

Innovative management and risk management practices in augmenting the organizational performance in public elementary schools

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Abstract

This study aimed to determine the innovative management and risk management practices in augmenting the organizational performance in public elementary schools. This specifically aimed to answer the innovative management in school as to communication, teamwork and professional development. Also, the perception of the respondents to risk management practices as observed in school as to strategic, flexibility, adaptability and how is the organizational performance be described as to learning outcome, teachers' performance, and school performance. This study utilized a descriptive correlational study to examine the relationship of innovative management and risk management practice in organizational performance, it involved 139 teachers in cluster I and II in the district of Calauan. Since there is a significant relationship between innovative management, risk management and organizational performance of school then the null hypothesis is not sustained. It is proposed that the principal of the school keep promoting open and effective communication to further boost teamwork and cooperation at work to achieve the goal of the organization.

Keywords: Innovative management; risk management practices; organizational performance

1. Introduction

Innovative management is a deliberate technique in the realm of education that tries to dramatically improve students' preparation through engagement and interactivity by providing innovation into a given situation. The goal of innovative educational management is to improve educational results. This can be found in school product, operation, and service solutions that aim to improve operational success by addressing current needs and developing new features. It also enables an organization to respond to external or internal opportunities by utilizing its creativity to introduce new ideas, processes, or products. In other words, innovative management practices are required for an organization to address issues and maintain smooth operations. Because society evolves over time, such changes may have an impact on how individuals within organizations deal with problems, including their disposition.

The success of creative activities raises teacher knowledge of the practical implications of numerous innovations in the educational system, not only on a professional but also on a personal level. However, a teacher's participation in the innovation process frequently comes on the spur of the moment, without regard for his professional or personal readiness to innovate. The ability to be ready for innovative pedagogical activity is a unique personal state in which the teacher has a motivational and value-oriented attitude toward professional activity, own aging of effective ways and methods of achieving pedagogical goals, and the ability to be creative

and reflective. It is the foundation of the subject's active social and professional-pedagogical stance, which encourages innovation and increases productivity.

Two important factors that affect learning effectiveness are learner satisfaction and instructional innovation. Numerous factors have an impact on how productive and satisfied students are with their learning. A student's professors, courses, and learning environment may all have an effect in addition to their personal attributes.

Safety schools can raise the standard of their management by implementing risk management practices. The culture, management, and psychological guidance of safety schools define them. Schools have stressed the significance of strategic planning in this regard in order to put school management in the context of excellence. For school administrators, a key quality notion is to put a focus on risk management. Risk management handles potential threats before facing issues. As a result, creating a plan and procedures is necessary for risk management.

To be successful, the school risk manager needs the support of the administration and a well-organized risk management team. The team may include representatives from district support services, school administrators, insurance agents and brokers, consultants, and a number of other specialists who offer a level of experience not frequently found in the classroom. To guarantee that the risk management team is aware of potential dangers, a framework needs to be put in place in the district. This strategy might be as simple as making sure that all district employees have access to the risk manager's contact information.

Adapting to various people in the workplace by self-adjusting and employing strategies to change people's knowledge, attitudes, and behaviors, as well as group behaviors, in the desired objective direction. These are referred to as "allowing individuals to participate in thinking." Joint action, joint responsibility, and positive reinforcement are examples of strategies to adapt and lead to appropriate and long-term change. Conflict is handled constructively, and adaptable and flexible management encourages employees to treat one another with care, support, and friendliness.

The activities a teacher engages in to have the desired effects on students are referred to as their performance as teachers. In order to achieve the school's desired aims and goals, it relates to how much a teacher contributes to the general operation of the institution. Given the circumstances at the school, it is the principal's and the department heads' duty to organize such activities through effective supervision, as this is essential to the ability to deliver effective instruction. Public schools have always relied on professional development initiatives to improve educational performance.

The process and the components that affect teacher learning must be understood in order to enhance teacher learning and, as a result, school improvement. As part of professional development programs, teachers are expected to contribute to the implementation of improvements in their classroom and school operations. In order to bring about the needed changes, professional development and school reform programs attempt to involve teachers in the development of knowledge and skills for new work practices, either individually or as a team.

2. Literature Review

2.1 Innovative Management

Innovation in management involves the creation and introduction of a new method, structure, or management mechanism that is new to the highest level of advancement in the field and that is aimed at accomplishing organizational goals. In the field of education, innovative management is a concerted practice aimed at introducing novelty into a given context and it seeks to significantly enhance students' readiness through participation and interactivity. The goal of innovative educational management is to improve educational results. This is evident in school product, operation, and service solutions that aim to improve operational success by addressing current needs and adding new features. (Manea, 2015)

2.2 Risk Management Practices

Managing risks at all steps gives a chance for successful implementation. Any place that adds the risk management into their system gets better results and reaches success at the end as they can give more rational decisions. In today's world it is impossible to imagine a place without risk management. It is all the decisions taken to improve the quality and the performance of teaching and avoiding, eliminating, or minimizing the problematic outcomes. In the process of teaching, awareness of student's is highly important. They must know the rules and regulations they are entitled to from the beginning. Another key issue is the program's quality. This means that students should understand the material being delivered and that there should be a balance between what is given to them and the examinations they take at the end. Another is technical support, which entails that the environment has been taken care of. (Öznacar, 2018)

2.3 Organizational Performance

School-Based Management System is a system that has advantages in school management because it gives broad authority and responsibility to schools to independently explore, allocate, determine priorities, control and account for the empowerment of resources, both to the community and government. Competency based learning emphasizes learning towards the creation and improvement of a series of abilities and potential students in order to be able to anticipate the challenges of their various lives. So that the orientation of learning that has been emphasized more on the aspects of "knowledge" and "material" targets which tend to be verbalistic has changed to be more emphasized on the aspects of "competency" and "skills" targets. The aim is to improve the quality of learning. Improving the quality of learning is a systematic process that is carried out continuously in improving the quality of the learning process and factors related to learning, with the aim that the school's targets are achieved (Salwa et al, 2019).

2.4 Conceptual Framework

The figure above explains how the research flows. The independent variable box shows the Innovative Management in terms of communication, teamwork, professional development. Also, this includes the risk management practices as to strategic planning, flexibility and adaptability. In addition, dependent variables encompass the organizational performance that covers the learner's outcome, teacher's performance, and school performance.

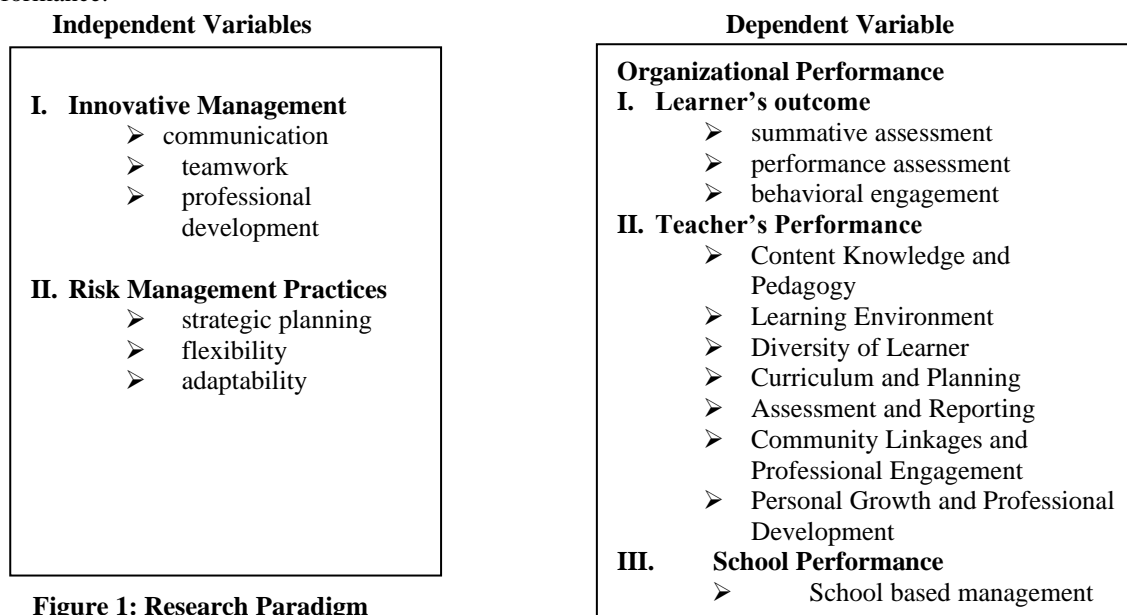


Figure 1: Research Paradigm

3. Hypotheses

The following hypotheses were posited in the study:

H1. Innovative management is not significantly related to augmenting organizational performance in public elementary schools.

H2. Risk management practices are not significantly related to augmenting organizational performance in public elementary schools.

4. Methodology

The researcher used a descriptive correlational study method. This is a type of study in which information is collected without making any changes to the subject of the study. However, there are several different types of descriptive correlational methods that each perform research in a slightly different way. The descriptive design will be utilized in this investigation, with questionnaires as the main tool in gathering data used to assess the innovative management and risk management in augmenting the organizational performance. The researcher secured first the approval letter before conducting the study. The assistance of the school principals was requested to ensure the success of the distribution of the research instrument. The questionnaire was then turned into google form and administered to the respondents through given platform. The data gathered was organized, tabulated, and treated statistically for analysis and interpretation of each result.

5. Result

5.1 Testing of Hypotheses

Table 1 Correlation between Innovative Management and Organizational Performance

| Organizational Performance | Innovative Management Practices | | |
|--|---------------------------------|----------|--------------------------|
| | Communication | Teamwork | Professional Development |
| Learning Outcome | | | |
| Summative Assessment | .518** | .665** | .587** |
| Performance Assessment | .490** | .669** | .541** |
| Behavioral Assessment | .588** | .558** | .608** |
| Teachers' Performance | | | |
| Content Knowledge and Pedagogy | .534** | .653** | .573** |
| Learning Environment | .534** | .653** | .573** |
| Diversity of Learner | .493** | .611** | .527** |
| Curriculum and Planning | .560** | .643** | .566** |
| Assessment and Reporting | .719** | .715** | .857** |
| Community Linkages and Professional Engagement | .542** | .652** | .571** |
| Personal Growth and Professional Development | .590** | .643** | .572** |
| School Performance | | | |
| School Based Management | .657** | .613** | .691** |

**Correlation is significant at the 0.01 level (2-tailed).

Verbal Interpretation of r- value: +1.0 Perfectly Positive +/- association, +0.8 to +1.0 Very Strong +/- association, +0.6 to +0.8 Strong +/- association, +0.4 to +0.6 Moderate +/- association, +0.2 to +0.4 Weak +/- association, 0.0 to +0.2 Very Weak +/- no association

Using Pearson r correlation analysis reveals the respondent's perception as regard to innovative management such as communication, teamwork and professional development is significantly correlated to the organizational performance in terms of summative assessment, performance assessment, behavioral

engagement, content knowledge and pedagogy, learning environment, diversity of learner, curriculum and planning, assessment and reporting, community linkages and professional engagement, personal growth and professional development and school based management.

Assessment and Reporting as part of teacher's performance has the highest significant correlation in innovative management practices as communication, teamwork and professional development this is because the teachers in cluster I and II in the district of Calauan because they observed that assessment and reporting work together to help students meet high expectations, lay the groundwork for directing future learning, and let parents know about their child's accomplishments. When sharing their observations from assessing students' learning with all the parents, the teachers demonstrate good teamwork and communication skills. Giving students, parents, support staff, and other teachers meaningful information on a student's growth is the aim of reporting.

This implies that the cluster I and II schools in the district of Calauan practiced the innovative management in their organizational performance, the principals promote cooperation and open lines of communication among key parties like teachers, students, and parents. They found that strong leadership and the participation of the teachers are crucial elements that affect self-efficacy and job satisfaction. It suggests that principals with high levels of instructional leadership are more likely to concentrate on the academic facets of their schools, including academic goal setting, curriculum development, and evaluating the efficacy of teachers' instructional practices by offering opportunities for instructional improvement. The principals of clusters I and II in the Calauan district demonstrate the significance of leadership because they are aware that great schools have leaders who have a positive impact on their students' participation and academic success.

Table 2 Correlation between Risk Management Practices and Organizational Performance

| | Risk Management Practices | | |
|--|---------------------------|--------------|-------------|
| | Strategic Planning | Adaptability | Flexibility |
| Learning Outcome | | | |
| Summative Assessment | .746** | .804** | .761** |
| Performance Assessment | .669** | .757** | .726** |
| Behavioral Assessment | .717** | .663** | .624** |
| Teachers' Performance | | | |
| Content Knowledge and Pedagogy | .713** | .758** | .731** |
| Learning Environment | .713** | .758** | .731** |
| Diversity of Learner | .675** | .738** | .705** |
| Curriculum and Planning | .704** | .728** | .682** |
| Assessment and Reporting | .802** | .715** | .709** |
| Community Linkages and Professional Engagement | .685** | .747** | .682** |
| Personal Growth and Professional Development | .693** | .700** | .655** |
| School Performance | | | |
| School Based Management | .739** | .626** | .578** |

**Correlation is significant at the 0.01 level (2-tailed).

Verbal Interpretation of r- value: +1.0 Perfectly Positive +/- association, +0.8 to +1.0 Very Strong +/- association, +0.6 to +0.8 Strong +/- association, +0.4 to +0.6 Moderate +/- association, +0.2 to +0.4 Weak +/- association, 0.0 to +0.2 Very Weak +/- no association

Table 11 revealed the respondent's perception of risk management practices, such as strategic planning, adaptability and flexibility, is significantly correlated to organizational performance in terms of summative assessment, performance assessment, behavioral engagement, content knowledge and pedagogy, learning

environment, diversity of learner, curriculum and planning, assessment and reporting, community linkages and professional engagement, personal growth and professional development and school based management, as revealed by Pearson r correlation analysis.

It implies that during pandemic the schools in cluster I and II in Calauan district continue the integration of risk management that takes challenges and manifest decision making and planning to improve on the achievement of their objectives. They were also concerned with how they could assess students' aptitude due of the teaching modalities used at their school. Teachers carefully consider how they will implement the tactics and approaches they might employ to facilitate and expedite their instruction. They can adapt quickly and flexibly to changes in teaching brought on by the new normal education. In order to impart their expertise to students, they must demonstrate that they persevere in the face of difficulties.

The schools in cluster I and II in the district of Calauan assessed the documents for risks such as review the school's Annual Implementation Plan (AIP) it is a process that designed to assist districts in two ways: (1) developing and implementing systems, structures, and practices that improve teaching and learning for all students; and (2) implementing a cycle of inquiry at the district level to continuously reflect on and modify improvement strategies, develop and review school strategic plan (SSP) it is an important part of the department's school accountability and improvement framework because it allows the school to clearly define and express how it is working to enhance student outcomes.

6. Discussion

To compete and advance, school principals need to be imaginative and inventive. The development of educational policy and instructional strategies can support student accomplishment in the area of creative behavior. Teachers have been encouraged and inspired by school administrators to use cutting-edge instructional strategies. It further stated that organizational learning has been linked to academic success and that organizational learning fosters innovation. Higher levels of innovation are more common in organizations that place a strong emphasis on learning, as learning fosters the development of new ideas.

Every firm is exposed to a variety of risks; thus they should foster a culture of risk management. Risks of every kind need to be recognized, evaluated, and managed. This strategy enables the firm to comprehend the totality of hazards and their interconnectedness. "Accordingly, integrated risk management is described as a continuous, proactive, and systematic approach to understand, manage, and communicate risk from a perspective that encompasses the entire organization. It involves making strategic choices that help a firm achieve its overarching business goals. One important activity is risk management. It has as its goal the constant development of quality and performance and is connected to all decisions, starting with the strategic management of fundamental processes.

7. Conclusion

The findings gathered in the study led to the formulation of the conclusion:

1. Since there is a significant relationship between innovative management and organizational performance of school then the null hypothesis is not sustained.
2. There is a significant relationship between risk management and organizational performance thus the null hypothesis potential in this is not sustained.

8. Recommendation

Based on the findings of the study, the following recommendations are offered:

1. It is suggested that school principal may continue promote open and good communication, to further strengthen camaraderie and cooperation in the workplace. Learning Management System (LMS) allows educators to build courses, offer instruction, enable communication, foster student cooperation, assess student progress, and give other learning resources for assistance, allowing schools to maintain the integrity of their educational programs.

2. To guarantee that teachers progress, a comprehensive professional development program should be developed. The district may construct a professional development plan based on the teachers' various levels of competency, notably in innovative management and risk management practices.
3. The risk management has been observed, it is suggested that the school need to consider the proactive approaches in planning and managing so that they may be prepare in future crisis and the development process may continue.
4. The organizational performance was verbally interpreted as "Outstanding", among the learner's outcome behavioral engagement of the students may be improved by providing and offering more varied modalities such as blended and hybrid learning modalities.
5. There is a significant relation between organizational performance, innovative management and risk management practices it is suggested that the principal be provided with technical assistance in the form of trainings, workshops and innovative management capabilities.
6. Future researcher, replicate a study and consider exploring other aspect of variables which were not included in the study that this may fill in another local involving the school head themselves in a bigger population.

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