

Online Organizational Leadership and Teacher Satisfaction in Higher Vocational College in China During Pandemic

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Abstract: Grounded in the Online Adaptability Theory, this research examines how leaders' adaptability to the online learning environment influences teacher satisfaction during crises. It emphasizes adaptability in utilizing online tools, supporting pedagogical adaptation, promoting communication, and fostering an inclusive virtual community. The findings reveal that school leaders excelled in project management, conflict resolution, and digital record management. Teacher-respondents expressed satisfaction with these skills, highlighting school leaders' vital role in creating a conducive learning environment. Demographics had limited impact, except for digital record management. The study underscores the need for continuous leadership development, especially in areas with perceived room for improvement. It identifies a significant positive correlation between school leaders' online organizational skills and teacher job satisfaction, emphasizing their crucial role in boosting teacher morale during the pandemic.

Keywords: Online Educational Leadership; Teacher Satisfaction.

1. Introduction

As declared by the World Health Organization on January 30, 2020, the COVID-19 outbreak swiftly escalated into a global pandemic, instigating a cascade of non-pharmaceutical measures, such as social distancing, lock downs, and the closure of schools and businesses. Among the numerous consequences of these measures, the education sector faced profound challenges in ensuring uninterrupted learning for students. As the virus primarily spreads through respiratory droplets, social distancing measures emerged as essential tools in breaking the "chain of infection" and "flattening the curve". Consequently, adopting online and remote learning became critical to maintaining education continuity. However, this shift to online learning posed significant challenges, including internet accessibility issues, preparedness of educational institutions, and student readiness. The full image of online learning needed to be assessed.

The research paradigm provides the direction for this study. It assesses the online organizational leadership of the school heads according to specific criteria in terms of Online communication, Online project management, Online conflict management, Digital records management, and Online leadership skills. This proposed study assesses the online organizational leadership of the school heads of schools in Shandong Province, China, and its pertinent relations with teacher satisfaction. The results are used to propose a development plan for improving online organizational leadership.

2. Statement of the Problem

- (1)What is the profile of the teacher-respondents in terms of:
- (2)What is the observed degree of online organizational

skills of the school heads in Shandong Province classified as:

(3)Is there a significant difference in the observed degree of online organizational skills of the school heads when the teacher-respondents are grouped according to profile?

(4)What is the teacher-respondents' overall level of job satisfaction during the pandemic?

(5)Is there a significant relationship between the observed degree of online organizational skills of the school heads and the teacher-respondents' overall level of job satisfaction during the pandemic?

(6) Based on the results of this study, what development plan can be proposed for the continuing professional development of the school heads?

3. Research Design

This study employed a descriptive-correlational quantitative research design. This quantitative study examined online organizational leadership practices and their impact on teacher satisfaction. According to Zhang (2020), a descriptive research design tries to get information in a systematic way to describe a situation, population, or phenomenon. More specifically, it helps answer the what, when, where, and how questions rather than the why questions about the research problem. This design is appropriate for this study because it determines the relationship of online organizational leadership with teachers' satisfaction.

4. Significant Correlation Between the Observed Extent of Online Organizational Skills and Teachers' Job Satisfaction

Table 1. Significant Correlation Between the Observed Extent of Online Organizational Skills and Teachers' Job Satisfaction

	Job satisfaction On online communication	sig	description	Decision
Observed online communication skills	R= 0.244	0.000	There is a significant correlation	Reject Ho
	Job satisfaction on online project management			
Observed online project management	R = 0.991 High positive correlation,	0.000	There is a significant correlation	Reject Ho
	Job satisfaction on conflict management			
Observed online conflict management	R = 0.286 low positive correlation	0.000	There is a significant correlation	Reject Ho
	Job satisfaction on digital record management			
Observed digital record management	R =0.463 Moderate positive correlation,	0.000	There is a significant correlation correlation correlation	Reject Ho
	Overall Job Satisfaction on Online organizational skills			
Overall Online organizational skills	R= 0.640 Moderate positive correlation,	0.000	There is a significant correlation	Reject Ho

Pearson's correlation coefficient between the overall observed extent of online organizational skills and overall teacher job satisfaction during the pandemic was 0.640. Further testing to determine whether there is a significant correlation between the two variables showed that there is a significant moderately high positive correlation. However, among the four areas, highest correlation coefficient is in the online project management with an $R = 0.991$, followed by the digital record management with an $R = 0.463$. Nonetheless, each of the four areas showed significant correlation between the observed skill and the job satisfaction for that skill.

5. Summary of Findings

(1) School leaders were perceived to excel the most in "Online project management," with the highest mean score indicating proficiency in planning and organizing online teaching schedules and activities.

(2)Teacher-respondents also indicated positive perceptions of school leaders' skills in "Conflict management" and "Digital record management," suggesting effective conflict resolution and adeptness in managing digital records.

(3)Slightly lower mean scores were recorded for "Online communication," implying that there was room for improvement in this aspect of school leaders' skills.

(4)Strong positive correlations were found between different online organizational skills. This suggests that teacher-respondents' positive perceptions of one skill often coincided with positive perceptions of other skills, reflecting a holistic view of school leaders' competencies.

(5)While age, gender, civil status, and educational attainment did not significantly impact perceptions of school

leaders' skills in most areas, a significant difference was observed in "Digital record management" based on educational attainment.

(6)Relationship between Online Organizational Skills and Job Satisfaction: The study found a significant moderate positive correlation between teachers' observed online organizational skills and job satisfaction during the pandemic.

Overall, teacher-respondents expressed satisfaction with school leaders' skills in online organizational areas, particularly in project management, conflict resolution, and digital record management. These findings shed light on the perceived strengths and areas for improvement in the online organizational skills of school leaders as assessed by teacher-respondents.

6. Conclusion

(1)School leaders demonstrated proficient online organizational skills across various areas, including project management, conflict resolution, and digital record management.

(2)Teacher-respondents generally expressed satisfaction with school leaders' abilities in online communication, project management, conflict management, and digital record management.

(3)School leaders excelled in fostering accountability, guiding educators in managing online projects, and promoting a positive online environment for conflict resolution.

(4)Perceptions of school leaders' skills were positively correlated, indicating a holistic view of their competencies among teacher-respondents.

(5)Demographic factors like age, gender, civil status, and

educational attainment did not significantly impact most skill areas but influenced perceptions of digital record management skills.

(6) Positive teacher-respondent perceptions of school leaders' skills underscored their pivotal role in facilitating successful online teaching and learning environments.

(7) The findings emphasize the need for continuous professional development to enhance school leaders' skills, especially in areas where perceptions indicated room for improvement.

In summary, the study provides valuable insights into school leaders' online organizational skills, highlighting strengths and growth areas. Additionally, a significant positive correlation was found between these skills and teacher job satisfaction. This emphasizes the importance of effective organizational practices in fostering a positive teaching environment during the pandemic, ultimately boosting teacher contentment and morale.

7. Recommendations

(1) **Enhanced Leadership Skills:** Focus on developing leaders' online management abilities to foster effective communication, conflict resolution, and project oversight.

(2) **Tailored Teacher Training:** Provide targeted training to equip educators with successful online teaching strategies.

(3) **Lasting Effects and Student Engagement:** Explore the long-term impact of online strategies on education quality, teacher satisfaction, and student engagement.

(4) **Adaptation Strategies:** Investigate leaders' adaptability to evolving challenges and varying educational contexts.

(5) **Digital Integration and Decision-Making:** Study the integration of technology in digital record management and

its role in informed decision-making.

These directions may offer valuable insights for refining online leadership practices and improving digital education outcomes.

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