

Organizational health of Alfonso Castaneda district: It's correlation to instructional leadership styles of school administrators and coping strategies of teachers in the new normal

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Abstract

This study was conducted purposely for the description and analysis of the organizational health of Alfonso Castaneda along the dimensions of institutional integrity, initiating structure, consideration, principal influence, resource support, morale, academic emphasis, and organizational structure and its correlation to the instructional leadership of school administrators, and coping strategies of public-school teachers for the school year 2021-2022. This research investigation utilized the quantitative research design that involves the use of computational, statistical, and mathematical tools to derive results. Considered as respondents of this study are 117 teachers or 90 percent of the 130 public school elementary and high school teachers in the district. Data were subjected to appropriate statistical procedures and hypotheses were tested at 0.05 level of significance. Results of the study revealed that the teacher respondents have a very good organizational health, they perceived their school administrators to have a very good instructional leadership styles, and they often utilized coping strategies in the new normal particularly focus on positives. Moreover, there is a significant difference between the perceptions of the elementary and high school teacher-respondents of the instructional leadership styles of their school administrators. Results also show that there is very high positive and very significant correlation between the perceived organizational health of the respondents and the leadership styles of their school administrators and their coping strategies in the new normal. There is a very high positive correlation between the instructional leadership styles of school administrators as perceived by the respondents and their coping strategies in the new normal. The said correlation between these two variables is very significant. A training design was prepared by the researcher purposely to enhance or sustain the organizational health and coping strategies in the new normal of the teacher-respondents, and to strengthen the existing instructional leadership styles of school administrators.

Keywords: organizational health, instructional leadership, coping strategies, new normal, organization development, planning

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1. Introduction

There is no denying that in a rapidly changing world, the ability to adapt is essential to foster growth and personal development. However, while we acknowledge that change is inevitable, there is a certain pace at which individuals adapt to change. This gradual pace was targeted at its core when in 2019 the world screeched to a halt with the outbreak of the Coronavirus pandemic. The change in the system was sudden and unprecedented, the education sector was not spared. Amongst countless others, teachers and students were the ones who were highly affected by the crisis. As the schools shut down indefinitely, the education system had to adopt the online or blended way of teaching. Cut to now, the situation has gradually been improving and there are talks of returning to schools. However, amidst these fluctuations, the mental health of the teachers and students will have to be considered. Certain things can be done to ease the transition from online classes to in-person or hybrid classes so that students can make the most of their learning experience.

According to Bustamante and Almarode (2020), our world has plunged into the new normal with social isolation and social distancing becoming the identified method for flattening the curve of COVID-19. Hence, school districts across the globe have been tasked with finding ways that continue to engage our students in learning experiences and tasks outside the physical school building. Due to the expanding pandemic, the role of a classroom teacher and the roles of school administration have been forced into positions which many of us could not have predicted. Educators have found that the most amazing and inspiring during this time of isolation is the amount of collaboration that is happening between schools, and teachers. Despite the fact that they are working out of their own homes, the access to resources and information has increased at an exponential rate. With so many resources and information being shared, they now have the added task of sifting through and determining the quality of each downloadable item. They recognize that they will have to sift through this information as well, seeking to determine if this helps the call to adapt teaching, mentoring, and supporting of learners to meet the academic, emotional, and social needs within the reality of the new normal.

Moreover, Xanena (2020) stressed that like in any other sector, the pandemic has had a significant impact on the education sector and provided a much-needed impetus for digitization. It has transformed the education system drastically and has brought a paradigm shift in teaching and learning methodologies forcing educational institutions across the globe to re-imagine traditional classroom learning and transition to an online mode of teaching to provide uninterrupted access to education and knowledge. Most importantly, myths surrounding the feasibility and efficiency of online learning have been addressed, and the growing demand for online platforms is a testimony to this. Without any doubt, education has been the silver lining in this pandemic.

Canonizado (2020) underscore that the crisis of COVID-19 presents new experiences for teachers and in the new normal education environment. Experience is characterized as practical interaction and observation of facts or events. Teachers cannot do away with the introduction of new learning delivery strategies and other improvements that are taking place in Department of Education. Teachers' perceptions are due to the manner in which they view things that happen around them that might influence their own way of thinking. Teachers are feeling stress on these changes in the workplace, while others are going with the flow. Another problem of the teachers is the growth of their skills. They know there is a lot of planning that they need to do to ensure that everything goes smoothly when classes start. The most important thing is to control oneself. In the midst of the pandemic, teachers need to know how to react to the changes and at the same time, how to handle themselves so that they can do their job with the right attitudes. They can do more and perform well in the new normal if they

belong to a “healthy organization” where teachers’ welfare is also a priority over and above the learning of students, their school administrator serving as instructional leader is always the key for this daily endeavor.

Permeating every aspect of school life in the promotion of organizational health, Hallinger (2018) states that the school administrator or principal is not only an educator, administrator, coach and mentor but more so of an instructional leader. The principal’s role has evolved over time; from the top-down lone authority tasked with rescuing vulnerable schools from failure, to an effective instructional leader who encourages those qualities in students and teachers, motivating them to step out beyond classroom boundaries to transform the school from a workplace to a healthy learning place.

Twenty years ago, teachers and even assistant principals did not take on school leadership roles. In order of importance, the usual responsibilities of a principal were managerial, political and instructional in nature, and the roles were separate. Now, many principals are experiencing diminished managerial and political priorities in favor of increased instructional and student learning priorities, and the roles are more interconnected. The school administrator remains the designated leader of the school, but in the new normal, leadership is distributed across different people and situations – it is more like patterns of influence across many players (Friesen:2015). Leadership effectiveness depends on how this influence promotes leader and teacher learning (and sometimes parent learning), in ways that improves the engagement, learning and well-being of all students which is a conglomerate of functions in the new normal.

An instructional leadership mindset includes an intense moral purpose focused on promoting deep student learning, professional inquiry, trusting relationships and seeking evidence in action (Timperley, 2011). Great leadership requires attention to daily management tasks involved in running an organization; Creating a safe and secure learning environment and effective interventions for students in need, catching great teachers doing things right, and supporting them with genuine appreciation and emotional intelligence. Educational leadership is more than a spot on a hierarchical organization chart. The quality and practice of leadership at every level has a demonstrable impact on organizational health in general and on student achievement in particular (Castillo, 2021; Reeves, 2008).

Anent to the above, the school system with healthy organizational health can be seen as the one which is not static in its existing setting, but is ever developing itself and its skills to handle and carry on. The school with good organizational health has the ability to adapt to its environment, to create harmony among its members, and to achieve to its goals. Some researchers have seen a similarity between organizations and humans and have suggested that an organization could be ill or healthy, just like a person. The organs should be working in perfect harmony for a body to be healthy. Similarly, all sub-systems should be working regularly in harmony for an organization to be healthy. A healthy organization is functional; it functions regularly and can effectively offer goods and services.

In the study of Hoy and Feldman as mentioned by Cemaloglu (2017), they identified criteria for healthy and unhealthy schools after developing the Organizational Health Inventory. Protecting the school against possible pressures from the environment, the leadership of the school administrator, good communication and interaction between teachers, students’ achievement, equipment used at school and many others were included in these criteria. The following criteria were also used for the identification of unhealthy schools: aggression the pressure groups surrounding the school, incompetent school administrators, communication gaps between teachers, conflict, and low academic expectations. Moreover, in a healthy school, the technical, managerial and personnel institutional levels are in harmony, and the harmony between these three levels should be made manifesting teaching and student learning.

Anent to the above, the primary goal of every school administrator acting as instructional leader is to create an exceptional place to work where teachers and staff remain engaged, committed, and accountable. Leadership is the most crucial part of organizational health and culture because leaders establish and promote the organization’s strategic direction. The school manager’s behaviors influence the beliefs, opinions, and actions of

staff and stakeholders. Leadership also defines and promotes the organization's vision, values, and mission, and makes mission-critical decisions. A leader's decisions and actions have significant influence because they motivate teachers to remain engaged in their work.

Furthermore, Ö zgenel and Aksu (2020) advanced that a good harmony is observed between the tendencies of employees in healthy organizations and the role that the system wants. Employees are eager to contribute to the organization; professional development is open and job satisfaction is high. Members of a healthy organization are proud of their belonging to the institution and are affected by the organization. In a peaceful and healthy organization, members have positive emotions. Employees have high emotional satisfaction and feelings of happiness. In addition, a healthy organization should foresee innovations without risking stagnation, set new goals and develop the above standards, individuals do not see the existence of other individuals as a threat and do not accept them as a determinant in their behavior. In managing the difficulties experienced in the process of adaptation to the environment and the organization, it should make its own regulation faster than its environment.

In a nutshell, Alfonso Castaneda District as an organization under the Department of Education must have the capacity to cope with the challenges surrounding it and to keep up with changing conditions that indicates the level of organizational health under the new normal. Of the total student population of 2,839 for the whole district, there are 1,696 in the elementary grades under the care of 68 committed elementary school teachers, while 1,143 high students were under the management of 48 secondary school teachers. The whole district is being managed by a Public School District Supervisor with the help of school principals and teachers-in-charge. Just recently, Balintugon Elementary School, Alfonso Castaneda Central School, and Alfonso. Castaneda National High School are awardees of Regional search on School-Based Management (SBM) Level II.

Measuring the organizational health of its schools and the whole district as a whole, and its correlation with the coping strategies of teachers in the new normal and instructional leaderships of school administrators helps to recognize, eliminate and take precautionary practices within the organization and could be a strong basis in the development of an OD intervention since diagnosis forms the conceptual basis of every solution to be undertaken.

1.1 Objectives

This main purpose of this research study is to assess the organizational health of Alfonso Castaneda District, Philippines as perceive by the public-school teachers along the dimensions of institutional integrity, initiating structure, consideration, principal influence, resource support, morale, academic emphasis, and organizational structure. It answered the following specific research problems.

- What is the perception of the public school teachers of Alfonso Castaneda District of their organizational health along the dimensions of institutional integrity; initiating structure; consideration; principal influence; resource support; morale; academic emphasis; and organizational structure?
- What is the perception of the respondents of the instructional leadership styles of their school administrators along directing, coaching, supporting, and delegating?
- What is the perception of the respondents of their coping strategies in the new normal along the dimensions of focus on positives; support coping; active coping; and evasive coping?
- Are there significant differences between the perception of elementary and high school teacher respondents of their perceived organizational health, instructional leadership of their school administrators and their coping strategies?
- Are there significant correlations between the organizational health and instructional leadership practices as perceived by the respondents?

- Are there significant correlations between the perceived organizational health and coping strategies of the respondents?
- Are there significant correlations between the perceived instructional leadership practices of school administrators and coping strategies of the teacher- respondents?

2. Review of Literature

Globally, scholars advanced that organizational health as more than just culture or employee engagement. It is the organization's ability to align around a common vision, execute against that vision effectively, and renew itself through innovation and creative thinking (Gagnon and associates:2021). Put another way, organizational health is how the ship is run, no matter who is at the helm and what waves rock the vessel. In order for organizations to develop continuously, to catch up with change and to be successful, all their units must be functional. When the organization is viewed from this perspective, one of the prominent concepts is organizational health.

Organizational health can also be considered within the scope of organizational behavior. The concept of organizational health was firstly used by Miles (1965) as mentioned by Ozgenel and Aksu (2020) stating that in healthy organizations, members of the organization must know and accept the goal of the system clearly. At the same time, the goal should be stimulating and enhancing productivity. In addition, horizontal and vertical communication between systems is necessary for making correct diagnoses, recognizing intra-organizational tensions and evolving in a positive way, collecting correct and enough data about the source of systemic problems. Moreover, a good harmony is observed between the tendencies of employees in healthy organizations and the role that the system wants. Members of a healthy organization are proud of their belonging to the institution and are affected by the organization.

The same authors agree that in a peaceful and healthy organization, members have positive emotions. Employees have high emotional satisfaction and feelings of happiness. A healthy organization should foresee innovations without risking stagnation, set new goals and develop the above standards because individuals do not see the existence of other individuals as a threat and do not accept them as a determinant in their behavior. In managing the difficulties experienced in the process of adaptation to the environment and the organization, it should make its own regulation faster than its environment. A healthy organization regularly controls internal and external systems and actively resolves rather than ignoring the problems (Ozgenel and Aksu: 2020).

Furthermore, Dagonay and Dagli (2020) advanced that organizational health is a concept that addresses the harmony of the organization with all its internal components and environment, its ability to achieve its goals and objectives. At the same time, organizational health addresses the state of the organization's physical environment and the tools appropriate to realize the organization's purpose, the state of communication between the organization and the senior management, the potential for problem solving, development, growth and innovation. Organizational health also deals with the quality of inputs (competence status) and raw material safety, management and decision-making activities of the organization, the moral, psychological and physical health of its employees, as well as employees' welfare, performance and positions within the organization. It would not be enough for an organization to be considered healthy to exist only within its own boundaries for a certain period of time; and he defined the healthy organization as an organization that has been in existence for a long time continuously developing and extends its abilities of survive and overcome.

In the context of this present research study, organizational health was considered in seven sub-dimensions by Hoy & Feldman (1987) as cited by Parlar, and Cansoy (2017). These are institutional integrity, initiating structure, consideration, principal influence, resource support, morale, and academic emphasis. (i) Institutional integrity refers to the school curriculum being maintained as a whole by being adopted by the staff, interaction with different groups outside the school, and protecting teachers against unreasonable requests from outside the school. (ii) In principal effect, school principals influence their own superiors, prevent the hierarchical structure

from blocking the activities to be implemented, and become effective models in the development of the school. (iii) Consideration points out the personal characteristics of the school principal such as sincerity, friendship and openness. (iv) Initiating structure emphasizes school principals' managerial skills, behaviors towards duty and success, and working in a collaborative way. It also refers to the behaviors that are supportive and towards success. Previous performances are aimed to be matched by the school staff. (v) Morale is about a positive working climate, individuals' loving their job, and an environment that is based on collaboration. (vi) Resource support refers to providing the physical conditions for the school, and accessing materials when needed. (vi) Academic achievement indicates students' beliefs that they can be well-educated and be successful, and an understanding based on student achievement.

In a study of Parlar, H. and Cansoy, R. (2017) on the relationship between school administrators' instructional leadership behaviors, and organizational health of schools with 538 teachers working in elementary, middle and high schools located in the Umraniye district of Istanbul, it showed that the school principals performed the instructional leadership behaviors of determining and sharing the objectives of the school at the highest level. Among the organizational health dimensions of the schools, initiating structure was perceived at the highest level, while resource support and academic emphasis were perceived at lower levels compared to other dimensions. In their study, positive and significant correlations were found between the sub-dimensions of instructional leadership behaviors and those of organizational health of schools. The sub-dimensions of instructional leadership together explained 49% of the variance in organizational health. On the other hand, only determining and sharing the objectives of the school and forming a regular instructional-learning environment and positive school climate among the instructional leadership behaviors were positive and significant predictors of organizational health of schools.

The purpose of the study of Dagonay and Dagli (2020) is to develop a valid and reliable measurement tool for measuring organizational health of schools. The study group consists of 429 teachers working in secondary schools in the central districts of Eskişehir/Turkey in the 2015-2016 academic year. The construct validity of the scale was examined by exploratory factor analysis. According to the results of the analysis, the scale measures a four-factor structure. The four-factor structure of the scale was confirmed by confirmatory factor analysis. The total variance ratio explained by the scale was determined as 71.101%. In order to determine the reliability of the scale, the internal consistency coefficient of Cronbach's alpha was evaluated and this value was determined as .915. The results of all validity and reliability analyzes show that the Organizational Health Scale can be used as a valid and reliable measurement tool in the studies that teachers will be taken as a working group.

This present research study was inspired and find guidance in the study of Canivel (2010) entitled "Principals' Adversity Quotient: Styles, Performance and Practices" among school principals in the Philippines where she developed and validated a questionnaire to include directing, coaching, supporting, and delegating as dimensions of instructional leadership style. The same research construct was also considered in the research investigation of Badongen (2021) among public elementary school teachers in Madella District in the province of Quirino. These studies served as a compass by the researcher in the conduct of the present research investigation.

According to Bottoms and O'Neill (2014) as cited by Badongen (2021), instructional leaders who used directing styles should possess the skills in the effective use of resources. It is not sufficient for school administrators to just know their teacher's strengths and weaknesses. If specific resources can benefit the staff, the principal should be ready and prepared to provide them. They should also clearly recognize that teachers thrive on being appreciated and acknowledged for good performance. In this style of instruction, the leader clearly provides specific instructions, defines the roles and tasks of the 'follower', and closely supervises task accomplishment.

Directing as a leadership style is characterized by the leader using moderate to high amounts of Task Behavior and moderate to low amounts of Relationship Behavior. The leader makes decisions surrounding the

timely completion of the task and provides the follower with the benefit of his/her experience in that regard. The flow of communication is from the leader to the follower. Questions posed by the leader are typically focused on clarity. This style of leadership is a short-term approach intended to create movement. It aligns with followers who have limited (if any) experience or skill performing the task in question and (for whatever reason) are either insecure or unmotivated to try. It requires close supervision by the leader for the express purpose of identifying any signs of incremental progress (to be recognized by the leader in an effort to accelerate ongoing development).

On the other hand, Tumacder (2016) underscore that coaching is one of the several instructional leadership styles. Moreover, it is a behavior or role that leaders enforce in the context of situational leadership. As a leadership style, coaching is used when the members of a group or team are competent and motivated, but do not have an idea of the long-term goals of an organization. This involves two levels of coaching: team and individual. Team coaching makes members work together. In a group of individuals, not everyone may have nor shared the same level of competence and commitment to a goal.

Coaching leadership style describes a leadership approach that is high on both Task and Relationship Behavior. The leader still maintains decision rights regarding what the follower needs to be doing, how they should be doing it and when it needs to be completed, but that structure is provided in combination with ample opportunity for discussion of why the task is important and where it fits into the overall scheme of operation. The leader also actively recognizes the enthusiasm, interest and commitment of the follower for learning and gaining task-related experience. Coaching style is intended to create buy-in and understanding. It aligns with followers who have limited (if any) experience performing the task but exude both confidence and motivation toward the process of leader-driven skill development. Effective use of this approach depends upon direct observations by the leader, which fuel focused performance feedback discussions and increased discussion.

Another dimension of instructional leadership is supporting style of leading. This style is “follower driven” as opposed to “leader driven.” As such, it depicts an approach that is high on Relationship Behavior but low on Task Behavior. In that context (and from the leader’s perspective), the follower has the ability to perform the task in question at a sustained and acceptable level but lacks either the confidence or the motivation/commitment to do so. The objective is to create alignment. If the follower is developing, he/she might have demonstrated task proficiency but still have some degree of trepidation about performing it on their own. If the follower is regressing, they are aware they can effectively perform but have lost commitment, motivation (or both) to do so. Either way, the leader needs to discuss the follower’s willingness by asking open-ended questions intended to help the follower recognize the source of the performance challenge and generate a viable solution.

The supportive leadership style is one that delegates and assigns tasks to the team but also provides the team with the support, coaching, and skills needed to complete the tasks or projects. The team maintains autonomy, but the supportive leader will step in and work through issues and problems with the team as they arise. The supportive leadership type was popularized by Robert House in the 1970s as part of the Path-goal theory of leader effectiveness, which was inspired by the early work of Martin G. Evans. The Path-goal theory contends that leaders are generally flexible and they can change their style as needed. A supportive leader is not a micro-manager. Instead, the leader continually assesses the situation to know when to step in to help and when to step back. The leader often makes work pleasant for teams by showing concern for their wellbeing and by being approachable (LTB Team: 2020).

According to Schad (2021), supportive leadership is a type of leadership based on providing resources to employees and coaching them to an end result. To accomplish a supportive leadership role, managers and owners must provide tools, advice, and other necessities that allow staff to complete tasks and projects with little to no supervision over time. Task delegation remains an integral part of supportive leadership, but rather than doling out tasks and caring only about the results, you work hand-in-hand with employees until they’re confident enough in the task to complete it on their own. Supportive leadership also varies from other types of leadership

roles in that it may require a different level of support per employee. The level of support is not always related to the job level or seniority of the position. It assumes that different employees, regardless of their expertise, may require more supervision or help until they reach a certain level of comfort or independence.

The last dimensions of instructional leadership style as adapted in this research study is delegating approach of leading. In general, managers using the delegating leadership style share authority and responsibility with their employees. According to Business (2017), employees are given the ability to complete projects and tasks on their own. This does not mean leaders give no direction; the act of delegating requires a manager to have a conversation with an employee to assign a task, ensure the employee understands the task and give the employee the tools necessary to complete it.

Anent to the above, to effectively manage a school, principals must have delegating style as a leader. With tasks ranging from analyzing testing data to handling high level student discipline issues under principals' umbrellas of responsibility, delegation proves an important leadership tool. If principals do not effectively delegate responsibilities, they will become overburdened and bogged down, unable to complete any of their assigned tasks with much success. A school is too big a burden for one person to shoulder. As the Wallace Foundation reports in its publication, "Perspective," to be optimally successful, principals must hand over some of their duties. To do so effectively, principals should evaluate all duties and determine which are most important, keeping these key leadership roles for themselves (Schreiner:2015).

In summary, delegating leadership style is another "follower-driven" leadership approach that is characterized by low amounts of both Task and Relationship Behavior. The follower can perform the task at a sustained and acceptable level and is both confident and motivated to do so. The intent of this style is to create/enhance task mastery and autonomy. It aligns with followers that have significant experience performing the task at or above expectation, in combination with a level of intrinsic motivation that drives their ongoing commitment to excellence. The flow of communication with this style is from the follower to the leader and is typically initiated by questions from the leader that feature significant degrees of freedom.

Understanding factors affecting teacher wellbeing during the COVID-19 crisis to determine the coping strategies required to support teacher wellbeing is important: poor wellbeing can have serious consequences for the teaching profession if not attended to. Researchers acknowledge that teachers work in difficult circumstances that can negatively affect their wellbeing. Teachers face competitive demands even under normal circumstances, which can lead to stress and anxiety, and this situation is worsened by crises. There is an increasing awareness that employee wellbeing is vital for any organization. As earlier indicated, when the wellbeing of teachers is not attended to, it becomes a challenge that compromises the quality of education (Chin et al., 2022). In this study, we argue that school leaders should have distinct leadership styles operating in a healthy organization, and teachers should equip themselves with coping strategies in order to respond to the COVID-19 pandemic or to function well in the new normal.

The current situation is characterized by issues that affect teachers emotionally; therefore, school leaders should lead with compassion and be supportive to teachers. Dealing with teachers who are overburdened with new responsibilities of managing their learners and their own children's work requires a sense of empathy and caring. Such situations kindle feelings of helplessness. Sokal, Trudel and Babb (2020) suggest addressing teachers' thoughts and feelings about remote teaching as well as their exhaustion if their continued progression towards burnout can be mitigated. Continuity of teaching and learning depends on how teachers are supported by prioritizing their mental health, nurturing their combined self-confidence, and understanding their workload. Times of crisis call for tough decisions; however, compassion can be a valuable tool for mitigating anxiety and ensuring that the team stays on track. All strategies and actions to teach during and after lockdown will fall short if not accompanied by empathy. Compassionate leadership is important for alleviating organizational stress. This could mean that the school leader should be in contact with each member of the staff (during lockdown), engage in active listening without judging in order to understand what they are experiencing and assist them in creating

pathways to a healthy wellbeing. For teachers to carry out their duties and face the pressures caused by the COVID-19 crisis, they need emotional support from their leaders and should know how to manifest appropriate coping strategies.

Coping is often defined as “efforts to prevent or diminish the threat, harm, and loss, or to reduce associated distress” (Carver & Connor-Smith, 2010, p. 685). There are many ways to categorize coping responses (e.g., engagement coping and disengagement coping, problem-focused coping and emotion focused coping, accommodative coping and meaning-focused coping, proactive coping). According to Prasath and associates (2021), engagement coping includes problem-focused coping and some forms of emotion-focused coping, such as support seeking, emotion regulation, acceptance, and cognitive restructuring. Disengagement coping includes responses such as avoidance, denial, and wishful thinking, as well as aspects of emotion-focused coping, because it involves an attempt to escape feelings of distress (Carver & Connor-Smith, 2010; De la Fuente et al., 2020).

Findings on the effectiveness of problem-focused coping strategies versus emotion focused coping strategies suggest the effectiveness of the particular strategy is contingent on the context, with controllable issues being better addressed through problem-focused strategies, while emotion focused strategies are more effective with circumstances that cannot be controlled (Finkelstein-Fox & Park, 2019).

In general, problem-focused coping strategies, also known as adaptive coping strategies, include planning, active coping, positive reframing, acceptance, and humor (Carver & Connor-Smith, 2010). Other coping strategies, such as denial, self-blame, distraction, and substance use, are more often associated with negative emotions, such as shame, guilt, lower perception of self-efficacy, and psychological distress, rather than making efforts to remediate them (Billings & Moos, 1984 as cited by Prasath et al., 2021). These strategies can be harmful and unhealthy with regard to effectively coping with stressors. Researchers have recommended coping skills training to modify maladaptive coping strategies and enhance pre-existing adaptive coping styles to optimal levels (Madhyastha et al., 2014).

There are different terminologies and categorizations of coping strategies that exist in different literature. One categorization, which is based on Knoll, Rieckmann and Schwarzer (2005) as cited by Schafer and associates (2020) where the present investigation adapted and considered, differentiates four categories of coping strategies, namely focus on positives (i.e., acceptance, positive reframing and humor), support coping (i.e., instrumental support, emotional support and religion), active coping (i.e., active coping and planning) and evasive coping (i.e., self-blame, denial and venting of emotions). In contrast to categorizations that differentiate between adaptive and maladaptive or between functional and dysfunctional strategies, the categorization of Knoll and colleagues does not judge the quality of the coping strategies, hence it is more appropriate in this present research study.

Anent to the above, Pogere and associates (2019) recognized two types of coping strategies among teachers, problem-focused and emotion-focused. The former refers to an active coping mechanism meant to adjust factors that manipulate the relationship between an individual and his surroundings. While the latter refers to self-distraction or denial coping that normalizes an individual's emotion. Scholars have also looked at internal and external support mechanisms that reduced burnout. Kebbi and Al-Hroub (2018) acknowledged two forms of supports, i.e., internal and external. Internal support is defined as a personal variable of an individual that includes both psychological and behavioral patterns. External support comprises social and didactic resources. Social support is a vital element in assisting teachers in overcoming any difficulties they might face and may come from a school such as principals, colleagues, and so on. On the other hand, didactic resources referred to teacher support resources and school facilities that are believed to play important roles in assisting and facilitating teachers in their teaching progressions.

This present investigation also finds guidance in the following research investigations along coping strategies. Shen and Slater (2021) study was set against the backdrop of the pandemic disease, COVID-19, which has challenged the daily work of academics and risen to the various new stressors. This study aims to investigate

the current status of occupational stress, coping styles, mental health and emotional well-being of university academics during the COVID-19 outbreak in Northern Ireland, and examine the effect of stress and coping strategies on mental health and emotional well-being. A cross-sectional online survey was conducted using a sample size of 87 academic staff working in a university in Northern Ireland. The results showed academics experienced moderate stress levels, and distraction behaviors were the most common form of coping mechanism. Positive reframing and acceptance coping styles have an impact on emotional well-being. This study contributes to the understanding of occupational stress, coping strategies, mental health and emotional well-being of academics in higher education in Northern Ireland. The findings can help to develop reliable methods to inform policy on health and well-being for university academics, which in turn lead to increased productivity at work.

The study of Prasath and associate (2021) examined the relationships between psychological capital (PsyCap), coping strategies, and well-being among 609 university students using self-report measures. Results revealed that well-being was significantly lower during COVID-19 compared to before the onset of the pandemic. Multiple linear regression analyses indicated that PsyCap predicted well-being, and structural equation modeling demonstrated the mediating role of coping strategies between PsyCap and well-being. Prior to COVID-19, the PsyCap dimensions of optimism and self-efficacy were significant predictors of well-being. During the pandemic, optimism, hope, and resiliency have been significant predictors of well-being. Adaptive coping strategies were also conducive to well-being. Implications and recommendations for psychoeducation and counseling interventions to promote PsyCap and adaptive coping strategies in university students are presented.

Kebbi and Al-Hroub (2018) conducted a study to shed light on sources of stress, effects and coping strategies used by general (mainstream) classroom teachers and special education teachers. A total of 139 teachers, from eight private schools in Beirut, Lebanon, were selected to participate in a study using the Pullis Inventory of Teacher Stress (PITS). The teachers, 100 general classrooms and 39 special educators, were directly involved at one point in time in teaching students with special educational needs. The responses to the questionnaire items were analyzed using descriptive statistics and a correlation coefficient. Results showed that there was no significant difference between special education and general (and at times integrated) classroom teachers in relation to all sources and effects of stress. Moreover, Pearson's correlation coefficient (r) showed that most sources of stress had a weak-positive correlation with the coping strategies; yet most effects of stress had a weak-negative correlation with the coping strategies.

3. Methodology

This research investigation will be utilizing the quantitative research design that involves the use of computational, statistical, and mathematical tools to derive results. It is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results to a larger population.

Best (www.research.soc.educ/scie.com.us) scholarly characterized descriptive research as one which involves hypothesis formulation and testing; uses the logical methods of randomization so that error maybe estimated when referring to population characteristics from observation samples; describes variables and procedures accurately and completely; and is non-experimental for they deal with relationship between non-manipulated variables in a natural setting. This research study was conducted among the different public school teachers in Alfonso Castaneda District, Philippines employing simple random sampling technique to select the 100 teacher- respondents from a total of 116 public school teachers representing 86.21 percent of the total population, out of the 100 teacher-respondents, 58 are elementary school teachers, while 42 are high school teachers.

The main instrument used to obtain the data and information needed in the study was checklist developed and validated by the different authors, described below:

Organizational Health Inventory for Schools. This a 44 item questionnaire developed and validated by Hoy and Miskel (1991) to measure the existing organizational health of a certain school along the dimensions of

institutional integrity, initiating structure, consideration, principal influence, resource support, morale, and academic emphasis. Another dimension was added which is organizational structure taken from the organizational health questionnaire developed by Taguiam (2000) which was utilized by Oracles (2012) and Bacani (2014) in their research studies. Expert validity was established, and reliability was also established utilizing 35 students from the graduate school as respondents. The computed reliability coefficient of 0.89 shows that the instrument is reliable. Five options were offered in all of the dimensions to be used for response and interpretation of data, which include the following:

Scale	Mean Range		Qualitative Description
5	4.50-5.00	Always	Excellent Organizational Health
4	3.50-4.49	Often	Very Good Organizational Health
3	2.50-3.49	Sometimes	Good Organizational Health
2	1.50-2.49	Seldom	Poor Organizational Health
1	1.0 - 1.49	Never	Very Poor Organizational Health

Instructional Leadership Styles Survey Questionnaire. This questionnaire contains 50 statements about principal’s leadership behavior that determine the respondents’ instructional leadership style. This was developed, validated, and used by Canivel (2010) in her master’s thesis at the University of the Philippines and was adopted by the current researcher. The questionnaire has 0.74 reliability coefficient.

COPE Instrument. This is a 48-item questionnaire developed and validated by Carver (1997) and was revalidated by Knoll and Associates (2005) to identify the coping strategies of an individual when they experience a stressful event and was adopted by the researcher for this current study. The two instruments indicated above are scaled and respondents were offered five options to select from:

Scale	Mean Range		Qualitative Description
5	4.50-5.00	Always	
4	3.50-4.49	Often	
3	2.50-3.49	Sometimes	
2	1.50-2.49	Seldom	
1	1.0 - 1.49	Never	

4. Discussion of Results

What is the perception of the public school teachers of Alfonso Castaneda District of their organizational health along the dimensions of institutional integrity, initiating structure, consideration, principal influence, resource support, morale, academic emphasis, and organizational structure?

In order to illustrate the respondents’ perception of their organizational climate, the mean was computed. Results are reflected in table 2. Data in table 2 show that the teacher respondents perceived that they have a “very good” organizational health as shown by 4.35 as the computed grand mean. The respondents perceived that they have an “excellent” initiating structure (4.52), morale (4.73), and organizational structure (4.87); and “very good” along the dimensions of institutional integrity (4.12), consideration (4.38), principal influence (3.87), resource support (3.92), and academic emphasis (4.36).

Institutional Integrity. It can be seen in table 2 that the respondents perceive to have a very good organizational climate along the dimension of institutional integrity as shown by 4.12 combined mean score. The above findings could be interpreted to mean that teachers are always protected from unreasonably community and parental demands, and it is often that the school is vulnerable to outside pressure. The same group of respondents perceived that teachers sometimes feel pressure from the community, and select groups are sometimes influential with the board. They also perceived that community demands are seldom accepted even when they are not consistent with the educational programs because the school is seldom open to the whims of the public, and a few vocal parents can seldom change school policy.

Initiating Structure. Data in the same table show that the respondents perceive to have an excellent organizational health along the dimension of initiating structure as reflected by 4.52 computed combined mean

score. The above findings could be interpreted to mean that the principal always ask that faculty members follow standard rules and regulations, always let the faculty know what is expected of them, and maintains definite standards of performance. Moreover, they also perceived that the principal often schedules the work to be done, and makes his or her attitude clear to the school. Furthermore, the respondents also perceived that teachers are sometimes provided with adequate materials for their classroom, and students are trying hard sometimes to improve on previous work.

Table 2

Mean and qualitative description of the respondents' organizational health

Organizational Health	Elementary	High School	Mean	Qualitative Description
Institutional Integrity	4.18	4.06	4.12	Very Good
Initiating Structure	4.58	4.46	4.52	Excellent
Consideration	4.42	4.34	4.38	Very Good
Principal Influence	3.78	3.96	3.87	Very Good
Resource Support	3.90	3.94	3.92	Very Good
Morale	4.70	4.76	4.73	Excellent
Academic Emphasis	4.38	4.34	4.36	Very Good
Organizational Structure	4.85	4.89	4.87	Excellent
Grand Mean	4.36	4.34	4.35	Very Good

Consideration. It is reflected in table 2 that the teacher respondents from both the elementary and high school perceived their organizational health along the area of consideration to be very good as shown by 4.38 combined mean score. The above findings could be interpreted to mean that the principal is friendly and treats all faculty members as his or her equal, and he/she often looks out for the personal welfare of faculty members. However, the respondents also perceived that their suggestions were sometimes put into operation by the principal, and sometimes is willing to make changes.

Principal Influence. Data in table 2 reflects that the respondents perceived that they have a very good organizational health along the area of principal influence as shown by 3.87 computed mean score. The above findings could be interpreted to mean further that the principal often gets what he ask from immediate supervisors and able to work well with them. Moreover, the same group of respondents perceived that their school administrators sometimes influence the actions of his superior and his recommendations are sometimes given serious consideration. It is also perceived that the principal is seldom impeded by the superiors.

Resource Support. The respondents perceived that they have a very good organizational health along the dimension of resource support as shown by 3.92 computed combined mean score from the elementary and high school teacher respondents. The above findings could be interpreted that teachers are often provided with adequate materials for their classrooms and extra materials are even available if requested. They often have access to needed instructional materials and necessary classroom supplies. However, the same group of teacher-respondents sometimes received supplementary materials for classroom use.

Morale. It can be seen in table 2 that there is an excellent organizational health of the respondents along the dimensions of morale as shown by 4.73 computed combined mean score from the elementary and high school teacher respondents. The above results could be interpreted to mean that the teachers always do favors for each other and harmonious relations is present. There is always a feeling of trust and confidence among them, and they always accomplish their jobs with enthusiasm. Moreover, teachers often identify with the school, their morale is high, and they often exhibit friendliness to each other. It is seldom that they are indifferent, cool, or aloof with each other.

Academic Emphasis. Data in table 2 show that the respondents have a very good organizational health along the dimension of academic emphasis as reflected by 4.36 computed combined mean score from the perceptions of the elementary and high school teacher respondents. The above findings could be interpreted to mean that teachers always believed that their students have the ability to achieved academically, hence, academic

achievement is always recognized and acknowledged by the school. The same group of respondents perceived that the school often sets high standards for academic performance and students respect others who get good grades since the learning environment is orderly and serious. However, the teacher-respondents also perceived that students sometimes achieved the goals that have been set for them, and sometimes seek extra work so that they can get good grades.

Organizational Structure. It can be seen in table 2 that there is an excellent organizational health of the respondents along the dimension of organizational structure as shown by 4.87 computed combined mean score from the perceptions of the elementary and high school teacher respondents. The above findings could be interpreted to mean that the respondents perceived that division of work always allow people to learn skills and become expert at their individual job function and with coordination, it helps the organizational use its resources most effectively; breaking down of the job into small and separate operations always results in specialization and increase in productivity. Moreover, managers always divide the work into specialized functions or departments to increase productivity and efficiency, and they always draw up an organizational chart which shows and diagrams the functions, departments and position of every member of the organization. The existence of trust among the organization members always exists.

The same group of respondents perceived that efficiency of workflow often depends on the successful integration of various units within the organization, and coordination is often important so that members will pursue their own interest and roles within the organization. Furthermore, they also perceived that sometimes the informal relationship smoothens the flow of personnel and materials across the lines of authority and these relationships promote cooperation among departments, and specialization is sometimes applicable to all types of work activities because no one is physically able to perform all the operation of various tasks.

In other words, an organizational structure is a framework that helps employees achieve their goals and do their jobs in the most efficient and productive way. A proper organizational structure can benefit an institution in several ways, including making it easier to delegate responsibilities and affecting change throughout the workplace. Properly organizing a school can help streamline operations, improve decision making, create and maintain relations with alike institutions, boost student academic performance and enhance teacher performance and creativity, therefore, it is important that school leaders and managers understand the importance and benefits of structure.

What is the perception of the respondents of the instructional leadership styles of their school administrators along directing, coaching, supporting, and delegating?

Table 3

Respondents' perception of the instructional leadership styles of their school administrator

Instructional Leadership Styles	Elementary	High School	Mean	Qualitative Description
Directing	3.95	3.99	3.97	Very Good
Coaching	4.65	4.25	4.45	Very Good
Supporting	4.78	4.26	4.52	Excellent
Delegating	4.68	4.26	4.47	Very Good
Grand Mean	4.52	4.19	4.36	Very Good

It can be seen in table 3 that the elementary and high school teacher respondents perceived that their school administrators have a “very good” instructional leadership styles as shown by 4.36 computed grand mean. The respondents combined mean perceptions show that their school administrators are excellent along supporting style (4.52); and very good along directing (3.97), coaching (4.45), and delegating (4.47). A closer look at the data revealed that school administrators in the elementary schools are more of supporting, delegating and coaching styles of instructional leadership, while their high school counterparts are more of directing styles of instructional leadership.

Directing. It can be seen in table 3 that the teacher respondents perceived that their school administrators have a very good instructional leadership along directing styles as shown by 3.97 computed grand mean score. The above findings could be interpreted to mean that the school administrators always retain the final decision making authority within the department, and always support the faculty and staff when parents were involved. Moreover, the teachers perceived that their school administrators often listen to subordinates and considers suggestions made by them, can prepare a curriculum, and tell the faculty and staff that a procedure is not working correctly and establishes a new one without them.

The same group of respondents perceived that their school administrators sometimes have rules but do not always enforce them, implements the latest fads without knowledge, and sometimes use coercion to motivate them. Furthermore, the school administrators sometimes agree with the faculty and staff that they have the right to determine their own organizational goals and objectives and direct them to achieve such. School administrators seldom allow the new faculty members to make any decisions. The above results is supported by DuFour (2012) by pointing out that school administrators with directing styles must serve as an instructional resource, and should be visible and accessible. Teachers rely on principals and other administrative officials to be sources of information related to effective instructional practices and current trends in education. Instructional leaders should be tuned in to all of the pertinent issues and current events related to curriculum, effective assessment and pedagogical strategies.

Coaching. Data in table 3 show that the school administrators are very good in coaching styles as dimension of instructional leadership as perceived by the respondents with 4.45 grand mean score. The above results could be interpreted to mean that the school administrators always monitor closely the faculty and staff if they are performing correctly and also acts as spokesman of the department. Moreover, the school administrators always enjoy coaching them on new task and procedure and let them know what is expected of them. Moreover, the school administrators often ask the faculty and staff ideas and inputs on upcoming plans and projects, and tell them what is to be done and how it is to be done by interacting with them often with inspired enthusiasm and see to it that the work is often coordinated with the faculty and staff. The same group of respondents perceived that their school administrators sometimes like to share leadership power to them, sometimes agree that faculty and staff seek mainly security, and sometimes tell them not to make a mistake if they are performing correctly.

Supporting. It is reflected in table 3 that the school administrators have an excellent supporting styles of instructional leadership as shown by 4.52 computed grand mean based on the combined perceptions of the elementary and high school teacher respondents. The above findings could be interpreted to mean that school administrators always call a meeting to get the faculty and staff's advice, when things go wrong and need to create a strategy to keep a project or process running on schedule, always agree that agree that each individual is responsible for defining their job, always have time enjoying reading articles, books and journal about training, leadership and psychology, and committed to developing the strength of my department. As perceived by the teachers, the school administrators always evaluate situations carefully before taking action, and always knowledgeable about instructional strategies. The same group of teacher-respondents perceived that their school administrators often assign duties during planning period and remain calm when uncertain things come, always ask the faculty and staff about their vision of where they see their task going and allow them to use this vision when appropriate, and to set priorities under his guidance by listening to both sides of the story before making a decision. However, it is also noted that they sometimes encourage the faculty and staff to participate in decision making, and sometimes work with the subordinate to resolve issues.

Delegating. It can be seen in table 3 that the school administrators have a very good delegating style of instructional leadership as shown by 4.47 grand mean score based on the combined perceptions of the elementary and high school teacher respondents. The above findings could be interpreted to mean that the school administrators always concur with the faculty and staff that they will exercise self-direction if they are committed to the objectives, and always enjoy seeing the faculty and staffs know how to use creativity and ingenuity to solve organizational problems. Moreover, based on the perception of the teacher-respondents, the

school administrators often want to create an environment where the employees take ownership of the project, and delegate tasks in order to implement a new procedure or process. It is also often that school administrators treat their subordinates as equals by appreciating them that they can lead themselves by delegating responsibility but taking full charge when emergencies arise. However, the respondents also perceived that their school administrators sometimes find it easy to carry out several complicated tasks at the same time, and are willing to make changes but they sometimes hold their subordinates accountable.

What is the perception of the respondents of their coping strategies in the new normal along the dimensions of focus on positives, support coping, active coping, and evasive coping?

Table 4

Description of the respondents coping strategies in the new normal

Coping Strategies	Elementary	High School	Mean	Qualitative Description
Focus on Positives	4.87	4.83	4.85	Always Utilized
Support Coping	4.45	4.39	4.42	Often Utilized
Active Coping	3.56	3.50	3.53	Often Utilized
Evasive Coping	3.46	3.50	3.48	Sometimes Utilized
Grand Mean	4.09	4.06	4.08	Often Utilized

It can be seen in table 4 that the respondents often utilized coping strategies in the new normal as shown by 4.08 computed grand mean score. They “always utilized” focus on positives (4.85); “often utilized” support coping (4.42) and active coping (3.53); and “sometimes utilized” evasive coping (3.48). Although the outbreak of COVID-19 has not exclusively been a public health crisis, it has been a serious psychosocial issue for teachers. Teacher wellbeing has been greatly impacted by this pandemic due to its devastating effect at a personal level, social distancing and remote learning (Siphokazi & Molaodi, 2021). Hence, teachers utilized and continuously utilizing several coping strategies presented in the table above.

Focus on Positives. Data in table 4 show that the respondents always utilized focus on positive as coping strategy in the new normal as shown by 4.85 computed combined mean score. The above findings could be interpreted to mean that the teacher-respondents always get used to the idea that it happened and accepted the reality of the fact by learning to live with it. They always try to grow as a person as a result of the experience and try to see it on a different light to make it seem more positive by looking on for something good in what is happening. The same respondents perceived that they often accept that situations happened and cannot be changed by making fun or jokes about it. They often perceived that they learn from the experience and often laugh about the situation.

Support Coping. It can be seen in table 5 that the respondents’ often utilized support coping as a coping strategy in the new normal as reflected by 4.42 computed grand mean score. The above findings could be interpreted to mean that they always put their trust to God and seek His help by praying more than usual and finding comfort in their own religion. Moreover, they often talk to someone about how they feel, especially to someone who could do something concrete about the problem like people who have had similar experiences and what they did. They also get emotional support from friends and relatives often. Sometimes, they get advice from someone about what to do and to find out more about the situation by discussing their feelings.

Active Coping. Data in table 5 revealed that the respondents “often utilized” active coping strategy in the new normal as evidenced by 3.53 computed grand mean score. The above findings could be interpreted to mean that the respondents always take additional action to get rid of the problem, and or take direct action to get around the problem by doing what is to be done one step at a time. More often, they concentrate their efforts on doing something about a problem by making action plan, coming up with a strategy on what to do, and thinking about how they might best handle the problem by looking into what steps to be done and keeping themselves from getting distracted by other thoughts or activities. The same group of respondents sometimes focus on dealing with the problem and if necessary by letting other things slide a little, they try hard to prevent or put

aside other things from interfering with their efforts at dealing with it the problem in order to have focus or be concentrated.

Evasive Coping. It can be gleaned in table 5 that the respondents “sometimes utilized” evasive coping strategy in the new normal as reflected by 3.48 computed grand mean score. The above findings could be interpreted to mean that the respondents often make sure not to make matters worse by acting too soon, and often force themselves to wait for the right time to do something. Moreover, they often hold off doing anything about a problem until the situation permits by restraining themselves from doing anything too quickly though they get upset and really aware about the problem. Sometimes, the respondents of this study refuse to believe, or pretend that such problem has not really happened, although they sometimes feel a lot of emotional distress and find themselves expressing those feelings a lot or letting their emotions out.

Are there significant differences between the perception of elementary and high school teacher respondents of their perceived organizational health, instructional leadership of their school administrators, and their coping strategies?

Table 5

Perceived organizational health, instructional leadership styles of school administrators, and coping strategies

Variables	Computed t-value	Critical t-value	Statistical Inference
Organizational Health	1.46	1.985	Not Significant
Instructional Leadership Styles of School Administrators	2.05	1.985	Significant
Coping Strategies	1.92	1.985	Not Significant

Degrees of Freedom: 98; Level of Significance: 0.05

Organizational Health. It can be seen in table 5 that computed t-value of 1.46 is lower than the critical t-value of 1.985 for 98 degrees of freedom at 0.05 level of significance. Hence, the null hypothesis is accepted. There is no significant difference in the perceived organizational health between the elementary and high school teacher-respondents. The above results could be interpreted to mean that since both elementary and high school teachers are under the supervision of the Department of Education with common vision and mission; and where policies, regulations, and management systems are uniform, their perceptions of their existing organizational health is statistically the same.

Instructional Leadership of School Administrators. Data in table 5 show that there is a significant difference in the instructional leadership of the administrators as perceived between the elementary and high school teacher-respondents as shown by the computed t-value of 2.05 which is higher than the critical t-value of 1.985 for 98 degrees of freedom at 0.05 level of significance. The above results is supported by the data earlier presented in table 2 wherein the elementary teacher-respondents perceived their administrators to have an excellent instructional leadership styles as evidenced by 4.52 mean score, compared with the perception of the high school teacher-respondents of the instructional leadership styles of their administrators which is “very good” as shown by 4.19 mean score. Moreover, of the four styles of instructional leadership, the elementary school teacher-respondents perceived that their administrators are more of a coaching, supporting, and delegating leaders, while the high school teacher-respondents perceived their school administrators to be more of directing leader. These results could be attributed to the fact there are more teachers to supervise in the high schools where a directing style is more manifested by the leader as manifested by making of final decisions, directing faculty to achieve organizational goals, and even coercing teachers as a form of motivation.

Coping Strategies. It can be seen in table 5 that the computed t-value of 1.92 is lower than the critical t-value of 1.985 for 98 degrees of freedom at 0.05 level of significance. The null hypothesis that there is no significant difference between the perception of the elementary and high school teacher-respondents of their coping strategies is accepted. The above findings could be interpreted to mean that whether the respondents belong to an elementary school or in a high school, their perception of coping strategies in the new normal is

statistically the same.

Are there significant correlations between the organizational health and instructional leadership styles of school administrators as perceived by the respondents?

Data in table 6 show that there is very high positive correlation between the perceived organizational health of the respondents and the leadership styles of their school administrators which is considered to be very significant as shown by the computed r-value of 0.791 which is higher than the critical r-value of 0.197 at 0.05 level of significance for 98 degrees of freedom. This led to the rejection of the null hypothesis. Therefore, there is a significant correlation between the organizational health and instructional leadership of school administrators as perceived by the respondents.

Table 6

Correlation between organizational health and instructional leadership styles of school administrators

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Organizational Health vs Instructional Leadership Styles	0.791 (<i>Very high positive correlation</i>)	0.197	65.57%	Very Significant

Degrees of Freedom: 98; Level of Significance: 0.05

It can be inferred from the above result that the perceived organizational health of the respondents can predict the instructional leaderships styles of school administrators at about 65.57 percent. The rest of the characteristics of instructional leaderships styles of school administrators as perceived by the teacher-respondents can only be predicted by factors other than their perceived organizational health. In other words, 65.57 percent of the variance of instructional leaderships styles of school administrators can be explained by the variance of organizational health of the respondents. Furthermore, 34.43 percent of the variance of instructional leaderships styles of school administrators as perceived by the teacher-respondents can be explained by the variance of other variables. This is known as the coefficient of alienation.

Are there significant correlations between the perceived organizational health and coping strategies of the respondents?

Table 7

Correlation coefficient between organizational health and coping strategies of the respondents

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Organizational Health Vs Coping Strategies	0.785 (<i>Very high positive correlation</i>)	0.197	61.62%	Very Significant

Degrees of Freedom: 98; Level of Significance: 0.05

It can be seen in table 7 that there is a very high positive correlation between the perceived organizational health and coping strategies of the respondents in the new normal as evidenced by the computed r-value of 0.789 which is very much higher than the critical r-value of 0.197 for 98 degrees of freedom at 0.05 level of significance. This led to the rejection of the null hypothesis and acceptance of the alternative hypothesis that there is a very significant correlation between the organizational health and coping strategies of the respondents. The above results could be interpreted to mean further that the perceived organizational health of the respondents

can predict their coping strategies at about 61.62 percent. The rest of the characteristics of coping strategies as perceived by the teacher-respondents can only be predicted by factors other than their perceived organizational health. In other words, 61.62 percent of the variance of coping strategies can be explained by the variance of organizational health of the respondents. Furthermore, 38.38 percent of the variance of coping strategies as perceived by the teacher-respondents can be explained by the variance of other variables. This is known as the coefficient of alienation.

In a nutshell, a healthy organization helps the way members cope with challenges, problems, and concerns related to their daily undertakings in the new normal. It is the responsibility of managers and supervisors to provide a structure by which the member's exposure and coping with the stress brought about by COVID 19 pandemic are addressed. Leaders can design procedures that assist in the mitigation of direct and secondary stress, and display compassion by creating an organizational culture that supports stress management and self-care for all the organization members.

Are there significant correlations between the perceived instructional leadership practices of school administrators and coping strategies of the teacher- respondents?

Table 8

Correlation between instructional leadership styles of school administrators and their coping strategies

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Instructional Leadership Styles Vs Coping Strategies	0.819 <i>(Very high positive correlation)</i>	0.197	67.08%	Very Significant

Degrees of Freedom: 98; Level of Significance: 0.05

It can be gleaned in table 8 above that there is a very high positive correlation between the instructional leadership styles of school administrators as perceived by the respondents and their coping strategies in the new normal as evidenced by computed r-value of 0.819 which is higher than the critical r-value of 0.197 for 98 degrees of freedom at 0.05 level of significance. The said correlation between these two variables is very significant. The above results could be interpreted to mean further that the instructional leadership styles of the school administrators as perceived by the teachers' respondents can predict their coping strategies at about 67.08 percent. The rest of the characteristics of coping strategies as perceived by the teacher-respondents can only be predicted by factors other than the perceived instructional leadership styles of their school administrators. In other words, 67.08 percent of the variance of coping strategies can be explained by the variance of instructional leadership styles of their school administrators as perceived by the teacher- respondents. Furthermore, 32.92 percent of the variance of coping strategies as perceived by the teacher-respondents can be explained by the variance of other variables. This is known as the coefficient of alienation.

Compassionate leadership is important for alleviating organizational stress. This could mean that the school leader should be in contact with each member of the staff (during lockdown), engage in active listening without judging in order to understand what they are experiencing and assist them in creating pathways to a healthy wellbeing. For teachers to carry out their duties and face the pressures caused by the COVID-19 crisis, they need emotional support from their leaders and should know how to manifest appropriate coping strategies.

5. Conclusions

With the foregoing findings, the following conclusions were derived:

- The teacher respondents have a very good organizational health.

- They perceived their school administrators to have a very good instructional leadership styles.
- They often utilized coping strategies in the new normal particularly focus on positives.
- There is a significant difference between the perceptions of the elementary and high school teacher-respondents of the instructional leadership styles of their school administrators.
- There is very high positive and very significant correlation between the perceived organizational health of the respondents and the leadership styles of their school administrators.
- There is a very high positive and very significant correlation between the perceived organizational health and coping strategies of the respondents in the new normal.
- There is a very high positive correlation between the instructional leadership styles of school administrators as perceived by the respondents and their coping strategies in the new normal. The said correlation between these two variables is very significant.
- A training design was prepared by the researcher purposely to enhance or sustain the organizational health and coping strategies in the new normal of the teacher-respondents, and to strengthen the existing instructional leadership styles of school administrators.

5.1 Recommendations

The following recommendations hence are offered:

- Respondents of the study perceived that they have a very good organizational health, therefore a need to sustain this by institutionalizing seminars and trainings is recommended.
- The respondents perceived their administrators to have a very good instructional leadership styles indicates the need to sustain it by continuous professional development by the school administrators on the dynamics of instructional leadership for a better and effective school management.
- The respondents must sustain “focusing on the positive” things in life as a coping strategy in the new normal because it will help them to have a deep sense of gratitude, a higher level of optimism, and even experience less psycho-physical pain and discomfort.
- The school administrators in general should manifest a combination of the four instructional leadership styles depending upon the situation of the school in order for teachers to be motivated and inspired to perform better.
- Since there is a significant correlation between the organizational health and perceived instructional leadership styles, the school administrators as instructional leaders must be motivated to use participatory management, and indulge more on teacher empowerment as an approach in maintaining the support and engagement level of all stakeholders specifically in the sustainability of a healthy organization.
- The need to sustain a very good organizational health is much recommended to complement the coping strategies of teachers in the new normal. A healthy organization reduces both personal and professional conflicts and stress among organization members.
- School administrators must also play the role of an encourager and motivator where a deeper and wider understanding on the plight of teachers in the new normal be addressed without fail. Teachers on the other hand must see to it that they also complement the leadership dynamics of their school administrators in the new normal to sustain a harmonious and productive relationships between and among them.

- The training design based on the salient results of this research investigation be implemented by Alfonso Castaneda District during summer vacation in coordination with the Provincial Local Government of Nueva Vizcaya for budget purposes.
- A quantitative and qualitative research on organizational health, instructional leadership styles, and coping strategies in the new normal maybe conducted in other districts in the Division of Nueva Vizcaya using the same instrument, purposely to cross validate and enhance the veracity of the data gathered through the research instruments used in this study and its probable correlation with other research constructs.
- Future researchers in organization development and planning are encouraged to conduct an in-depth investigation using triangulation and immersion method along constructs that have significant effect on the variables considered in this research study.

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