

Optimizing the organizational health: A comprehensive study of schools within the Apo Jose Catholic Educational Systems of Nueva Ecija

Lopez, Melina ✉

Nueva Viscaya State University Bambang Campus, Philippines (melinalopez_sna@yahoo.com)



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Abstract

This research study delves into a comprehensive examination of the organizational health of four schools within the Apo Jose Catholic Educational Systems of Nueva Ecija, namely St. Joseph School of San Jose, St. Andrews School of Pantabangan, St. Nicholas Academy of Carranglan, and Sacred Heart Academy of Lupao, during the academic year 2023-2024 and its correlation to decision making practices and professionalism. The respondents for this study consisted of 57 teachers, representing 83.82 percent of the total 68 teachers within the Apo Jose Catholic Educational Systems of Nueva Ecija, as well as nine school administrators, comprising four principals and five head teachers. The results indicate that respondents hold a highly positive view of their school's organizational health, with very good ratings across various dimensions, including morale, appraisal and recognition, work demands, professional growth, decision making, and leadership. Some dimensions were even rated as excellent, such as curriculum integration, discipline policy, goal congruence, professional interaction, role clarity, and student orientation. Additionally, respondents perceive the decision-making practices of school administrators to be very good, with high ratings across dimensions like routine, adaptive, innovative, and participative decision making. The respondents also demonstrate an exceptionally high level of professionalism, particularly in self-discipline, integrity, and interpersonal skills, while also displaying commendable levels of competency, commitment, and expertise. Furthermore, this research reveals a highly positive and statistically significant correlation between the perceived organizational health and the principal's decision-making practices, leading to the rejection of the null hypothesis. There is also a very high positive correlation between organizational health and the professionalism of the respondents, which is highly significant. Moreover, a strong positive correlation exists between the decision-making practices of principals and the professionalism exhibited by the respondents. Based on these findings, the researcher has developed a set of Organization Development Intervention Programs (ODIP) aimed at addressing the identified weaknesses within the three research constructs. These interventions aim to further enhance the overall effectiveness and well-being of the educational institutions studied.

Keywords: organizational health, decision-making, professionalism, effectiveness

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1. Introduction

In the Philippines and around the globe, it is widely recognized that the quality of education in the post-pandemic era is closely tied to the overall health and functioning of educational institutions. By considering the essential features of healthy organizations, one can gauge the psycho-social status of schools and determine their level of quality and standards. For an organization, including schools, to be deemed healthy, it must exhibit certain characteristics. These include a clear orientation towards goals, effective communication skills, the ability to delegate authority, efficient resource utilization, commitment and unity among staff, a strong moral foundation, a culture of innovation, independence and adaptability, effective problem-solving capabilities, and supportive leadership. Educational institutions should strive to embody these qualities in order to provide quality education in the current global landscape.

The responsibility of transforming schools into healthy institutions primarily lies with school leaders and teachers. These individuals are held accountable for the realization of the school's goals and vision. By fostering a healthy organizational environment, school leaders and teachers play a crucial role in promoting the well-being and success of their schools. The concept of organizational health encompasses meeting task-oriented requirements alongside fostering life maintenance, growth, and development. In robustly healthy organizations, there exists a shared comprehension and embrace of the system's objectives among all members. These objectives should not only be motivating but also elevate productivity. Key dimensions contributing to organizational health include morale, performance evaluation and acknowledgment, curriculum alignment, efficient disciplinary protocols, workload management, goal alignment, professional advancement, collaborative decision-making, interpersonal professionalism, clarity in roles, student-centric orientation, and nurturing leadership.

The Apo Jose Catholic Educational Systems of Nueva Ecija is a notable educational institution that plays a crucial role in providing quality education within the region. As a Catholic educational system, it is grounded in the principles and values of the Catholic faith, aiming to foster holistic development and nurture the spiritual growth of its students. The educational systems under the Apo Jose Catholic umbrella encompass a range of educational levels, from primary schools to secondary schools. These institutions are committed to offering a well-rounded education that not only focuses on academic excellence but also emphasizes character formation, moral values, and community engagement. One of the distinguishing factors of the Apo Jose Catholic Educational Systems is its emphasis on the integration of faith and education. The schools within this system aim to instill Catholic values and teachings in their curriculum, providing students with a strong foundation in spirituality and moral principles.

This research investigation was conducted to assess the existing organizational health of schools in the Apo Jose Catholic Educational Systems of Nueva Ecija for academic year 2023-2024 along the dimension of morale, appraisal and recognition, curriculum integration, effective discipline policy, excessive work demands, goal congruence, professional growth, participative decision making, professional interaction, role clarity, student orientation, and supportive leadership.

2. Review of Literature

The health of an organization, such as schools, depends on its ability to align around a clear vision, strategy, and culture. It also relies on executing tasks with excellence and adapting to changing trends and challenges over time, while maintaining superior performance and professionalism. Organizational health plays a crucial role in

an organization's ability to foster a unified approach and strategy, effectively communicate, and cultivate a highly engaged workforce. According to Karpenkova (2023), organizational health encompasses not only the collective pursuit of goals but also the capacity to adapt to organizational changes. It revolves around cultivating a culture of contentment and proactive participation among employees, fostering an environment ripe for innovation.

Karpenkova (2022) also emphasizes the pillars of organizational health, including organizational alignment, which ensures that all employees share a common vision of the organization's goals, values, and strategy. This alignment is achieved through consistent efforts and yields various benefits, such as enhanced employee relationships, loyalty, and a cohesive workforce working harmoniously towards shared objectives. These pillars lay the groundwork for a healthy organization. However, effective communication is a prerequisite for achieving organizational alignment. Irrespective of the industry, managers strive to maintain clear and transparent communication within their organizations. To address this need, healthy organizations establish comprehensive policies that regulate communication between employees, stakeholders, and the wider community.

Furthermore, employee well-being is paramount to organizational health. Leaders must shift their focus from solely relying on financial incentives to prioritizing employee well-being. Workplace well-being encompasses multiple aspects, including employees' mental states, workplace safety, physical health, social connections, and overall work attitude. Employee development is closely intertwined with well-being (Tabancalı and Çakıroğlu: 2017), as growth opportunities empower staff to enhance their skills and prevent burnout resulting from monotonous tasks. To foster employee development, organizations should create individualized career development plans for each employee and implement professional training programs. Encouraging the development of soft skills and facilitating continuous upskilling further contributes to employee growth.

Moreover, organizational fairness, also known as organizational justice, significantly impacts employees' perception of equitable treatment within the workplace, which subsequently influences their attitude towards their work. Factors such as gender equality, inclusion, wages, and career development play pivotal roles in shaping employees' perception of fairness within the organizational context. However, from an employer's perspective, measuring and controlling organizational fairness can be challenging. Şimşek Erdoğan (2018) suggests implementing transparent workplace procedures, including straightforward assessment techniques, written career development paths, an open decision-making framework, and inclusive benefits plans. By incorporating these procedures, leaders can improve the perception of organizational justice and foster a positive, healthy work environment.

2.1 Significance of the Study

Significant findings this research investigation will give new information regarding the organizational health of schools in the Apo Jose Catholic Educational Systems of Nueva Ecija for academic year 2023-2024 and its probable correlation with the decision-making practices of principals and teachers' professionalism. Specifically, it hopes to be beneficial to the following:

School Administrators. This research study will undoubtedly offer compelling evidence to school administrators, empowering them to cultivate a healthier organization that adapts to the evolving needs of the time. It will shed light on the essential aspects of outstanding decision-making practices, which are necessary to complement the role of teachers in delivering quality instruction with utmost professionalism. The findings will serve as a catalyst for administrators to make informed decisions and implement strategies that foster a culture of continuous improvement, ensuring the optimal development and success of both teachers and students.

Teachers. The findings of this investigation will provide valuable baseline data and information for all teachers within the Apo Jose Catholic Educational Systems of Nueva Ecija. It will increase their awareness of the prevailing organizational health within their respective schools and its potential impact or correlation with

their demonstration of professionalism, as well as the decision-making practices of their school leaders. This knowledge will enable teachers to make informed assessments and adjustments, fostering a culture of continuous improvement within their educational institutions.

Students. As the focal point of the teaching-learning process, students deserve to be in an educational environment that is healthy, where decisions are made and implemented for their benefit. They should have the privilege of being guided by mentors whose level of professionalism serves as a model to emulate. Such a scenario creates an atmosphere conducive to effective instruction delivery, ultimately leading to quality learning outcomes for students.

Parents and Guardians. The findings of this research investigation can provide parents and guardians with valuable insights into the quality of education and overall organizational health of the schools their children attend. It enables them to make informed decisions regarding their children's education and choose schools that prioritize a healthy organizational climate and foster professionalism among teachers.

Education Authorities. Education authorities, such as government bodies and regulatory agencies, can benefit from this research investigation as it provides them with evidence-based insights on how to promote organizational health and professionalism in schools. It can inform policy-making decisions and influence the development of guidelines and standards that prioritize a healthy educational environment.

OD Experts and Practitioners. The research investigation contributes to the body of knowledge in the field of OD by exploring the specific context of educational systems and their organizational health. OD experts and practitioners can gain valuable insights and understanding of the factors that influence organizational health in educational settings, particularly in Catholic educational systems. This knowledge expansion can inform their future consulting work and interventions in similar contexts.

ODP Professors. The research findings can provide ODP professors with evidence-based best practices for promoting organizational health and enhancing decision-making practices and professionalism in schools. This knowledge can guide the development and implementation of OD interventions, change management strategies, and capacity-building initiatives targeted at improving school systems and other organizations.

Future Researchers. The significant findings of this research investigation will provide a valuable reference for researchers, highlighting the areas that have been explored and documented. This will assist researchers in identifying gaps in knowledge and considering other research fields or variables that were not covered in the present study. Furthermore, this research investigation can serve as both an encouragement and a challenge to other researchers, inspiring them to undertake scholarly and comprehensive studies on aspects that were not addressed in this research. By building upon the existing findings, researchers can contribute to a more comprehensive understanding of the subject matter and further enrich the scholarly discourse in the field.

3. Methodology

In this research investigation, both quantitative and qualitative research designs were utilized. The quantitative research design involves the use of computational, statistical, and mathematical tools to derive results. Its purpose is conclusive, aiming to quantify the problem and understand its prevalence by seeking projectable results to a larger population. On the other hand, the qualitative research design involves the collection and evaluation of non-numerical data to understand concepts or subjective opinions.

This study was conducted purposely for the description and analysis of the organizational health of schools in the Apo Jose Catholic Educational Systems of Nueva Ecija namely (1) St. Joseph School of San Jose, (2) St. Andrews School of Pantabangan, (3) St. Nicholas Academy of Carranglan, and (4) Sacred Heart Academy of Lupao for academic year 2023-2024 along the dimensions of morale, appraisal and recognition, curriculum integration, effective discipline policy, excessive work demands, goal congruence, professional growth,

participative decision making, professional interaction, role clarity, student orientation, and supportive leadership. Considered as respondents of this study were the 57 teachers or 83.82 percent from the 68 total number of teachers in the Apo Jose Catholic Educational Systems of Nueva Ecija and nine(9) school administrators composed of four(4) principals and five(5) head teachers.

Some of the limitations of the study are the use of questionnaire in gathering of data, and the inclusion of permanent teachers only as respondents. Structured interview or other means were not utilized, however an open ended questions form part of every questionnaire. Hence, the findings of this study are therefore true only for the subjects covered and for the given period of time. However, this can be used as a basis for similar studies that maybe conducted among Catholic school systems in the province of Nueva Ecija.

4. Results and Discussion

4.1 How do the administrators and teachers of the schools in the Apo Jose Catholic Educational Systems of Nueva Ecija perceive their organizational health along the dimensions of morale, appraisal and recognition, curriculum integration, effective discipline policy, excessive work demands, goal congruence, professional growth, participative decision making, professional interaction, role clarity, student orientation, and supportive leadership?

Table 1 provides valuable insights into the respondents' perceptions of organizational health, showcasing a robust and positive assessment. The grand mean of 4.36 indicates that the respondents perceive their organization to have a very good overall organizational health.

Table 1

Mean and Qualitative Description of the Respondents' Perception of their Organizational Health

Organizational Culture	Mean	Qualitative Description
Morale	3.98	Very Good
Appraisal and Recognition	4.18	Very Good
Curriculum Integration	4.64	Excellent
Effective Discipline Policy	4.65	Excellent
Excessive Work Demands	4.48	Very Good
Goal Congruence	4.72	Excellent
Professional Growth	3.56	Very Good
Participative Decision Making	3.58	Very Good
Professional Interaction	4.83	Excellent
Role Clarity	4.58	Excellent
Student Orientation	4.76	Excellent
Supportive Leadership	4.39	Very Good
Grand Mean	4.36	Very Good Organizational Health

The respondents' evaluations of various dimensions of organizational health reveal significant insights. Notably, professional interaction garnered an exceptional rating of 4.83, signifying healthy collaboration and communication among employees. Student orientation received a remarkable rating of 4.76, indicating a strong commitment to meeting students' needs and delivering high-quality education. Furthermore, the perception of high goal congruence (rated at 4.72) suggests alignment between individual and collective goals with the organization's mission and vision. The highly rated effective discipline policy (4.65) reflects clear guidelines and procedures to maintain discipline and cultivate an ideal learning environment.

Curriculum integration earned an outstanding rating of 4.64, affirming the organization's adeptness in integrating the curriculum to address stakeholder needs. Role clarity, at 4.58, indicates employees possess a clear understanding of their roles and responsibilities. Respondents noted manageable levels of excessive work demands (4.48), indicating the organization's commitment to promoting a healthy work-life balance. Supportive

leadership (4.39) highlights a culture encouraging employee involvement in decision-making. Appraisal and recognition (4.18) underscore the organization's value for employee contributions.

Morale, at 3.98, signifies a positive and conducive work environment fostering satisfaction and motivation. Respondents also expressed optimism regarding participative decision-making (3.58). Finally, the professional growth dimension (3.56) suggests room for improvement in providing opportunities for development and career advancement. This comprehensive assessment offers valuable insights into the organization's strengths and areas for potential enhancement in promoting organizational health.

Morale. Table 1 presents insightful data regarding the respondents' perception of organizational health, particularly focusing on the dimension of morale. The computed area mean of 3.98 indicates that the respondents perceive a very good level of morale within the organization. The findings suggest that the respondents consistently recognized the presence of a positive team spirit within the school. This indicates a collaborative and supportive environment where individuals work together towards common goals. The high morale implies that teachers feel a sense of camaraderie, which fosters a positive work atmosphere and enhances overall job satisfaction. Moreover, the respondents noted that teachers demonstrate enthusiasm and pride in their work. This suggests a high level of motivation and dedication among the teaching staff. The presence of enthusiasm signifies that teachers approach their work with passion and vigor, which can positively impact student engagement and achievement.

Additionally, the respondents sometimes perceived that their school exudes a vibrant energy. This observation highlights an active and dynamic learning environment. The energy within the school can be attributed to the passion and commitment displayed by the teachers and staff members. It signifies an atmosphere where teaching and learning thrive, contributing to an overall positive educational experience for students. These findings indicate that the respondents have a positive perception of morale within the organization. The presence of a good team spirit, high morale, and teachers' pride in their school reflect a healthy work culture. This positive environment can contribute to enhanced collaboration, increased job satisfaction, and improved student outcomes.

Appraisal and Recognition. Table 1 presents insightful data indicating that the respondents perceived a very good level of organizational health in terms of appraisal and recognition, with a computed area mean of 4.18. These findings suggest that the respondents consistently recognize the importance of feedback and recognition within the organization. The results suggest that the respondents perceive a regular provision of feedback on their performance. This implies that there is a system in place that ensures ongoing communication between supervisors and employees regarding their work. The respondents also expressed satisfaction with the quality of feedback they received, indicating that it is constructive and valuable for their professional growth. Furthermore, the respondents noted the presence of a structured process for feedback on their work performance. This suggests that the organization has established clear guidelines and procedures for evaluating employee performance. The availability of a structured process enhances transparency and fairness in performance evaluation, promoting a sense of accountability among employees.

Additionally, the findings indicate that the respondents often receive recognition for their good work. This signifies that the organization values and acknowledges the contributions of its employees. Regular recognition through praise, thanks, or other forms of appreciation fosters a positive work environment and motivates employees to continue performing at their best. These results highlight the significance of feedback and recognition in promoting employee satisfaction and engagement within the organization. By establishing a culture of regular feedback, structured evaluation processes, and consistent recognition, organizations can create an environment that encourages professional growth, fosters motivation, and enhances overall job satisfaction.

Curriculum Integration. The data presented in Table 1 demonstrate that the respondents perceive an excellent organizational climate in terms of curriculum integration, as evidenced by the computed area mean of 4.64. These findings indicate that the respondents consistently recognize the importance of collaboration and

coordination in curriculum development and implementation. The results suggest that teachers within the organization regularly engage in consultations with one another and with area or subject coordinators regarding their teaching practices and curriculum design. This indicates a culture of open communication and collaboration, where teachers actively seek input and feedback from their peers. Furthermore, the respondents sometimes noted the presence of sufficient contact and interaction between different sections of the school in curriculum planning. This suggests that there is effective coordination and sharing of ideas and resources across different grade levels or subject areas. The organization values cross-sectional collaboration, which allows for a cohesive and integrated curriculum that promotes consistency and coherence in students' learning experiences.

The high perception of effective curriculum coordination within the school indicates that there is a clear framework and structure in place to ensure alignment and coherence across different subjects or disciplines. This supports the notion that the organization prioritizes the development and implementation of a well-coordinated curriculum, which is essential for providing quality education to students. In summary, the data in Table 1 highlight that the respondents perceive an excellent organizational climate in terms of curriculum integration. The findings suggest a culture of collaboration, open communication, and effective coordination in curriculum planning and implementation. These positive perceptions signify a conducive and well-structured educational environment that promotes a comprehensive and integrated learning experience for students.

Effective Discipline Policy. The research results presented in Table 1 demonstrate that the respondents perceive an excellent organizational health in terms of the dimension of effective discipline policy, as indicated by the computed area mean of 4.65. This suggests that the organization has established clear guidelines and policies regarding discipline, and there is a shared understanding among both staff and students. The interpretation of these findings suggests that the respondents consistently recognize the presence of well-understood rules and sanctions relating to discipline in the school. This implies that there is a clarity and transparency in communicating expectations and consequences for disciplinary actions. The shared understanding of these rules promotes a sense of order and a positive school climate. However, it is noteworthy that the respondents also perceived a lack of consistent enforcement of the rules and sanctions relating to discipline. This suggests that while the policies are well-defined, there may be variability in their implementation. This discrepancy between the perception of well-understood rules and inconsistent enforcement raises the need for further examination of the factors influencing the disciplinary practices within the organization.

These results highlight the importance of effective discipline policy in maintaining a healthy organizational climate. Clear and well-understood rules contribute to a positive learning environment, where expectations are aligned and behavior is guided by a shared philosophy of discipline. To further enhance organizational health, attention should be given to ensuring consistent enforcement of the discipline policies, fostering a sense of fairness and accountability. In summary, the data in Table 1 indicate that the respondents perceive an excellent organizational health in terms of effective discipline policy. The findings suggest a shared understanding of discipline-related rules and sanctions, but also point to a need for consistent enforcement. By addressing the gap between policy and practice, the organization can further strengthen its disciplinary framework and create a conducive learning environment for staff and students alike.

Excessive Work Demands. The research findings presented in Table 1 indicate a very good organizational health in terms of excessive work demands, as evidenced by the computed area mean of 4.48. This suggests that the organization has managed to maintain a favorable work environment with regards to workload and pressure. The interpretation of these findings suggests that the respondents seldom feel overloaded with work in the school. This implies that the organization has successfully allocated workloads in a balanced manner, ensuring that teachers do not feel overwhelmed by excessive tasks and responsibilities. Consequently, this can contribute to a more manageable and sustainable workload for teachers, which is crucial for their well-being and job satisfaction.

Additionally, the findings suggest that there is seldom pressure for teachers to keep working beyond their

capacity. This indicates that the organization respects and values the boundaries of teachers' working hours and emphasizes the importance of work-life balance. By acknowledging the need for teachers to have sufficient time for rest and personal relaxation, the organization promotes a healthier and more supportive work culture. However, the respondents also perceived that sometimes there are high expectations placed on teachers in the school. This suggests that while the organization strives to maintain a manageable workload, there may be instances where teachers are expected to meet challenging demands. It is important for the organization to address these expectations and provide appropriate support and resources to help teachers meet these demands effectively. Furthermore, the respondents indicated that sometimes there is limited time for teachers to relax. This highlights the importance of providing opportunities for teachers to unwind and rejuvenate, which is crucial for their overall well-being and job performance. The organization should consider implementing strategies such as scheduling regular breaks, fostering a supportive work-life balance culture, and providing resources for relaxation activities to support teachers' well-being.

Goal Congruence. Table 1 presents the data indicating a high level of organizational health among the participants. The computed area mean of 4.72 suggests that the respondents perceive strong goal congruence within the organization. These findings suggest that there is a consistent alignment in the teaching philosophy within the school. The staff members demonstrate unwavering commitment towards the school's goals, and the personal objectives of the respondents are in harmony with the school's overarching goals. Additionally, the respondents also believe that their school frequently establishes clearly defined objectives and goals. Moreover, they find it easy to comprehend and understand the goals set by their school.

Professional Growth. Table 1 presents data indicating a high level of organizational health among the respondents, specifically in terms of professional growth, as evidenced by a computed area mean of 3.56. These findings suggest that the professional development planning in their school is highly responsive to the individual needs and interests of the respondents. Furthermore, ample opportunities exist within their school for the acquisition of new skills. In addition, the respondents frequently perceive that sometimes-accessing in-service courses is not a challenge. They are consistently encouraged to pursue further professional development, and sometimes their career development and professional growth receive active interest from others within the school. This data underscores the positive state of organizational health within the school, indicating that the organization prioritizes the professional growth and development of its members. It signifies a supportive environment that values individual needs and provides resources and encouragement for ongoing learning and advancement.

Participative Decision Making. Table 1 presents data indicating a high level of organizational health among the respondents, specifically in terms of participative decision-making, with a computed area mean of 3.58. The results indicate a consistent level of satisfaction among the respondents regarding the decision-making processes within their school. Additionally, the presence of open forums within the school environment provides them with a platform to freely express their viewpoints and opinions. Additionally, the respondents often perceive opportunities for staff to actively participate in school policy and decision-making. Teachers are sometimes involved in decisions concerning administrative policies and procedures, indicating a collaborative approach to decision-making within the school. These results indicate a positive organizational health climate that values and promotes participative decision-making. The findings highlight a school environment where the voices of the staff are heard, opinions are respected, and sometimes collective input is valued in shaping policies and procedures.

Professional Interaction. Table 1 displays the data indicating an excellent level of organizational health among the respondents, specifically in terms of professional interaction, as evidenced by a computed area mean of 4.83. These findings suggest that there is consistently good communication among staff members within their school. Teachers can rely on their colleagues for support and assistance whenever needed, indicating a supportive and collaborative work environment. Additionally, the respondents perceive a positive communication climate among different groups within the school, fostering a sense of cohesion and inclusion.

Furthermore, the respondents often perceive that teachers in their school engage in discussions and knowledge sharing regarding teaching methods and strategies. This highlights a culture of continuous learning and professional growth within the school community. Moreover, the respondents often have opportunities to participate in cooperative work with other members of the school, promoting teamwork and collaboration. These results indicate a robust organizational health in terms of professional interaction within the school. The findings underscore the importance of effective communication, mutual support, and collaboration in creating a positive work environment that fosters professional growth and enhances overall organizational health.

Role Clarity. Table 1 presents data indicating an excellent level of organizational health among the respondents in terms of role clarity, as evidenced by a computed area mean of 4.58. These findings suggest that the respondents consistently have a clear understanding of what others at their school expect from them. They possess a strong sense of clarity regarding their professional responsibilities, indicating a well-defined and communicated set of expectations within the organization. Furthermore, the respondents frequently perceive that their work objectives are clearly defined, enabling them to have a clear sense of direction and purpose in their roles. They also have a good understanding of the level of authority they possess within the school, indicating a transparent organizational structure. These results indicate a robust organizational health in terms of role clarity within the school. The findings emphasize the importance of clear expectations, well-defined objectives, and transparent authority structures in creating an environment where individuals understand their roles and responsibilities. This fosters a sense of confidence, purpose, and effectiveness among the staff members, ultimately contributing to the overall organizational health.

Student Orientation. It can be seen in Table 1 that the respondents perceived to have an excellent organizational health along the dimension of student orientation as shown by 4.76 computed area mean. The above results could be interpreted to mean that their schools always promote the concept of students being individuals, and they are treated as responsible students in their school. Moreover, the respondents often perceived that students in their school are encouraged to experience success, and that they have access to advice and counselling when needed. One concept that supports the research findings regarding an excellent student orientation as a dimension of organizational culture is "Student-Centered Approach." A student-centered approach refers to an educational philosophy and practice that places the needs, interests, and well-being of students at the forefront of decision-making and planning within an educational institution.

Supportive Leadership. It can be seen in Table 1 that the respondents perceived to have a very good organizational health along the dimension of supportive leadership as shown by 4.39 computed area mean. The above results could be interpreted to mean that the respondents perceived that there is always support from the administration in this school, and they are able to approach the administration in this school to discuss concerns and grievances. In addition, the same group of respondents often perceived that there is a good communication between teachers and administration in this school, and that administration in their school can be approached to discuss concerns and grievances. Sometimes, the school administrators do not really know the problems faced by teachers.

5. Conclusions

The respondents perceive the organizational health of their school to be very good, as indicated by the high ratings across various dimensions such as morale, appraisal and recognition, work demands, professional growth, decision making, and leadership, with certain dimensions rated as excellent, including curriculum integration, discipline policy, goal congruence, professional interaction, role clarity, and student orientation.

5.1 Recommendations

It is highly recommended to build upon the current strengths observed in various areas including morale, appraisal and recognition, work-life balance, professional growth, decision making, and leadership, while also

prioritizing the maintenance and continuous improvement of the dimensions rated as excellent, such as curriculum integration, discipline policy, goal congruence, professional interaction, role clarity, and student orientation. This can be achieved through targeted interventions and initiatives aimed at fostering a positive work environment, providing ample opportunities for professional development, enhancing collaborative decision-making processes, and reinforcing the organization's commitment to student-centered education.

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