers selling goods in classrooms. The study revealed a flexible and context-sensitive approach to policy implementation, aligning with the concept of situational leadership in education [19] [30]. Rather than imposing rigid rules, administrators offered alternative arrangements, such as allowing teachers to become "consignors in the canteen" (Participant 5).

This gradual approach to change implementation is consistent with theories of organizational change in educational settings [55]. Administrators recognized that change takes time, as evidenced by statements like "I just take it one at a time" (Participant 5). This strategy allows for adjustment and minimizes resistance to change, a key consideration in educational reform efforts [10].

Despite this flexibility, administrators grounded their actions in official policies, referencing "DepEd Order number 8 series of 2007" (Participant 2). This adherence to policy while maintaining adaptability reflects the complex nature of educational leadership, balancing regulatory compliance with practical realities [12] [43].

3) *Collaborative Problem-Solving for Sustainable Solutions.* This theme highlighted the efforts to involve various stakeholders in finding long-term, mutually beneficial solutions to the issue. The emphasis on stakeholder engagement and collaborative problem-solving aligns with distributed leadership models in education [36]. Administrators engaged not just with individual teachers but also with broader groups like the teachers' league, ensuring multiple perspectives were considered in decision making.

The focus on developing alternative income streams, particularly through the school canteen as a cooperative venture, demonstrates innovative problem solving in educational leadership [45]. This approach not only addresses the immediate issue of classroom selling but also potentially strengthens the school community by creating shared economic interests.

The strong emphasis on finding mutually beneficial solutions, as evidenced by statements like "they can continue their business at the same time they are helping the canteen earn" (Participant 5), aligns with win-win negotiation strategies in organizational management [20].

Insights Gained by School Principals in Handling Entrepreneurial Behavior of Teachers

The role of school leaders in managing educational institutions is complex and multifaceted, requiring a delicate balance between policy enforcement, empathetic leadership, and addressing systemic challenges [54]. Table 3 shows this study's findings illuminating three principal themes: (1) balancing policy compliance and empathy, (2) proactive leadership and communication, and (3) addressing systemic challenges through local action.

Table 3. Emerging Themes on the Insights Gained by School Principals in Handling Entrepreneurial Behavior of Teachers

Main Themes	Core Ideas / Sub-themes	Sample Statements (IDI#, Line #)
1. Balancing Policy Compliance and Empathy	a. Policy Adherence	"Kinahanglan gyd ang mo follow gyd tah sa atong balaod, mo follow gyd kung unsay order sa itaas follow the rule" (Participant 3)
		"As a leader, I really have to abide by the policies and guidelines of DepEd Orders." (Participant 5)
		"You will be violating DO 8, code of ethics and at the same time the memorandum that the school will issue, ma kuan naka ah you can be charge administratively" (Participant 2)
	b. Empathetic Leadership	"As school leaders, we should be more understanding of these reasons because our colleagues are not just our employees but they are members of the organization" (Participant 7)
		"Gently, we can let them understand and accept that there are rules, policies, and guidelines to follow on this issue." (Participant 5)
		"Be firm pero understanding pud. Baka naa silay reasons ngano nagbaligya sila." (Participant 8)
	c. Balanced Leadership Approach	"Let's face the situation proactively at the same time with open mind and heart" (Participant 7)
		"We should not right away pin the teachers down." (Participant 5)
		"As school leaders, dili pud gyud maayo nga atong i-judge dayon atong mga kaubanan kay for every action there is always a specific reason." (Participant 7)
2. Proactive Leadership and Communication	a. Proactive Monitoring	- "Keep on monitoring lang gyd keep touch everyone dapat kabalo ka sa tanan." (Participant 4)
		"Ensure close monitoring if these guidelines are faithfully followed" (Participant 5)
		"Monitoron gyd ang mga teachers naa man tay monitoring system diha kung nay makita na nagapamaligya picturan para naa kay evidence" (Participant 3)
	b. Clear Communication	"Communication is key. Kinahanglan clear ang rules" (Participant 8)
		"In every beginning of the school we should refresh all the guidelines" (Participant 6)
		"Ipasabot kay teacher ang D.O. 08 or mga balaod na nagpatuman na bawal mamaligya ang teachers sulod sa classroom" (Participant 3)
3. Addressing Systemic		- "To provide support to teachers who are engaged in entrepreneurship by directing them to put their goods in the canteen" (Participant 5)

Challenges Through Local Action	a. Alternative Income Solutions	"Try to help them find other ways to augment their income nga dili makaapekto sa ilang pagtudlo." (Participant 8)
		"By strengthening our Teachers' Cooperative somehow we are also strengthening our TLE subject" (Participant 5)
	b. Recognizing Economic Challenges	"Kung ang teacher walay pamasaha pagka ugma, walay pang palit ug bugas pag uli sa balay so wala siyay makaon" (Participant 1)
		"I understood where they came from, what the very reasons are why they engaged in such activities" (Participant 7)
		"Our teachers have matinding panganga-ilangan" (Participant 2)

1) *Balancing Policy Compliance and Empathy.* This theme encapsulated the delicate balance school leaders must maintain between enforcing policies and understanding the challenges faced by teachers. First, participants strongly emphasized the importance of following DepEd policies. Participant 3 stated in their local language, "Kinahanglan gyud ang mo follow gyud ta sa atong balaod, mo follow gyud kung unsay order sa itaas follow the rule," which emphasizes the need to follow the law and orders from superiors. Participant 5 echoes this sentiment: "As a leader, I really have to abide by the policies and guidelines of DepEd orders." Participant 2 highlighted the potential consequences of non-compliance: "You will be violating DO 8, code of ethics and at the same time the memorandum that the school will issue, ma kuan naka ah you can be charge administratively."

Moreover, despite the emphasis on policy adherence, leaders expressed the importance of understanding and empathy. Participant 7 stated, "As school leaders, we should be more understanding of these reasons because our colleagues are not just our employees but they are members of the organization." Participant 5 suggested a gentle approach: "Gently, we can let them understand and accept that there are rules, policies, and guidelines to follow on this issue." Participant 8 advises, "Be firm pero understanding pud. Baka naa silay reasons ngano nagbaligya sila," suggesting a balance between firmness and understanding.

Furthermore, leaders advocated for a middle ground. Participant 7 suggested, "Let's face the situation proactively at the same time with open mind and heart," and adds, "As school leaders, dili pud gyud mayo nga atong i-judge dayon atong mga kaubanan kay for every action there is always a specific reason." This indicates a desire to understand before judging. Participant 5 reinforces this, saying, "We should not right away pin the teachers down."

The findings revealed a tension between strict adherence to Department of Education (DepEd) policies and the need for empathetic leadership. School leaders emphasized the importance of following rules, citing potential administrative consequences for violations. However, they also recognized the need for understanding the underlying reasons for teachers' actions. This aligns with Gómez-Leal et al.'s [24] assertion that effective school leadership involves both organizational management and emotional intelligence.

2) *Proactive Leadership and Communication.* The second theme emphasized the importance of proactive monitoring and clear communication in preventing policy violations. Regular monitoring of teacher activities and clear articulation of rules and expectations were seen as crucial leadership practices. This approach aligns with instructional leadership models that emphasize the principal's role in maintaining high standards of instruction [25].

The data revealed a strong emphasis on relationship-centric management and clear communication. As one participant noted, "Keep on monitoring lang gyd keep touch everyone dapat kabalo ka sa tanan" [Just keep on monitoring, keep in touch with everyone, you should know everything] (Participant 4). This emphasis on continuous monitoring and staying informed aligns with research indicating that effective school leaders maintain a high degree of awareness about what's happening in their schools [17].

Another participant emphasized the importance of balancing policy adherence with understanding: “As a leader, I really have to abide by the policies and guidelines of DepEd Orders. We uphold our being ‘makatao’ but there are also rules to follow” (Participant 5). This reflection demonstrated the complex balancing act school leaders must perform, adhering to policies while maintaining a humane approach, a key aspect of ethical leadership in education [6].

The importance of building relationships and understanding individual teacher contexts was also evident. One school leader shared, “Be firm pero understanding pud. Baka naa silay reasons ngano nagbaligya sila” [Be firm but understanding too. Maybe they have reasons why they are selling] (Participant 8). This approach reflects elements of authentic leadership, which emphasizes the importance of leaders building genuine connections with their staff and considering their individual circumstances [35].

These findings suggest a move towards more inclusive and communicative leadership practices. Such approaches recognize the importance of building trust and fostering collaboration among staff, while also maintaining clear expectations and accountability, aligning with principles of both distributed and transformational leadership [58] [18].

3) *Addressing Systemic Challenges Through Local Action.* This theme acknowledged the broader economic issues that drive teachers to engage in selling activities and suggests both local and governmental solutions. First, leaders proposed creative solutions to support teachers’ financial needs. Participant 5 suggested, “to provide support to teachers who are engaged in entrepreneurship by directing them to put their goods in the canteen, and added, “By strengthening our Teachers’ Cooperative somehow we are also strengthening our TLE Subject.” Participant 8 advised, “Try to help them find other ways to augment their income nga dili makaapekto sa ilang pagtudlo.”

Moreover, there’s a clear acknowledgment of teachers’ financial struggles. Participant 1 vividly described the situation: “Kung ang teacher walay pamasaha pagkaugma, walay pang aplit ug bugas pag uli sa balay so wala siyay makaon,” highlighting how some teachers struggle with basic necessities. Participant 7 stated, “I understood where they came from, what the very reasons are why they engaged in such activities,” while participant 2 succinctly described the situation as “Our teachers have matinding panganga-ilangan.”

The third theme recognized the broader economic context influencing teachers’ behaviors. School leaders proposed local solutions such as allowing teachers to sell goods in the school canteen or strengthening teachers’ cooperatives. These initiatives reflected an entrepreneurial approach to school leadership, where leaders seek innovative solutions to address resource constraints [13].

However, participants also emphasized the need for governmental intervention to address teachers’ economic situations. This recognition of systemic challenges aligns with critical perspectives in educational leadership that call for addressing broader societal inequities impacting education [11] [4].

CONCLUSIONS AND RECOMMENDATIONS

This study's findings impact educational leadership and policy where teachers engage in entrepreneurial activities. Principals balance professional standards and teachers' economic challenges, highlighting the need for flexible leadership approaches. Leadership training should include adaptive leadership, ethical decision-making, and conflict resolution. The study emphasizes open dialogue and stakeholder engagement, suggesting participatory leadership models may be effective in navigating these challenges.

The study indicates a need for flexible, context-sensitive educational policies. While professional standards are crucial, rigid policies may be ineffective in addressing teachers' diverse economic realities. Policymakers should consider guidelines allowing local adaptation and giving school leaders more discretion. Some principals' innovative solutions, like integrating teachers' entrepreneurial activities into school cooperatives, suggest potential synergies between teachers' economic needs and school resources.

Future research could include longitudinal studies on the long-term effects of in-school entrepreneurial activities

and comparative studies across different socio-economic contexts. Action research projects could develop innovative models supporting teachers' economic well-being without compromising professionalism. Policy research is needed to explore how educational systems can address teachers' economic challenges through revised compensation, professional development, or alternative employment models leveraging entrepreneurial skills.

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