EDUCATIONAL MANAGEMENT STYLES AND ORGANIZATIONAL HEALTH OF PUBLIC SECONDARY SCHOOL HEADS IN PANABO CITY DIVISION

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ABSTRACT

The study explored the relationship between the educational management styles and organizational health of school heads of Panabo City Division. Also, it investigated the association of the involved variables and the domains of educational management styles of school heads that significantly influence the organizational health of school heads. With the use of probability sampling, 150 secondary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was an extensive educational management styles of school heads and an extensive organizational health of school heads. Furthermore, there was a significant relationship between the educational management styles and organizational health of school heads. Moreover, all domains of educational management styles of school heads were found to have significantly influence on the organizational health of school heads. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means of helping the school heads in strengthening their educational management styles to ensure organizational health among them.

KEYWORDS: *Educational management styles, organizational health, descriptive correlation, Panabo City Division, Philippines*

INTRODUCTION

In order to meet student needs with finite resources, it is imperative that schools develop efficient systems and structures that maximize resources to support students' social, emotional, and behavioral needs. Efficient systems can be linked to organizational health. Schools with strong organizational health have been associated with positive outcomes. One important feature of Organizational Health is the way that staff are able to work collaboratively with one another and the support that they are able to provide to each other when needed. Schools with strong organizational health have been linked to improvements in academic achievement, teacher commitment, psychological and physical wellbeing, graduation rates, and reduced teacher burnout (Nachman, 2021). However, the school as an organization has encountered different circumstances that impede them in the attainment of a healthy organization.

In US, the public schools get a D+ for poor conditions, and experts say problems are getting worse. While school infrastructure problems are a perennial challenge, national data and dismal stories from teachers suggest the crises are reaching an apex. Atrocious school conditions have even prompted some teachers this school year to go on strike. Burnt-out teachers already stressed by the pandemic and school violence are pushed closer to leaving the profession (Zdanowicz & Yan, 2022). Meanwhile, Asian educations may be top scoring, but there is wide dissatisfaction with traditional practices and policies. School life is usually monotonous, students are not given comprehensive learning experiences and have little room to think, explore and create. East Asians have witnessed first-hand the horrendous damage of their education on children: high anxiety, excessive stress, poor eyesight, lack of confidence, low self-esteem, and lacking life skills (Zhao, 2017).

In the Philippines, the country does not invest on topnotch learning as compared to its neighbor countries. In fact, many public schools lack computers and other tools despite the digital age. Further, a shortfall in the number of public school teachers is also one of the top issues in the country due to their being among the lowest-paid state workers (Child Hope, 2023). Filoteo (2019) also reported that the Philippine basic education has stated five problems that result in poor learning outcomes that need to be urgently addressed, such as, implementation inefficiencies, malnutrition, lack of textbooks, school connectivity, and teacher quality. This indicates that the organization health of the country is in alarming state.

In the Division of Panabo City Division, it was observed that poor school conditions are evident. Problems in school organizational health encompassed a range of challenges that hindered the effective functioning and overall well-being of the educational institution. Some common problems in school organizational health included lack of communication, insufficient or ineffective communication among staff, administration, students, and parents which create a disconnect within the school community, hindering collaboration and understanding. More so, schools faced problems related to inadequate funding, outdated facilities, insufficient staff, or a lack of educational materials, impacting the quality of education and overall school environment. Overworked and stressed teachers were also manifested. In fact, there were insufficient opportunities for professional growth and development which demotivated staff, hindered skill enhancement, and impeded the progress of the school.

The current conditions were observed firsthand as no existing study on organizational health in schools, particularly focusing on the educational management styles of school heads in the local context, was found. Consequently, the researcher was driven to delve into the scope of educational management styles exhibited by school heads and their impact on the organizational health of public secondary schools in the Panabo City Division. The primary objective was to scrutinize the relationship between these two variables.

This endeavor offered valuable insights to policymakers, aiding them in developing policies, programs, interventions, projects, and activities that would inspire all school leaders to excel in managing their schools, consequently promoting a healthy school organization. Furthermore, the researcher intended to present this study in various platforms, including local, national, and international fora, and seek publication in a Scopus-indexed journal.

METHODOLOGY
Research Design
In this study, it adopted a quantitative research approach, particularly utilizing a descriptive correlational technique. Quantitative research entails the collection of numerical data and its subsequent analysis using mathematical and statistical tools. This approach helps elucidate and provide explanations for specific problems or phenomena (Apuke, 2017). In the realm of descriptive correlational investigations, the primary focus is on describing variables and understanding the inherent relationships that naturally manifest among them (Davis, 2021).

Descriptive research adopts a non-invasive approach from the researcher, focusing on observing variables without any deliberate manipulation. Its principal aim is to offer a comprehensive understanding of the intrinsic characteristics of these variables, as emphasized by Korrapati (2016). Conversely, a correlational investigation aims to determine if an association exists between two variables. As noted by Kabir (2016), this involves ascertaining whether a change, be it an increase or decrease, in one variable is connected to a corresponding alteration in another.

This study fell under the category of quantitative research as it heavily relied on numerical data for analysis and interpretation. It followed a descriptive approach as its objective was to assess the educational management styles and the organizational health of school heads. Furthermore, it adopted a correlational methodology, aiming to examine the relationship between the educational management styles and the organizational health of public secondary school heads in the Panabo City Division.

Respondents and Sampling
A total of 150 public secondary teachers were invited to participate and provide their responses for this study. It was worth noting that according to Hair et al. (2018), a minimum of 50 samples was required for simple regression analysis, and generally, around 100 samples suffice for most research situations. Therefore, the inclusion of 150 respondents adequately addressed the objectives and requirements of this study.

In selecting the study's sample, a probability sampling approach, specifically two-stage cluster sampling, was employed. This method allows for the calculation of the probability or likelihood of each item being included in the sample. Essentially, every member of the population is given an equal and independent chance of being part of the sample (Ragab & Arisha, 2018). In research, cluster sampling is a widely used technique that involves dividing the population into distinct clusters. A cluster comprises unique units that represent exhaustive and mutually exclusive subsets (Thomas, 2020). In the case of this study, all secondary teachers from the public secondary schools within the Panabo City Division were considered.

Regarding the inclusion and exclusion criteria, this study focused on secondary teachers with a minimum of 2 years of teaching experience in public schools. This criterion was set because their 2-year tenure in the public school system provides valuable insights into the impact of their school head's educational management styles on the school's organizational health. Additionally, participants who felt uneasy or uncomfortable in responding to the survey questionnaire had the option to withdraw from participating voluntarily. There was no pressure to compel them to remain part of the study, and their decision to withdraw was fully respected. The well-being and comfort of the respondents were of utmost importance in conducting this study.

Research Instruments
For data collection, this study employed a customized survey questionnaire. The questionnaire was specifically designed with two distinct sets of questions. The first set concentrated on the educational management styles of school heads, while the second set focused on organizational health.

Educational Management Styles. The educational management styles of school heads questionnaire was adapted from David and Lumaad (2021). The instrument consisted of 17 items. It had four indicators, namely: visionary management style (1-4), consultative management style (1-5), servant leadership management style (1-3), and pacesetting management style (1-5). The questionnaire was subjected to a pilot testing having a result of .73 suggesting that the items have relatively high internal consistency.

Organizational Health. The organizational health questionnaire was adapted from Doganay and Dagle (2020). The tool had a total of 23 items. It had nine indicators, namely: academic emphasis (1-7), morale (1-6), supportive leadership (1-5), and environmental factors (1-5). The questionnaire was subjected to a pilot testing having a result of .73 suggesting that the items have relatively high internal consistency.

The research instruments for this study were tailored to align with the study's objectives and goals. The researcher carefully incorporated feedback, comments, and suggestions from the adviser, panel members, and expert validators to refine the tools and ensure their construct validity.

Data Analysis
For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

Mean. This was used to measure the extent of educational management styles and organizational health of school heads.

Pearson r. This was utilized to determine the relationships between educational management styles and organizational health of school heads.

Regression Analysis. This was employed to determine the significant influence of educational management styles on organizational health of school heads.

RESULTS AND DISCUSSION
Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

Findings
The main focus of the study was to determine the significance of the relationship between educational management styles and organizational health of school heads in public secondary schools. The study was conducted in the selected secondary schools in Panabo City Division. There were one hundred fifty (150) secondary teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The extent of educational management styles of school heads is extensive which means that educational management styles of school heads are oftentimes evident. This underscores the frequent manifestation of these leadership approaches. This suggests that school heads often exhibit varied educational management styles, indicating a dynamic and adaptable leadership approach within educational institutions.

Meanwhile, the extent of organizational health of school heads is extensive which means that the organizational health of school heads is oftentimes evident. This suggests a consistently positive and thriving organizational environment, reflecting the school heads' commitment to fostering a supportive and conducive atmosphere within educational institutions.

It was found out that there is a significant relationship between educational management styles of school heads and organizational health of school heads. The hypothesis of no significant relationship between educational management styles and organizational health of school heads was rejected. The study's findings reveal a significant relationship between educational management styles of school heads and their organizational health. The rejection of the hypothesis that posited no significant relationship underscores the importance of effective management styles in shaping the overall health and functioning of educational institutions led by school heads.

More so, it was revealed that all the domains of educational management styles of school heads significantly influence the organizational health of school heads. The revelation that all domains of educational management styles significantly influence the organizational health of school heads underscores the comprehensive impact of diverse management approaches on the overall health of educational institutions. These results highlight the interconnectedness of various management styles in shaping a positive and thriving organizational environment under the leadership of school heads.

Conclusions
Based on the findings of this study, the following conclusions were offered:
The extent of educational management styles of school heads means that it is oftentimes evident in the school. In fact, all dimensions are oftentimes evident from the school heads, namely, visionary management style, consultative management style, servant management style, and pacesetting management style.

Meanwhile, the extent of organizational health of school heads is oftentimes evident. Apparently, all indicators are found to be oftentimes evident specifically on academic emphasis, morale, supportive leadership, and environmental factors.
Based on the findings, the educational management styles of school heads and organizational health of school heads are related. All domains of educational management styles of school heads are linked to their organizational health.

Also, educational management styles of school heads significantly influenced the organizational health of school heads. In fact, all domains of educational management styles of school heads, namely, visionary management style, consultative management style, servant management style, and pacesetting management style significantly influence the organizational health of school heads by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the four domains of educational management styles of school heads, the organizational health of school heads will increase.

The substantial and moderately positive correlation between the educational management approaches adopted by school administrators and the organizational health aligns with Parsons' (1967) conception of schools as social systems. According to Hoy et al. (1991), within the framework of organizational school health, one dimension emphasizes the principals' capacity to influence higher authorities and their ability to procure essential resources for the school. This dimension also underscores the principal's dedication to the well-being of school staff, coupled with high expectations regarding staff performance.

Sashkin (1988) emphasized the pivotal role of school administrators as educational leaders who formulate a vision for organizational objectives, which is embraced and shared by all staff members, thereby fostering the success of students and teachers. Effective management within organizations enables the realization of goals by facilitating superior planning and resource allocation. The responsibility of cultivating healthy school environments predominantly lies with school leaders, as they are accountable for the achievement of the school's objectives and vision. Hence, the leadership styles adopted by school administrators serve as significant determinants of school health.

Recommendations
The following suggestions were offered based on the conclusions of the study:
The higher officials in the Department of Education may encourage professional development programs that enhance leadership skills, promoting collaboration among school heads to share best practices, and providing resources for implementing innovative management approaches can contribute to the continuous improvement of organizational health within educational institutions. By fostering an environment that embraces various educational management styles, DepEd officials may contribute to the creation of positive, thriving, and effective educational organizations.

Moreover, school heads may leverage the awareness of their extensive educational management styles to further enhance the organizational health of their institutions. They may embrace a reflective approach to leadership, considering the various management styles identified in the study, such as visionary, consultative, servant, and pacesetting styles. Also, school heads may foster a culture of continuous improvement by engaging in professional development opportunities that refine and expand leadership skills. Additionally, they may prioritize the well-being and morale of your team, as indicated by the significant influence of morale on organizational health.

Furthermore, teachers may foster open communication channels with school heads, expressing your observations and experiences related to different management styles. They may embrace collaboration and contribute to a positive working environment by actively participating in decision-making processes when opportunities arise. Also, they may recognize the importance of morale within the organization and work collectively to maintain a supportive and thriving atmosphere. Additionally, they may seize professional development opportunities that promote a deeper understanding of diverse educational management styles, allowing for more effective collaboration with school heads.

Lastly, future researchers may conduct qualitative studies to explore the perceptions and experiences of both school heads and teachers in order to gain valuable insights into the intricacies of effective leadership practices. Additionally, investigating contextual factors and external influences that may moderate the relationship between management styles and organizational health may offer a nuanced understanding of these dynamics. They may also employ longitudinal research designs to track changes over time and exploring potential interventions or training programs that enhance leadership effectiveness would contribute to practical implications for educational administrators.

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