



MANAGERIAL SOUNDNESS OF TEACHERS AND SCHOOL NORMS

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Teacher I

Abstract

This study aimed to determine the relationship between managerial soundness of teachers and school norms. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Malita South District of Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2022-2023. Research instruments on managerial soundness of teachers and school norms were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: the level of managerial soundness of teachers is high, the level of school norms is high, there is a significance on the relationship between managerial soundness of teachers and school norms.

Keywords: *Managerial Soundness of Teachers, School Norms, School Administration and Supervision, Quantitative Research, Philippines*

1. INTRODUCTION

School norms encompasses the social and emotional conditions for learning, teaching, and wellness, experience of safety, support, belonging, connectedness, engagement, academic focus, and individual and cultural respect. These multifaceted conditions interact dynamically and affect student and teacher behavior, performance, and wellness (Cohen, McCabe, Michelli & Pickeral, 2009).

Schools provide education and training. Students spend critical years in school to prepare for social life. Schools have an important place in the quality of education.

In some school in Pakistan, issues on school culture abound. They have schools with toxic cultures that have lack a strong sense of purpose. Teachers hold students accountable for their academic shortcomings, and uphold inaction-encouraging norms. Additionally, this hinders teamwork and frequently fosters adversarial relationships among employees. Healthy school cultures foster a strong sense of community (Ali, Sharma & Zaman, 2017).

In the Philippines, problem on school culture is existing. There are schools that have negative learning environments and students may feel uncomfortable, confused, unsupported and afraid to make mistakes. This made the students unmotivated or even quit. They feel they do not have energy to participate in school activities since they feel that they do not belong. Worst thing is that some teachers do not care about this negative atmosphere (Bartolome, Mamat & Masnan, 2017).

In the local context, problems in school culture also exists. Teachers do not support each other and they work in isolation. There are also teachers who are not cooperating in the school activities and leave others to work by themselves. The presence of collaboration is absent that it takes days before simple task is done in the school. This lack of cohesion among teachers create a school culture of divisibility (Lagrimas & Buenaventura, 2023).

Today, the researcher has rarely come across with a study on school norms in the local context that it prompted the researcher to conduct a study on the subject with a hope that the result of the research will help improve the coping mechanism of teachers.

This study is anchored on Behavioral theory (Likert, 1950). The theory stresses that the goal of behavioral theory is to explain human behavior by examining the antecedents, consequences, and learned connections that an individual has formed as a result of prior experiences.

According to the behavioral leadership hypothesis, a leader's effectiveness is determined by their behavior rather than by their inherent qualities. The study of a leader's actions and behaviors in response to a particular scenario is part of the behavioral leadership theory.

The characteristics and behaviors that make a person a good leader are referred to as leadership behavior. Through this conduct, a person can lead, coordinate, and influence the activity of others in order to achieve particular objectives. These techniques and activities can be learned by leaders to improve the performance of others around them.

The learner is able to concentrate on a single objective. It makes precise predictions about how students will behave under various circumstances, like as rewards or punishment. It lays out the precise and objective results of learning. It places a focus on impartial measurement.

This study is also anchored on the pronouncement of Steyn (2009) who stated that research has shown that school norms is one of the most important contributors to student achievement, success, and psychological well-being. School climate also heavily influences healthy development as well as effective risk prevention, positive youth development, and increased teacher and student retention. School climate reflects a personal evaluation of the school.

The conceptual paradigm is shown in Figure 1. The independent variable of this study is managerial soundness of school heads. The indicators are as follow: student interaction; learning/assessment, faculty relations, community relations, and attitude and culture.

On the other hand, the dependent variable of the study is the school norms. The indicators are the following: classroom positive, diversity values, and learning environment.

This study aims to find out the significance of the relationship between managerial soundness of teachers and school norms.

This study is beneficial to the Schools Division Office where the study is conducted as it will give the personnel a concrete view of the levels of the variables which this study is aimed to identify. This will guide the personnel as their reference for future decision-making to improve on the aspects which the study is intended to uncover.

This study is aimed to determine the relationship between the managerial soundness of teachers and school norms. The study will be implemented in some public schools in Davao Occidental Division within the second semester of the School Year 2022-2023.

This study is limited to classroom interaction, learning assessment, faculty relations, community relations, and attitude and culture for managerial soundness of teachers. On the other hand, for school norms, this is limited to classroom positive, diversity values, and learning environment.

2. MATERIALS AND METHODS

This study employed the non-experimental quantitative research design utilizing correlational technique. A substantial proportion of quantitative educational research is non-experimental because many important variables of interest are not manipulable. Because non-experimental research is an important methodology employed by many researchers, it is important to use a classification system of non-experimental methods highly descriptive of what we do and which also allows us to communicate effectively in an interdisciplinary research environment. Correlational research designs evaluate the nature and degree of association between two naturally occurring variables (Johnson, 2012).

The geographic location of this study was shown in Figure 2. The municipality of Malita is a first-class municipality of the newly-founded province, Davao Occidental. It has 30 barangays and eight secondary schools. According to the 2009 LGPMS census, it has a population of 133,020 people in 20,526 households. Malita was known for various arts of its cultural heritage.

The research sample included only those teachers who have permanent position. They must also have a teaching experience for the public school for at least five years. The substitute teachers and those holding Learning Support Aid positions are excluded in the sample of the research. Likewise, this study is conducted only to one district of Davao Occidental Division and at least have more than a hundred teachers as sample.

This study utilized purposive sampling in determining the sample of this study. Only those teachers who manifested their willingness to participate in the research were included in the study. These students must have Informed Consent to show their voluntary participation of the study.

This study utilized adopted questionnaire. The questionnaire on managerial soundness of school heads. The indicators are as follow: planning, organizing, directing, coordinating, and controlling

This five-point Likert Scale was used in determining the managerial soundness of school heads in this study.

the other hand, the questionnaire for school norms this includes students' involvement, schools' working environment and teachers' work satisfaction.

Meanwhile, this five-point Likert Scale was used in the assessment of school norms used in this study.

The researcher simplified and contextualized the questionnaires without losing the original content. The first draft of the contextualized version of the instruments was submitted to the research adviser for comments and recommendations to improve its presentation. The final copies were submitted to the panel of experts for approval.

Final revision of questionnaire was made by incorporating the corrections, comments and suggestions given by the expert validators. The validators rated the survey questionnaires with a rating of 4.18 with a descriptive equivalent as good.

The following steps were undertaken in the gathering of data for this study. First the researcher asked permission from the Superintendent of Davao Occidental Division to conduct the study in Sarangani District. After the request was granted, the researcher also sent a letter to the district supervisor indicating the intention to conduct the study in the district. The researcher attached the letter of approval from the division superintendent. The same letter of request was also sent to the school heads.

The school allowed the researcher to gather data for the research during activity period in the afternoon. This was a big challenge for the researcher because the travel going to schools district usually takes more than half an hour from the station.

As soon as the researcher got into the school, he went to the office of the school head and showed the letter of approval and endorsement from the superintendent and from the district supervisor. After which, the researcher met the teachers and the school head and gave them a brief orientation on how they will respond to the questions in the questionnaire. As soon as the respondents were able to complete answering the questionnaire, the researcher collected them and tallied the responses. Interpretation followed after the statistician handed the data.

The following statistical tools were used in treating the data in this study.

Mean. This was used to determine the extent of managerial soundness of school heads and school norms. **Pearson-r.** This was used to determine the significance of the relationship between managerial soundness of school heads and school norms.

3. RESULTS AND DISCUSSION

The standard deviation in the descriptive tables, Table 1 and Table 2, ranged from 0.30 to 0.40 which are less than 1.0 as the typical standard deviation for a 5-point Likert Scale. This means that the ratings in the accomplished questionnaires were close to the mean, indicating consistency of responses among the respondents (Wittink and Bayer, 1994).

Level of Managerial Soundness of Teachers in terms of Student Interaction

Presented in Table 1.1 is the level of managerial soundness of teachers in terms of student interaction with a mean score of 3.56 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: most students in my school give up when they cannot solve a problem easily, most students in my school do all their homework, most students in my school do their best, even when their work is difficult, my school has clear rules and consequences for behavior, and most students in my school are well-behaved.

Level of Managerial Soundness of Teachers in terms of Learning/Assessment

Presented in Table 1.2 is the level of managerial soundness of teachers in terms of learning/assessment with a mean score of 3.61 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: makes learning interesting, encourages students to share their ideas about things we are studying in class, often assigns homework that helps student learn, notices when a student do a good job and let student know about it, and provide opportunities for students to express themselves at school.

Level of Managerial Soundness of Teachers in terms of Faculty Relations

Presented in Table 1.3 is the level of managerial soundness of teachers in terms of faculty relations with a mean score of 3.52 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: treats students with respect, there are lots of chances for students in my school to talk with a teacher one-on-one, most students in my school treat each other well, adults in this school apply the same rules to all students equally, and students are treated fairly by the adults in the school.

Level of Managerial Soundness of Teachers in terms of Community Relations

Presented in Table 1.4 is the level of managerial soundness of teachers in terms of community relations with a mean score of 3.46 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: my family wants me to do well in school, my parents ask if I've gotten my homework done, my parents would punish me if I skipped school.

Level of Managerial Soundness of Teachers in terms of Attitude and Culture

Presented in Table 1.5 is the level of managerial soundness of teachers in terms of attitude and culture with a mean score of 3.38 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: students have lots of chances in my school to get involved in sports, clubs, and other school activities outside of class, I wish I went to a different school, and I feel like I belong at this school.

Summary of Level of Managerial Soundness of Teachers

Shown in Table 1.6 are the responses of the respondents on their level of managerial soundness of teachers with an overall mean score of 3.50 and a standard deviation of 0.411 with a descriptive equivalent of very high indicating that most of the provision relating to managerial soundness of teachers embodied in the item is oftentimes observed. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire.

The indicator learning/assessment obtained the highest mean of 3.61 with a descriptive level of high; student interaction had a mean score of 3.56 or high, faculty relations had a mean score of 3.52 or high, community relations obtained a 3.46 mean score or high, and attitude and culture obtained a mean score of 3.38 or high.

The level of managerial soundness of teachers is high. This finding supports the result of the study of Malina and Selto (2001) which revealed teachers with a deep sense of managerial soundness are efficient in implementing order and discipline in the classroom. These teachers provide learning opportunities to students which will allow students to maximize their full potential to learn. Also, the result of the study conforms to the study of Ozkan, (2018) where he revealed that the managerial soundness of teachers is essential in establishing order and norms in the classroom which is important in fostering a safe and motivating learning space that students need for them to feel welcome in the classroom.

Level of School Norms

in terms of Classroom Positive

Presented in Table 2.1 is the level of school norms in terms of classroom positive with a mean score of 3.46 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: grades are assigned fairly and impartially in this class, the physical environment was comfortable and accessible for all students, the instructor encourages mutual respect among all students, the instructor is fair and unbiased in treatment of all students, and the instructor encourages equal participation of all students.

Level of School Norms

in terms of Diversity Values

Presented in Table 2.2 is the level of school norms in terms of diversity values with a mean score of 3.48 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: provides activities I enjoy most and make me think about things from different perspective, I enjoy taking activities that challenge my beliefs and values, I enjoy talking with classmates and schoolmates who have values diff from mine, value of education lies in being introduced to diff values, and facilitates learning experiences that make connections to other content areas and to life experiences.

Level of School Norms

in terms of Learning Environment

Presented in Table 2.3 is the level of school norms in terms of learning environment with a mean score of 3.64 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: creates a safe and healthy environment, creates clear expectations and procedures for communication, organizes time to provide active and equitable engagement of students, engages students that help them develop the motivation to learn, and analyzes student behavior to develop and support positive behavior.

Summary of Level of School Norms

Presented in Table 2 is the level of school norms with the overall mean of 4.58 with a descriptive equivalent of very high indicating that most of the provision relating to school norms embodied in the item is oftentimes observed. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire.

The indicator learning environment obtained a mean score of 3.64 or high, diversity values had a mean score of 3.48 or high, classroom positive had a mean score of 3.46 or high.

The level of school norms is high. A positive school norm can foster the development of students, parents, teachers, and administrators which make up the school community (Koth, 2010). Therefore, when conflicts are not effectively managed, the school environment is also negatively affected (Dinçer and Fidan, 2016).

School norm can be based on students, teachers and school administrators' experiences in school including interpersonal relationships, teaching and learning practices, and organizational structures (Cohen, 2011). According to Bartoletti and Connelly (2017) the principal has both a direct and an indirect impact on school norm. Principals have an indirect effect on school norm

by setting the tone for relationships, creating a professional working environment, improving instruction, and keeping the school clean and safe. The relationship between teachers and school administrators more broadly shape a school's working environment. This affects how well the school provides a learning

community in which administrative supports and leadership are strong, there is time for peer collaboration and less conflict within the organization (Bryk, 2010).

Concisely, teachers' work satisfaction was directly linked to their working environment, which was referred to as the school norm. Salaries, wages, promotions, working hours, teacher autonomy, student behavior, and managerial relationship were some elements of school norm that influenced teachers' job satisfaction (Dou, 2017).

In contrary, studies showed that individuals dissatisfied with their jobs and involved in conflicts were more likely to have reduced or low workplace performance (Karabati et al., 2017).

This means that the students harmoniously engaged in all school movements. A substantial body of research has found that students are more engaged in school and attain higher academic achievement in schools with a positive school norm (Thapa, Guffrey & Higgins, 2013).

According to Wang (2013), a positive school norm fosters greater students' involvement. Students demonstrate involvement by attending school and participating in school activities, affectively by feelings of pride and attachment to their and cognitively by engaging in studying and learning. At school, students have the potential to form relationships with others as they are in contact with teachers, peers, and other individuals (Wang & Degol, 2016).

Therefore, students may be more likely to comply with rules and expectations when schools have a positive climate that encourages involvement in the school community and positive relationships with teachers and school administrators (Wang & Degol, 2016).

Relationship between Managerial Soundness of Teachers and School norms

Displayed in Table 3 are the results of the relationship between the managerial soundness of teachers and school norms. Bivariate correlation analysis using Pearson product moment correlation was employed to determine the relationship between the variables mentioned. Based on the first correlation analysis, managerial soundness of teachers and school norms revealed a computed r-value of 0.112 with a probability value of $p = 0.000$ which is significant at the 0.05 level.

This implies that the higher the managerial soundness of teachers there is, the higher will be the school norms. Thus, the null hypothesis of no significant relationship between managerial soundness of teachers and school norms is rejected.

The result of this study is in consonance with the pronouncement of Steyn (2009) who stated that research has shown that school norms is one of the most important contributors to student achievement, success, and psychological well-being. School climate also heavily influences healthy development as well as effective risk prevention, positive youth development, and increased teacher and student retention. School climate reflects a personal evaluation of the school. In particular, school climate reflects the perceptions of the social, emotional, and academic experiences of school life by students, administrators, teachers, parents, support staff, and the wider community.

The quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures. In order to make informed decisions regarding school development, it is paramount for school administrators to be aware of perceived school climate of the major stakeholders in the school. According to Cohen (2006), a school's climate often reflects a student's personal evaluation of a school, from the way they are treated, to the overall quality of the school experience.

This perceived quality is reflected in the people the students interact with on campus, the places students go, the policies that nurture or restrict them, the programs they participate in and the processes the school implements to live up to their mission and maintain a supportive nurturing academic climate that is welcoming for students. Invitational theory and practice is a powerful structure for schools to use as a guide to positively enrich the lives of all members of a campus community.

4. MAJOR FINDINGS

The level of managerial soundness of teachers is 3.50 or high. The level of school norms is 3.52 or high. Based on the first correlation analysis, managerial soundness of teachers and school norms revealed a computed r-value of 0.112.

5. CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The managerial soundness of teachers is high. This indicates that the provisions relating to managerial soundness of teachers embodied in the item is always manifested.

There is a high level of school norms. This indicates that the provisions relating to school norms embodied in the item are always manifested. The result of the study also confirms that there is a significant relationship between managerial soundness of teachers and school norms. This implies that the higher the managerial soundness of teachers there is, the higher will be the school norms. Thus, the null hypothesis of no significant relationship between managerial soundness of teachers and school norms is rejected.

The results of this study revealed that the managerial soundness of teachers is high. The researcher recommends that the school head may conduct survey on what aspect of attitude and culture that teachers need to improve so they will be given technical assistance and mentoring to help them improve in this indicator of managerial soundness.

The Public Schools District Supervisor where the study is conducted may give technical assistance to school heads on how to help teachers improve their skills in the indicator attitude and culture.

The result of this study revealed that the level of school norms is high. The researcher recommends that school heads may identify which aspect of classroom positive that teachers need to improve so they will be provided with learning action cell sessions and other activities that help them improve in this aspect.

This study also reveals a significant relationship between managerial soundness of teachers and school norms. The researcher therefore recommends that the Public Schools District Supervisor where the study was conducted may also help teachers enhance their managerial soundness of teachers by providing mentoring and technical assistance activities that will enrich the teachers on this aspect as this contributes to the increase of school norms.

The researcher also recommends to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the well-being of teachers.

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