

CORRELATION BETWEEN LEADERSHIP SKILLS OF SCHOOL ADMINISTRATORS AND ORGANIZATIONAL HEALTH OF PRIVATE ELEMENTARY AND SECONDARY SCHOOLS

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ABSTRACT

The study aimed to determine the relationship between leadership skills of school administrators and organizational health of Private Elementary and Secondary Schools in Kidapawan City. The respondents of the study were 106 private school teachers employing universal sampling. Data were provided through their responses to Leadership Skills questionnaire adopted from Northouse (2009) and the school organizational health questionnaire adopted from Guidetti et al.(2014). Data were analyzed using mean and Pearson product-moment correlation coefficient. Results indicated that the level of the leadership skills of school administrators proved to be high. Likewise, the level of organizational health of selected private schools was described as high. Finally, Leadership skills of school administrators is significantly correlated to organizational health of both private elementary and secondary schools.

Keywords: education, leadership skills, organizational health, school administrators, correlation, Philippines

INTRODUCTION

In most cases, leaders usually encountered internal conflicts inside the organization (Starks, 2016). Among these conflicts are unclear definitions of role responsibility, conflict of interest, lack of resources and interpersonal relationships within the workplace (Sullivan, 2017). Therefore, leadership skills in an organization are one of the components that assume vital part in upgrading or impeding the performance of the people in the organization.

Leadership is one with the most dynamic effects during individual and organizational interaction (Obiwuru, et. al., 2011).

According to O'Reilly et al. (2010), that leaders' function plays a significant role in reaching the goals of the organization through building a climate that foster employees' attitudes, motivation, and behavior. An organization that is healthy will inevitably get smarter over time. That's because people in a healthy organization, beginning with the leaders, learn from one another, identify critical issues, and recover quickly from mistakes. Without politics and confusion getting in their way, they cycle through problems and rally around solutions much faster than their dysfunctional and political rivals do. In contrast, healthy organizations don't seem to have any greater chance of getting healthier by virtue of their intelligence. In fact, the reverse may actually be true because leaders who pride themselves on expertise and intelligence often struggle to acknowledge their flaws and learn from peers (Lencioni, P. 2013).

In this study, the independent variable is Leadership skills and the dependent variable is the Organizational Health. Rouse (2014) defines leadership skills as the strengths and abilities that individuals demonstrate which help to oversee processes, guide initiatives and steer their employees toward the achievement of goal which is indicated in terms of administrative skills, interpersonal skills, and conceptual skills. Meanwhile, organizational health defined by Cotton and Hart (2003) as general well-being of the employees in the working environment which is indicated in terms of the following, namely: morale, appraisal and recognition, curriculum coordination, effective discipline policy, excessive work demands, goal congruence, professional growth, participant decision making, professional interaction, role clarity, student orientation, and supportive leadership.

This study is conducted in order to contribute understanding on the discussion of the relationship between leadership skills and organizational health. Leadership skills are included in this study because the researchers believe that there is an effect on the organizational health of schools. Results of this study will provide valuable insights to the administrators and teachers on the influence of leadership skills to the organizational health. It is on this premise that the researchers would like to uncover the ambiguity of the role of the leadership skills. This study is conducted to fill the gap of the long discussion of the relationship between the leadership skills and organizational health.

METHOD

This study utilized non-experimental quantitative research design.

It employed descriptive – correlational technique. The respondents of this study were 106 teachers both private elementary and secondary schools in Kidapawan City utilizing universal sampling. There were two instruments used in this study namely: leadership skills and organizational health. Survey questionnaire on leadership skills was taken from Ohio State University (2015) adapted from Northouse (2009). On other hand, survey questionnaire on organizational health was adapted from Guidettiet, al. (2015). The data gathered were classified, analyzed and interpreted by using the following appropriate statistical tools. Mean was used to measure the level of leadership skills of administrators and organizational health of private elementary and secondary schools. Pearson Product Moment Correlation was employed to determine the relationships between leadership skills and organizational health.

RESULTS AND DISCUSSION

Level of Leadership Skills of School Administrators

Table 1 presents the level of leadership skills of school administrators in private elementary and secondary schools in Kidapawan City. As shown in the table, the overall mean score is 4.28 with the standard deviation of 0.676 and described as high. As noted, both interpersonal skills and administrative skills described as high with slim variation of mean scores and standard deviations 4.27, 0.699 and 4.25, 0.667 respectively.

Table 1
Level of Leadership Skills of School Administrators

Indicators	Mean	St. Dev.	Descriptive Level
Administrative Skills	4.25	0.667	High
Interpersonal Skills	4.32	0.662	High
Conceptual Skills	4.27	0.699	High
Overall Mean Score	4.28	0.676	High

The level of leadership skills of school administrators was described as high. This means that leadership is oftentimes manifested by the school administrators. The result is attributed to the respondents' of being effective at problem solving and making strategic plans of school administrators. This supports the finding of Mumford, et al. (2000) that proposed that effective leadership behavior fundamentally depends upon the leader's ability to solve the kinds

of complex social problems that arise in organizations. Moreover, Robbins & Judge (2007) confirmed that without effective and efficient leadership, organizations will face failure in a short time and achieve minimal effectiveness. Finally, Sheppard (1996) agreed that the aspect of leadership is highly regarded in various organizations to ensure organization's success.

Level of Organizational Health

As indicated in table 2, student orientation garnered the highest mean score (mean=4.40, st.dev.=0.601) and described as moderately high. It is followed by goal congruence with mean score of 4.37 and standard deviation of 0.690 with the descriptive level of high. In series highest to the lowest mean scores are as follows: Professional Growth with the mean score of 4.35 and standard deviation of 0.708; Appraisal Recognition with the mean score of 4.30 and standard deviation of 0.661; Professional Interaction with the mean score of 4.26 and standard deviation of 0.655; Supportive Leadership with the mean score of 4.26 and standard deviation of 0.603; Excessive Work Demands with the mean score of 4.21 and standard deviation of 0.622; Participant Decision Making with the mean score of 4.25 and standard deviation of 0.655; Morale with the mean score of 4.24 and standard deviation of 0.716; Effective Discipline Policy with the mean score of 4.24 and standard deviation of 0.621; Curriculum and Coordination with the mean score of 4.13 and standard deviation of 0.721; and Role Clarity with the mean score of 4.13 and standard deviation of 0.685.

Table 2
Organizational Health of Selected Private Elementary Schools

Indicators	Mean	St. Dev.	Descriptive Level
Morale	4.24	0.716	High
Appraisal and Recognition	4.30	0.661	High
Curriculum and Coordination	4.13	0.721	High
Effective Discipline Policy	4.24	0.621	High
Excessive Work Demands	4.21	0.622	High
Goal Congruence	4.37	0.690	High
Professional Growth	4.35	0.708	High
Participant Decision Making	4.25	0.655	High
Professional Interaction	4.26	0.716	High
Role Clarity	4.13	0.685	High
Student Orientation	4.40	0.601	High
Supportive Leadership	4.26	0.603	High
<i>Overall Mean Score</i>	<i>4.26</i>	<i>0.667</i>	<i>High</i>

Miskel (2005) that a school with a health organizational climate is one that copes successfully with its environment as it mobilizes its resources and efforts to achieve its goals and a healthy organization is one in which technical, managerial and institutional levels are in harmony.

Relationship between Leadership Skills and Organizational Health

The table shows that leadership skills and organizational health have positive relationship with Pearson r of .380 and a P-value of .027. It has a correlation which is significant at the 0.05 level leading to the rejection of the null hypothesis of there's no significant relationship between the two variables has been rejected.

Table 3
Significant Relationship between Leadership Skills and Organizational Health

Leadership Skills	Organizational Health					
	Pearson r	P-value	Degree	Direction	Significance	Decision
	*.380	.027	Substantial	Positive Relationship	Significance	Rejected

*. Correlation is significant at the 0.05 level (2-tailed).

The study of Sauter (2003) supports the findings that there is a significant relationship between school principals' leadership styles and health of schools, that leadership style of school leaders influence organizational health level of a school. On other hand, O'Reilly et al. (2010) and Yukl (1994) have reached a conclusion that leadership truly matters in an organization and that leaders play an important role in the attainment of organizational goals by creating a climate that would influence employees' attitudes, motivation, and behavior.

CONCLUSION

Based from findings of the study, the conclusion is formulated. The level of the leadership skills of school administrators was described as high. Also, results revealed that organizational health of private elementary and secondary schools was evaluated as high. Finally, Leadership skills of school administrators proved to have a significant correlation to organizational health of private elementary and secondary schools.

RECOMMENDATIONS

In the light of the findings, the following recommendations were made.

1. The results recommend to improve the level of leadership skills of the school administrators by strengthening their administrative skills, interpersonal skills and conceptual skills.
2. The results suggest to enhance the level of organizational health of the private school under study by enhancing their Appraisal and Recognition, Curriculum and Coordination, Moral, Effective Discipline Policy, Excessive Work Demands, Goal Congruence, Professional Growth, Participant Decision Making, Professional Interaction, Role Clarity, Student Orientation and Supportive Leadership constructs.
3. Further, the results suggest to explore other variables as predictors of organizational health of the schools.

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