

Administrative Practices of School Administrators and Instructional Supervision: Analysis of the Impact Towards School Organizational Culture

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ABSTRACT

The primary objective of this study is to evaluate the influence of school administrators' administrative practices and instructional supervision on school organizational outcomes. This study employed a descriptive-correlational research design with the aid of a standardized questionnaire checklist as the primary tool for data collection. The respondents were Jimenez District teachers for the 2021-2022 academic year. The study found that: (1) school administrators' administrative practices are typically proficient like their roles and responsibilities as educational leaders; (2) school administrators' instructional supervision is typically at a competent level; (3) the school's organizational culture was high; (4) the school administrators' administrative practices do not typically have a significant impact on the school's organizational culture, and (5) school administrators instructional supervision typically have a significant impact on the school's organizational culture but to a significant extent. To strengthen the performance indicators of administrative practices and instructional supervision among school principals, and thereby improve the quality of our current schools, it may be necessary to add to the current policy guidelines.

Keywords: administrative practices, instructional supervision, organizational culture

Background

School administrators are seen as important people who are in charge of running and directing all of the administrative tasks in schools. Their responsibilities include ensuring that school's function, representing the school in the community, and accurately implementing educational policies. Administrators of schools also serve as moral and professional role models for teachers and other professional staff, thereby fostering their personal and professional growth. In the end, school administrators have an indirect but important effect on students' learning by meeting their different needs and abilities and by making laws and setting up systems and policies for schools.

Administrators work hard to persuade people in a variety of ways. Some leaders have exceptional leadership abilities, communication skills, and social skills for interacting with various social groups. The external environment has an impact on the school, but they also have an impact on how people behave at work, which in turn affects productivity and job satisfaction. The productivity output of each member can be used to track the growth and development of a school. In light of this, effective practices and the direction of school administrators are responsible for the school's productivity in terms of academic instruction, community involvement, and professional development.

Numerous factors influence the administrative practices of school administrators. These factors would include the increasing demand placed on administrative and instructional roles to guarantee school effectiveness and performance quality. Even traditional pedagogical approaches to the practices of school administrators did not provide an adequate response to a question about the competencies of successful school leaders. Hoekstra (2014) found that school leaders possess the qualities of fostering the achievement of others, impact, and influence.

Sawyer (2010) identified several practices of school administrators, such as being a visionary, a community and culture builder, an advocate for student learning, a developer of teacher leadership, and facilitator of shared decision-making. Before making decisions, school administrators prioritized the needs of their students above all else. The Philippine government exerts significant effort by sending school administrators to training and seminars to improve their leadership in response to the low level of school performance. Unfortunately, these efforts were ineffective. San Antonio and Gamage (2007) averred that school outcomes are highly dependent on the practices of school administrators. There are currently several school administrators who lack the administrative skills necessary for them to become more effective leaders Hungi (2011).

Nonetheless, supervision of instruction and school management, in general, have a significant impact on school administrators in the Jimenez District. Transparency, incompetence, and lack of trust are typical leadership and management issues. Corrective action was required to resolve issues among school administrators.

Imbued with this, the study was conducted to determine the administrative practices of school administrators and instructional supervision and its effects on school organizational culture at Jimenez District, Division of Misamis Occidental during the School Year 2021-2022. As a basis for enhancing the performance indicators of the best administrative practices and supervision among school administrators, policy guidelines be recommended based on the findings of the study.

Methods

This study utilized descriptive-correlational methods was used with the aid of the questionnaire checklist. A correlational performed to determine the significant relationship between the variables involving one hundred fifty-seven (157) teachers in Jimenez District. A stratified random sampling technique was employed in the selection of the respondents. However, one teacher was purposively selected to answer the open-ended question on behalf of the teachers. It was conducted to supplement and validate the questionnaire's collected data. The instrument which was used to gather data in this study was composed of three (3) parts, namely: the administrative practices, instructional supervision, and the school's organizational culture. Indicators of the administrative practices were extracted from Administrative Competency Framework for Southeast Asian School Heads. Statements under instructional supervision were taken from the study of Goden et al., (2016). Likewise, the four (4) indicators of school organizational culture namely: (1) adapting to change; (2) coordinating team; (3) developing a strong culture; and (4) focusing on the needs of the customers extracted and modified from the study of Sashkin & Rosenbach (2013). The four-point Likert scale format was utilized to elicit responses from respondents regarding the

extent of administrative practices, instructional supervision, and school organizational culture. Weighted mean, standard deviation, correlation, and regression analysis were applied in the analysis of data.

Results and Discussions

Administrative practices are deemed essential because they provide a set of objective rules for governing an organization. In addition, administrators contribute to the legitimacy of management actions by ensuring that rules and decisions are applied objectively, fairly, and consistently across all schools. Table 1 reveals the school administrators' administrative practices. The majority of school administrators are proficient in school-based initiatives and projects, human resource development, developing an educational setting, supervision of fiscal-financial resources, school performance monitoring and evaluation, and school community and relations, according to the data. The findings indicate that school administrators are highly competent in guiding schools toward achieving their vision and mission. Significant ratings emphasized the importance of fostering school community and relationships. This indicates that school administrators effectively manage the school's relationship with the surrounding community. The school administration engages in a variety of activities that promote community participation and development.

Results emphasize the administrators' authority, accountability, and responsibility in Republic Act No. 9155 in line with legal requirements as well as national educational policies, plans, and standards. Establishing the school's mission, vision, goals, and objectives; creating an environment that is supportive of teaching and learning; putting the school's curriculum into practice, and holding teachers accountable for better results; creating the school's education program and school improvement plan; providing educational initiatives, services, and projects that offer equal opportunities for all students in the neighborhood; and implementing novel and innovative techniques are all important tasks.

Table 1

School Administrators Administrative Practices

Indicators	Weighted Mean	SD	Level/Implication
1. School-Based Programs and Projects	4.46	0.708	Often/Proficient
2. Human Resource Development	4.39	0.691	Often/Proficient
3. Developing an Educational Setting	4.33	0.687	Often/Proficient
4. Management of Physical Activities	4.37	0.698	Often/Proficient
5. Supervision of Fiscal-Financial Resources	4.42	0.682	Often/Proficient
6. School Performance Monitoring and Evaluation	4.45	0.776	Often/Proficient
7. School Community and Relations	4.57	0.776	Always/Distinguish
Average Weighted Mean	4.43	0.72	Often/Proficient

A wide range of activities is included in instructional leadership, such as instructional supervision, development and implementation of curricula, evaluation of students' learning, creation and application of instructional leadership, and technical assistance. To improve student learning and instruction quality, these duties are carried out by school administrators or delegated to other staff members (DepEd Order No. 32, s. 2010).

Table 2 depicts the level of professional competencies possessed by school administrators regarding instructional supervision recorded with a mean rating of 3.93, interpreted as competent. All indicators were found to fall within the range of the competent

level. Based on the findings, school administrators have the necessary skills to successfully implement the curriculum at each of their respective stations.

There are three indicators revealed with the highest mean scores: (1) School administrator's instructional concerns with the teachers (4.00, competent); (2) School administrators hold progress review meetings with teachers (4.02, competent); and (3) School administrators encourage teachers to use appropriate teaching methods (4:04, competent). The indicators with the lowest means are as follows: (1) School administrators assist teachers in evaluating curricula and suggesting modifications to meet students' needs, with a mean score of 3.84 (competent); (2) School administrators encourage teachers to share ideas and resources, with a mean score of 3.86 (competent); and (3) School administrators assist teachers in assessing student performance, with a mean score of 3.89 (competent).

Habtamu (2013) refuted the present findings and revealed that school administrators' instructional supervision is relatively weak in instructional leadership practices and had minimal effects on school improvement. Further, he concluded that schools with high scores for instructional leadership practices also had high scores for school improvement efforts. Therefore demonstrating a positive and direct relationship between instructional leadership and the school's overall performance.

In addition, McDonough (2010) asserts that outstanding school administrators are aware of their responsibilities and work diligently to hire the most qualified teachers possible. Not only is it important to hire highly qualified educators, but also to retain them. It further emphasizes that effective school administrators focus on the teachers rather than the students. In addition, Howard-Schwind (2010), averred that instructionally effective school administrators typically have a well-defined undertaking that focused on student achievements.

Table 2

School Administrators' Instructional Supervision

Indicators	Weighted Mean	SD	Interpretation
1. School administrators assist teachers in planning their lessons;	3.95	.593	Competent
2. School administrators of schools assist teachers in creating and selecting instructional materials.	3.91	.558	Competent
3. School administrators of schools assist teachers in assessing student performance;	3.80	.587	Competent
4. School administrators assist teachers in evaluating curricula and suggesting modifications to meet students' needs;	3.84	.609	Competent
5. School administrators encourage teachers to use appropriate teaching methods;	4:04	.624	Competent
6. School administrators communicate instructional concerns with the teachers;	4.00	.593	Competent
7. School administrators provide teachers with information on new trends in education.	3.90	.558	Competent
8. School administrators discuss instructional concerns with teachers.	3.89	.601	Competent
9. School administrators hold progress review meetings with teachers.	4.02	.608	Competent
10. School administrators encourage teachers to share ideas and resources.	3.86	.603	Competent
Average Weighted Mean	3.53	0.593	Competent

Organizational culture is defined as the beliefs and values that have been present in a group for a considerable amount of time. Further, "organizational culture" refers to the staff's beliefs and the anticipated values of their work, which influenced their attitudes and behaviors (Lawal & Oguntuashe, 2012). In a similar vein, Tsai (2018), asserted that organizational culture is the belief that helps teachers know what to do and what not to do, including practices, values, and assumptions about their work. In this context, the core values of an organization begin with its leadership, which evolves into a leadership style.

Tsai (2018) defines organizational culture as the belief that guides employees in determining what to do and what not to do, including practices, values, and assumptions regarding their work. According to the findings, (Sashkin & Rosenbach, 2013) posited that organizational culture can be divided into the following five distinct categories: (1) adapting to change; (2) coordinating teamwork; (3) developing a strong culture; and (4) focusing on the needs of the costumers. Each of the functions is supported by the shared beliefs and values of the organization's members, which are valued and appreciated by all of them.

The organizational culture of school administrators, as shown in Table 3, is exceptional. This indicates that school administrators can adapt to changes introduced in schools as time passes, are flexible in terms of coordinating teamwork, have a strong school culture, and are always focused on meeting the needs of their clients. This is the best indicator that school administrators have a comprehensive understanding of managing the school environment.

The education sector should always put its best foot forward in adapting to the numerous changes that time dictates, without sacrificing the quality of the services it provides to its clientele. In doing so, it will earn the public's trust as a robust organization capable of shaping the future of whole people. Some parents are removing their children from school, according to Sandoval (2001), because they perceive the schools to be stagnant and incapable of fostering their children's future development, and because some teachers are inadequately trained to instruct students with special needs. The study suggested that school accomplishments, achievements, and advocacy should be effectively communicated to the majority of school stakeholders regularly to avoid such a dilemma.

Table 3
School's Organizational Culture

Indicators	Weighted Mean	SD	Interpretation
1. Adapting Change	3.77	.594	High
2. Coordinating Teamwork	3.58	.620	High
3. Developing a Strong School Culture	3.53	.620	High
4. Focusing on the Needs of the Costumers	3.45	.582	Average
Average Weighted Mean	3.58	.604	High

The correlation and regression analyses revealed that all six dimensions of school administrators' administrative practices are correlated to varying degrees with the organizational culture of the school. Since indicators of the Beta Coefficients are demonstrates non-zeros. Therefore, the six dimensions correlated positively which means that in general, when the school heads planned well the school-based program and projects (B = 0.05), human resource development (B=0.07), development of educational setting (B = 0.11), management physical activities (B=0.09), administrator fiscal-financial resources (B=0.05), and school performance monitoring and evaluation (B=0.07), the better the school's organizational culture. This analysis means that all six dimensions of school heads' administrative practices are producing

sound impacts on the school's organizational culture. Further, none of the six dimensions of school administrators' administrative practices were associated with a probability less than the significance threshold of 0.05. These coefficients indicate that the six dimensions of school administrators' administrative practices are weakly correlated with the organizational culture of the school.

To ascertain the extent of the predictor variables' influence on the organizational culture, the data were subjected to regression analysis. Table 4 showed that the beta coefficients (0.05, 0.07, 0.11, 0.09, 0.05, and 0.07, respectively) for the school-based program and projects, human resource development, development educational setting, management physical activities, administrator fiscal-financial resources, and school performance monitoring and evaluation vary. The findings showed further that the organizational culture of schools does not significantly influence by any of the six administrative practice areas employed by the school administrators. The creation of a learning environment seemed to be the best predictor of the organizational culture of the school, according to an analysis of the obtained Beta Coefficients, of the six dimensions of the school administrator's administrative practices.

The F-ratio for the regression of school administrators' administrative practices on the school's organizational culture was 1.14, with a probability of 0.34, based on the revealed variance. This means that the organizational culture of the school is only marginally impacted by the six dimensions of school administrators' administrative practices. Thus, the null hypothesis cannot be disproved. It is safe to say that school administrators' administrative practices do not significantly affect the organizational culture.

Table 4

Regression Analysis of School Administrator's Practices on School Organizational Culture

Variables	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std Error	Beta	t	
(Constant)	3.305	0.183		18.048	0
1. School-Based Programs and Projects	0.048	0.124	0.114	0.309	0.758
2. Human Resource Development	0.067	0.175	0.208	0.382	0.704
3. Developing an Educational Setting	0.111	0.169	0.339	0.657	0.514
4. Management of Physical Activities	0.086	0.150	0.169	0.303	0.763
5. Administration of Fiscal-Financial Resources	0.045	0.106	0.022	0.058	0.954
6. School Performance Monitoring and Evaluation	0.069	0.145	0.252	0.477	0.636

R-squared=.063
F-value=1.136
p-value=.343
alpha =0.05

Table 5 summarizes the results of correlation and regression analyses to determine the impact of instructional supervision by school administrators on school organizational culture. The null hypothesis stating that instructional supervision by school administrators has no significant impact on organizational outcomes was examined.

The correlation and regression analyses revealed that all six dimensions of school administrators' administrative practices are correlated to varying degrees with school organizational culture. This was demonstrated by the presence of non-zero coefficients. Therefore, the six areas of the administrative practices were positively correlated, which indicates that in general, when the school administrators planned well the school-based program and projects (B = 0.49), human resource development (B=0.41), developing an educational setting (B = 0.10), management of physical activities (B=0.06), administration of fiscal-financial resources (B=0.14), and school performance monitoring and evaluation

($B=0.15$), the higher the school's organizational culture. Further, no indicators were recorded with a negative coefficient. This figure means that all six indicators of school administrators' instructional supervision are producing sound impacts on the school's organizational culture.

A closer examination of the obtained coefficients reveals that none of the six dimensions of instructional supervision by school administrators were associated with a probability lower than the alpha value of .05. These coefficients show that there was no statistically significant relationship between the organizational culture and the six dimensions of instructional supervision by school administrators. The findings showed that the organizational culture does not significantly influence by any of the six dimensions of instructional supervision practiced by school administrators. Planning school-based programs and projects seemed to be the most effective predictor of school organizational culture, based on the obtained Beta Coefficients.

The regression of the instructional supervision of school administrators' results that the analysis of variance showed an F-ratio of 10.19 and a probability of .021. This means that the organizational culture is significantly impacted by the six indicators of instructional supervision by school administrators. Thus, the null hypothesis is disproved in this situation. This further implies that the organizational culture of schools is significantly influenced by the instructional supervision of school administrators.

Table 5

Regression Analysis of School Heads Instructional Supervision on School Organizational Culture

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std Error	Beta	t	Sig.
(Constant)	0.417	0.493		0.844	0.403
1. School-Based Programs and Projects	0.497	0.334	0.441	1.489	0.143
2. Human Resource Development	0.412	0.334	0.294	0.673	0.504
3. Developing an Educational Setting	0.106	0.454	0.097	0.234	0.816
4. Management of Physical Activities	0.057	0.104	0.205	0.55	0.584
5. Administration of Fiscal-Financial Resources	0.140	0.147	0.523	0.954	0.345
6. School Performance Monitoring and Evaluation	0.155	0.142	0.568	1.093	0.279

R-squared=.242
F-value=10.187
p-value=.021
alpha =0.05

Conclusions

The school administrators' administrative practices and instructional supervision were competent and proficient as evaluated by teachers. This is the best indicator of their effective management of the educational system. The organizational culture of the school has presented the teacher with a positive image that reflects the presence of a pleasant work environment. Positive organizational culture is not contingent on school leaders' administrative practices and instructional supervision, and organizational culture failures should not be directly attributed to school leaders. Consequently, a review of the existing policy guidelines for enhancing the performance indicators of quality leadership among school administrators may be required to meet the current needs of school leaders and administrators. This premise could be a viable means of enhancing school practices for the upcoming school years.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby humbly suggested:

1. The continuation of competent administrative practices by school leaders in terms of planning school-based programs and projects, human resource development, developing an educational setting, management of physical activities, administration of fiscal-financial resources, and school performance monitoring and evaluation. If there are opportunities to improve practices, school administrators should seize them;
2. That Teachers should be allowed to understand the value of the instructional management leadership that their school administrators implement so that the institution can become effective, promote learning, and produce competent and productive students;
3. That the school administrators should further improve instructional supervision by attending recent seminars and training that support teachers in the field and the Division Education Development Plan;
4. That the proposed inputs on the policy guidelines be adopted to further improve the performance of the school system

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