

Innovative administrative practices and schools programs in the promotion of interpersonal wellness among elementary teachers

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Abstract

Healthy interpersonal dynamics are necessary to maintain a wonderful work environment. Strong interpersonal ties and a conflict-free workplace can only be achieved with solid leadership and effective communication. This study used a descriptive-correlational methodology to examine the association between administrative procedures and the interpersonal wellness programs conducted at the schools for public elementary school teachers. The Eight Dimensions of Wellness by Swarbrick and Yudof—spiritual, social, emotional, occupational, intellectual, environmental, financial, and physical—were then correlated to the perceived degree of administrative procedures and school-implemented programs. 155 respondents from San Pablo City's Schools Division, including 144 teachers and 11 master teachers, took part in the survey, using a Google Form survey that has been verified by professionals. The results of the Spearman Rho test showed a substantial correlation between the respondents' interpersonal health level and all administrative procedures in terms of leadership, support, trust, and decision-making. This shows that improving school administrators' organizational practices will considerably aid in the overall improvement of teachers' interpersonal wellbeing. The same can be said of the findings on the relationships between implemented school programs and levels of interpersonal wellness, professional development, health and safety, gender and development, values formation, and recreation. Effective school programs can help instructors respond more quickly to the demands of their jobs since they will take into account their unique needs.

Keywords: Administrative practices, school programs, interpersonal wellness

1. Introduction

The main job of every firm is management. The management is also in charge of the organization's or institution's stakeholders' well-being. Administrative practice is a crucial component of an organization (Muthoka, 2017). Complex institutions like schools, colleges, and other institutions must maintain and increase their effectiveness and production. The standard of administrative support available is a critical factor in the survival of organizations like schools. Principals' interpretations as they convert theoretical comprehension into realistic decisions and behaviors determine whether administrative measures are successful. While according to Aslanargun (2012), the practice of school administration is a value-driven field that depends on human values, cultures, and emotions in addition to skill and structure. Supporting school personnel's physical and emotional well-being benefits kids' well-being and academic achievement. Everyone who works for a school contributes, regardless of their position. When school employees are feeling their best, they can give their all. According to Odidison (2011), quoted in the article Interpersonal Wellness Coaching, the Interpersonal Wellness System (IWS) paradigm emphasizes that whatever occurs in one area of your life will impact the others. This implies that a troublesome circumstance in any one aspect of a person's life will deplete resources from one or more of the others. It will eventually exhaust resources from several dimensions if sustained over an extended period, and the entire system will ultimately feel the lack. Low-income family relationships, for instance, will impact one's emotional, spiritual, physical, occupational, environmental, and financial wellness if left ignored. If this issue is not treated, it will eventually adversely influence a person's overall interpersonal system and reduce their productivity at work. Montoya and Summers (2021) mention that teaching is a selfless profession. Although many of us feel great satisfaction in our work, most educators would probably say they are driven by the desire to help and inspire students. Too often, educators sacrifice their well-being to support students' social, emotional, and academic needs. We have experienced this ourselves and seen it among educators we have helped. Teacher wellness influences school culture and climate, instruction, and students' academic, personal, and emotional development (Sackney et al., 2000).

2. Literature Review

2.1 Administrative Practices

Administration of an organization means facilitates planning, organizing, directing and controlling the activities across the organization to achieve the organizational success. An organization pays key attention on these administrative practices, since it have a direct impact on the employee's job performance, hence the senior managers as well the middle managers ensure that certain information flows and resources are employs efficiently across the organization. Though there are several practices in an organization, the researcher has focused on two administrative practices. They are Reward Management and Decision Making. (Jayarathna, 2014)

2.2 School Programs

Effective professional development is defined as systematic professional learning that leads to changes in teaching practices and student learning outcomes. We analyzed studies that satisfied our methodological criteria that came from our broad study of the literature over the previous three decades to determine aspects of successful PD. We discovered that effective professional growth includes the majority, if not all, of the following factors using this methodology: Professional development that focuses on teaching practices connected with specific curriculum content helps instructors learn in their own classrooms. This component involves a deliberate focus on discipline-specific curriculum creation and pedagogies in subjects like math, science, and reading (Karakus et. al, 2021).

Teachers who foster autonomy and individualization in their classrooms appear to be less influenced by unconscious gender stereotypes and more aware of their pupils' unique abilities and needs. Promoting autonomy and individualization in the classroom implies allowing each student to pick assignments or learning environments that are appropriate for their interests and skills. This creates a positive motivating atmosphere in which variety is viewed as a natural occurrence that a teacher is aware of, concerned about, and prepared to deal with. Motivational assistance is often regarded as a critical component of minimizing gender disparities at school (Clarke & O'Donoghue, 2016).

The noblest of all occupations is that of a teacher. It's a job that necessitates public duty and self-sacrifice. Teaching is a public trust, and such a teacher should perform the duties that are required of him as a young molder. In both his words and deeds, he should be a model of decency and honor for the youth to follow (MacGill, 2016).

Continuing education is a term used to describe programs offered by schools for people in the community. The goal of these programs in the past was to help adult learners improve their job-related skills and knowledge. (Levin & Bradley (2019)

2.3 Interpersonal Wellness

Wellness is not the absence of disease, illness and stress but the presence of purpose in life, active involvement in satisfying work and play, joyful relationships, a healthy body and living environment, and happiness. The eight dimensions of wellness are emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual. All are very important to someone's overall well-being. Physical Wellness involves the maintenance of a healthy body, good physical health habits, good nutrition and exercise, and obtaining appropriate health care. Intellectual Wellness involves lifelong learning, application of knowledge learned and sharing knowledge. Environmental Wellness involves being and feeling physically safe, in safe and clean surroundings, and being able to access clean air, food and water. Includes both our micro-environment (the places where we live, learn, work etc.) and our macro-environment (our communities, country and whole planet). Spiritual Wellness involves having meaning and purpose and a sense of balance and peace. Social Wellness involves having relationships with friends, family and community, and having an interest in and concern for the needs of others and humankind. Emotional Wellness involves the ability to express feelings, enjoy life, adjust to emotional challenges and cope with stress and traumatic life experiences. Financial Wellness involves the ability to have financial resources to meet practical needs, and a sense of control and knowledge about personal finances. Occupational Wellness involves participating in activities that provide meaning and purpose, including employment. (Swarbrick and Yudof, 2015)

2.4 Conceptual Framework

The figure below explains how research flow. The independent variable shows the administrative practices in terms of leadership, support, trust, and decision making. Also, this includes the school's programs as to professional development, health and safety, gender and development, values formation, and recreation. For the dependent

variables encompass the interpersonal wellness in terms of spiritual, social, emotional, occupational, intellectual, environmental, financial, and physical.

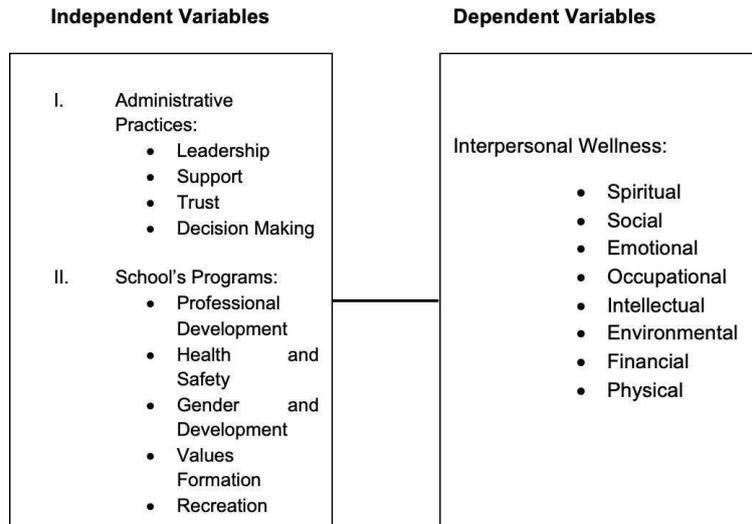


Figure 1: Research Paradigm

3. Hypotheses

The following were hypotheses of the study:

- H1. There is no significant relationship between the innovative administrative practices and interpersonal wellness of the respondents.
- H2. There is no significant relationship between the school’s programs and interpersonal wellness.

4. Methodology

This study was a quantitative research design and specifically followed the correlational design. There were one hundred fifty (150) public elementary teachers who involved in this study. The survey questionnaire was undergone the process of crafting and validation. After the permission has been secured and the instrument validated, the implementation phase was commenced. A copy of the approved permission request letter was sent to the public school district supervisor and to the school’s principals of Del Remedio District informing them of the researcher’s desire in gathering data in their stations. Once acknowledged, the researcher has sent the google forms link to the school head for distribution to the teachers within their care. The assistance of the school principal was requested to ensure the success of the distribution of the research instrument.

5. Result

5.1 Testing of Hypothesis

Table 1. Test of Correlation Between Innovative Administrative Practices and Interpersonal Wellness

Administrative Practices	Interpersonal Wellness								
	Spi	Soc	Emo	Occ	Int	Env	Fin	Phys	IPW
Leadership	.773**	.807**	.795**	.724**	.712**	.734**	.595**	.593**	.798**
Support	.787**	.784**	.765**	.739**	.720**	.727**	.562**	.596**	.791**
Trust	.782**	.774**	.796**	.722**	.707**	.722**	.638**	.626**	.803**
Decision Making	.819**	.833**	.820**	.785**	.742**	.744**	.596**	.608**	.827**
Overall	.821**	.835**	.827**	.787**	.750**	.752**	.622**	.630**	.839**

The table reveals that there is a significant correlation between all the administrative practices and the level of interpersonal wellness of the respondents. This leads to the general conclusion that as the perception of the respondents on the different practices become more positive, their interpersonal wellness develops with it. This is supported by the correlation is significant at the 0.01 level (2-tailed). ** Correlation is significant at the 0.05 level (2-tailed).

Legend: Spi-Spiritual Soc-Social. Emo-Emotional Occ-Occupational Int-Intellectual Env-Environmental Fin-Financial Phy- Physical IPW-Overall Interpersonal Wellness

relationship values that suggest strong to very strong level of association. These findings are consistent with that of Swapp (2020) who found out that administrative practices of school leaders have positive impact on teachers' performance and wellbeing. He stated that teachers do find more meaning in the work they do when they feel that they are being supported. They also function more efficiently. For leadership, it related significantly to all variables of interpersonal wellness. This means that leadership impacts teachers' level of interpersonal wellness. This implies that good leadership skills will make teachers feel more comfortable and lighter at work where they can express themselves freely. The same thing can be said for support. As found by Thambi (2021), leadership and support both contribute significantly to the level of achievement of teachers. Positive leadership empowers teachers to be more effective in class while continuous support motivates them to be more functional and efficient when it comes to workload. The findings of this study are also line with that of Tronto (2020), who used trust and decision-making as predictors of teachers' anxiety. He concluded that without trust among its personnel and good decision-making skills from school leaders, the school suffers an independence crisis. He elaborates this as the school's inability to achieve its locally set goals because of the lack of individual understanding among its personnel anchored on the difference in their personal goals. For this study, it was found out that both variables are related to the interpersonal wellness of the respondents. This confirms that teachers are able to perform better when goals are founded in good decision making and trust is evident among its personnel.

Table 2. Test of Correlation Between School's Programs and Interpersonal Wellness

School's Programs	Interpersonal Wellness								
	<i>Spi</i>	<i>Soc</i>	<i>Emo</i>	<i>Occ</i>	<i>Int</i>	<i>Env</i>	<i>Fin</i>	<i>Phys</i>	<i>IPW</i>
Professional Development	.770**	.785**	.795**	.736**	.727**	.763**	.563**	.584**	.796**
Health and Safety	.704**	.717**	.758**	.699**	.687**	.674**	.553**	.573**	.747**
Gender and Development	.805**	.832**	.814**	.807**	.781**	.774**	.608**	.636**	.843**
Values Formation	.802**	.782**	.771**	.753**	.736**	.728**	.556**	.594**	.796**
Recreation	.764**	.791**	.744**	.778**	.790**	.759**	.607**	.634**	.817**
Overall Schools' Programs	.836**	.849**	.842**	.820**	.809**	.804**	.627**	.657**	.869**

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).
 Legend: *Spi*-Spiritual *Soc*-Social. *Emo*-Emotional *Occ*-Occupational *Int*-Intellectual *Env*-Environmental *Fin*-Financial *Phv*- Physical *IPW*-Overall Interpersonal Wellness

School programs are an effective means of achieving locally set goals of the school and satisfying the national mandate as reflected by the department's vision, mission, goals and objectives – to create lifelong learners who are maka-Diyos, maka-Kalikasan, maka-Tao and maka-Bansa (Suarez, 2018). The table shows that overall, all the programs implemented in the school, as perceived by the respondents, are related to the level of interpersonal wellness of the respondents. This implies that through needs assessment, effective school programs which are responsive to the needs of the teachers are effectively implemented by the school. Professional Development as defined by Kennedy (2019) is the holistic growth of an individual in relation to the work he performs. For this to happen, there has to be a sense of relevance between the program implemented and the work they perform, linked to diversify their skills and needs and can be applied to the planning, implementing and assessing instructional goals. This variable related significantly to all the interpersonal wellness of the teachers. This implies that when there are professional development programs in school, they are developed more holistically. With the onset of the health pandemic, the schools were pushed to implement health and safety protocols to mitigate the effects of the pandemic. The school has effectively implemented health and safety programs especially when limited face – to – face classes were implemented. This leads to the conclusion that since there is a feeling of safety among teachers, they can perform their tasks better as the fear of contracting the virus lessens. Thus, teachers' level of interpersonal wellness are greatly affected by the implemented health and safety protocols – related school programs. For gender and development, it primarily aims to strike a high level of awareness among its personnel on the department's policies in response to emerging needs in gender sensitivity, gender equality and gender equity (Wilson, 2016). Since the perception of the respondents are related to the interpersonal wellness of the respondents, ensuring that words used are appropriate, which addresses gender concerns head – on and practice of gender equality are tangible, they will have enhanced or sustained level of

interpersonal wellness. Essential to values formation are those school programs that encourages personnel to reflect on how to control their feelings and promotes a culture of positivity in the workplace (Alelgera, 2012). Without this, school personnel will also have a low level of interpersonal wellness. They are more likely to keep their feelings to themselves so as to avoid being judged, find it hard to keep their integrity and difficult to reflect on their work attitude. For recreation, it plays an essential role to lighten the school atmosphere as it gives the teachers and other stakeholders to be on a break from heavy academic and other school – related tasks (Swen, 2020). Because of this, it is an emerging need for schools to have programs that will try to loosen the already tight schedule in the schools. The perception of the respondents related significantly to their interpersonal wellness, thus improving the quality of programs in school that are geared towards recreation will not be a waste of time and resources, but as supported by these findings, are essential to the holistic growth of personnel and the school.

6. Conclusion

This study determine the relationship of innovative administrative practices and schools programs on the interpersonal wellness among teachers in public elementary schools. From the findings of the study, the following conclusions are hereby drawn:

1. Enhancing the innovative administrative practices of school leaders will greatly contribute to the holistic development of teachers' interpersonal wellness.
2. Relating significantly to the interpersonal wellness of the respondents, effective school programs can be an avenue for teachers to be more responsive to the demands of their work as it will cater to their individual needs.

7. Recommendation

Based on the findings and conclusions of this study, the researcher hereby recommends the following:

1. Since it has been proven that administrative practices relate to interpersonal wellness, the effectiveness or effects of school innovative administrative practices employed in different schools may be compared to further highlight which are most effective.
2. School programs that will address the interpersonal needs of the teachers and even learners may be implemented to achieve holistic development in the school community.
3. Focus on spiritual and financial aspect of teachers' wellness may be considered as it will likely increase their level of commitment and eventually stay longer in the profession.
4. School leaders may also consider building good administrative practices to make teachers achieve the school's goals. This may be in the form of effective leadership, valuing trust, showing support and effective decision making.
5. Researchers may conduct a qualitative study exploring other factors that may affect the interpersonal wellness of the teachers in relation to administrative practices and school's implemented programs.

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