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Democratic School Management and Self-Efficacy of Teaching and Non-Teaching Personnel in Selected Higher Institutions in China

Yuqiang Kong

Emilio Aguinaldo College, Manila, Philippines

Corresponding Author email: yuqiang.kong.mnl@eac.edu.ph

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Abstract

Aim: This study determined the extent of democratic management in a school and how it possibly relates to the self-efficacy of its teaching and non-teaching personnel in the three higher educational institutions namely: Guangdong Business and Technology University, Guangdong Polytechnic College, and Guangzhou College of Applied Science and Technology.

Methodology: This study utilized the quantitative-correlative research design. The respondents of the present study are the faculty members and non-teaching personnel at Guangdong Business and Technology University, Guangdong Polytechnic College, and Guangzhou College of Applied Science and Technology.

Results: Over-all result reveals that the three institutions manifested a high level of democratic management based on the perceptions of both the teaching and non-teaching personnel respondents. Teaching personnel from School C and those non-teaching personnel from School B exhibited a very high level of self-efficacy, while the rest of the respondents exhibited a high level of self-efficacy based on their own assessment. The study also found out that there are no significant relationships between the assessed democratic management in school and the self-efficacy of the teaching personnel respondents.

Conclusion: While a very high level of democratic management was evident in School C in terms of holistic meaning and holistic well-being, and in School B in terms of power-sharing according to their non-teaching personnel, it can be said that generally, there is a high level of democratic management in the three higher institutions as perceived by both teaching and non-teaching personnel. A high level of democratic management in the subject higher institutions as observed by its employees could be a manifestation of a democratic leadership style of the school administrators. Teaching and non-teaching personnel generally exhibited a high level of self-efficacy. Teaching personnel in School A have seen themselves to have a low level of emotional self-efficacy particularly in helping others to change their negative emotions to positive ones, as well as their social self-efficacy particularly in solving conflicts at their workplace. Democratic management in school has no significant impact on the level of occupational, social or emotional self-efficacy of both teaching and non-teaching personnel.

Keywords: *Democratic School Management, Self-Efficacy, Teaching and Non-Teaching, China*

INTRODUCTION

Quality education is a continuing quest and school administrators are at the forefront of this endeavor. They must steer both the teaching and non-teaching personnel to be productive and effective towards the goals of the school.

How to do it is a matter of management style. One of the management styles that they may embrace is democratic management. It is characterized by the following domains: holistic meaning, power sharing, transforming dialogue, and holistic well-being (Woods, 2017). In schools where democratic approaches are embraced, the school community engages to work collectively in the decision-making, implementation, or monitoring processes with a sense of ownership (Kilicoglu, 2018). This kind of management is often viewed as one of the most effective management styles in education (McDonald, 2021).

Aside from management, the teaching and non-teaching personnel on their own have an important personal resource for productivity and effectiveness in their self-efficacy (Loeb, 2016). Self-efficacy is the belief one has in



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their abilities and competencies. It determines how individuals think and feel about themselves and have an impact on our thoughts, emotions, actions, and motivation. It is also one's ability to manage to solve difficult problems, deal efficiently with unexpected events, remain calm when facing difficulties, and find several solutions to a particular problem (Miller, 2019). Without authentic self-efficacy, school employees will find it difficult to attain goals, complete tasks, and overcome challenges in the workplace. It is an important asset than skill, knowledge, or even experience (Khaliq & Singh, 2019).

Studying school management is important because it is tied up to the performance of the school in relation to its goals. This is the reason why school management is constantly investigated by researchers around the world (John & Mkulu, 2020). Even self-efficacy is continuously studied because like school management, it is not a static entity (Wilde & Shu, 2019). Self-efficacy varies from time to time as work experiences in school vary. This constant need to study school management and self-efficacy led the researcher to investigate democratic management and self-efficacy in selected higher educational institutions (HEI) in China namely: Guangdong Business and Technology University, Guangdong Polytechnic College, and Guangzhou College of Applied Science and Technology.

The popular concept of democratic management in China is associated with union-based employee participation in the management of enterprises (Wang, 2018). It refers to the laborers' participation in the operation of their unit or their involvement in the affairs concerning their interests. Lately, however, democratic management is gradually gaining ground in educational management. This is due to the educational reforms pursued by China since 2001. A significant element of these reforms is the focus on student's active participation in their learning. Along with this, a gradual shift from a centralized to a participative management style has been noted among Chinese school leaders (Yu, 2020). To date, however, democratic management has still little presence in the research literature in China even in its general context. According to Wang (2018), democratic management even in the well-established union-based employee participation is seldom studied in China. It is more so in the educational field where progress to democratic management is slow (Yu, 2020).

Unlike democratic management, self-efficacy in the workplace is well studied in China (Yang, 2021). The trend in the investigations focusing on self-efficacy is empirical. The studies are centered on associations of different variables to self-efficacy. Despite the popularity of self-efficacy as an object of research, Yang (2021) still believes that studying it is a must when it is linked with new variables. This scenario makes the proposed study on democratic management and self-efficacy in selected HEIs rational and potentially important in contributing to research literature. By determining the extent of democratic management in some HEIs, the study can provide needed evidence on the progress of democratic school management in China. By associating self-efficacy and democratic management, the study can further enrich the literature on Chinese self-efficacy.

Democratic Management

Democratic school management is concerned with meaningful participation and decision-making to establish conditions for respectful relationships, collaborative associations, and active cooperation (Sanchez, 2020a), and enable the formation of social, learning, and culturally responsive educational organizations, in part by employing strategies for achievement, enabling particular conversations and struggling to determine what is needed, when, and how to get there in specific situations by developing a politically informed commitment to justice for all (Gale & Densmore, 2020). The application of democratic management has a significant effect on organizational performance (Dike & Madubueze, 2019). It often leads to higher levels of productivity, more contributions from the group, and better morale because everyone feels like they have some level of ownership over what they're being asked to do each day.

Cherry (2021) claims that democratic management, also known as shared management or participative management, is a type of management style in which members of the group take a more participative role in the decision-making process. This approach to management style can be applied in corporate or school setups (Sanchez & Sarmiento, 2020). In this approach, everyone is given the opportunity to participate and be part of decision making even in some major areas of concern. This kind of management is one of the most effective types and leads to higher productivity and increased group motivation (Kowo & Olalekan, 2018; Sanchez, 2023).

Democratic management has many advantages. Gaille (2018) claims that this approach to management works well when trying to solve a complex concern as it empowers leaders to work with their team, based on consensus, to create open lines of communication that acknowledge the problems being faced. By allowing everyone to work on a solution using their own education and experience, innovation is encouraged, making it possible to address complex and critical concerns. It also encourages creativity among employees (Debel, 2019). In fact, leaders



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use this style to encourage individualized creativity. For many teams, this creates higher levels of productivity and insightful inputs because each team member is encouraged to use their strengths to benefit everyone. It strengthens the relationships of a team. People who work with a leader that practices the democratic management style tend to form closer, more supportive bonds with one another compared to leaders using other management styles. Similarly, it also encourages honesty within the workplace. It improves job satisfaction. When team members feel like they have an equal role in running the team, then there is a sense of empowerment that comes with that responsibility. It also encourages stronger commitment levels. It increases team knowledge, and it builds a stronger vision for the future.

Participation is a very important aspect of democratic management. Belyh (2020) presented various ways to participate in a democratic process. First is participation in work decisions. This focuses more on the decision-making in terms of organizational objectives for the leader, but the subordinates are only included in decisions regarding the work that may include consultation or an actual power shift to the subordinates, depending on the wider system in place. Then, there's consultative participation which is wider than the former because the ultimate decision-making power would remain in the hands of the leader, but subordinates would be able to provide their opinions before the decision is made. It's important to understand that consultative participation doesn't necessarily mean the subordinates are able to influence the decision (Sanchez, 2022), but rather that they are provided with the option of doing so. Next in line is short-term participation where subordinates are only temporarily included in the decision-making process. While the timeframe is limited, participation often has a higher impact on the actual results. Then, there is informal participation, where there are no operational channels for subordinate participation in decision-making, but there can be specific situations in which this type of activity occurs. A typical informal participation framework has no set rules or procedures, but everything is set on the go. Employee ownership is also on the list, where participation depends on the role of the employee. Employees in lower positions tend to have fewer options for participation compared to their higher-positioned colleagues. Finally, there is representative participation, where the representatives have the consultative power and certain influence in decision-making, representing the wishes of the employee. They act as mediators between the leader and the subordinates.

Collaboration is another important manifestation of democratic management. Collaborative management entails getting the right mentality, reducing operation charges, viewing beyond the boundaries of the company, developing harmony, maintaining the capability to connect smoothly with others, and managing contradictions (Goman, 2016). Instead of top-down management, a collaborative management style encourages access to information, different perspectives, and collective responsibility. This enables a leader to assemble diverse teams comprising different experiences and viewpoints. It's well-known that there's strength in diversity—and it's better and more authentic to start with diversity as a key foundation of your business, rather than trying to incorporate it later on. In business, this is beneficial since workers are given the voice to air out their sentiments and when they are addressed, their commitment to be productive increases. Diversity in business fosters communication between all parts of the business because even if it has less than ten people, opinions need room to thrive. RingCentral, Inc. (2021) affirmed that collaborative management promotes open communication as it lets ideas flow both ways.

As discussed above, the key tenets of democratic management are participation and collaboration. Woods (2016) however views democratic management as the integration of participation, collaboration, and its freeing influence. For him, democratic management is enabling people to be cocreators of their social environment which makes the most of their innate capacity to learn and develop their highest capabilities and ethical sensibilities.

Democratic Management Practices at School

The common concept of democratic management even in a school setting revolves around participation and collaboration. It is often limited to the approach taken by a school administrator in interacting with school personnel or other members of the school community. These ideas however are not enough to answer the question of what constitutes a democratic approach to the daily practices in a school or what is democratic school management in its totality. In relation to this query, Woods and Wood (2012) introduced the concept of holistic democracy.

As explained by Levine and Mosier (2017), holistic democracy is a collaborative process that entails all members of the school community acting in inclusive, egalitarian, and peaceful ways when collectively making decisions, solving problems, and resolving conflict. It includes four dimensions: holistic meaning, power sharing, transforming dialogue, and holistic well-being. These dimensions constitute Wood and Woods (2012) Degrees of Democracy Framework (DDF).



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Holistic meaning describes the principal organizational purpose of the school, its knowledge goal, method of teaching and creating knowledge, and mode of learning (Dizon & Sanchez, 2020). The key point here is whether the school adheres to a collaborative process in achieving its purpose in relation to teaching and learning. The principal organizational purpose refers to the school's mission being pursued in a collaborative way and within democratic principles of equity, care, and parity (Levine and Mosier, 2017). Knowledge goal describes the types of learning skills for students and personnel that are valued and pursued within the school (Woods, 2017). Democratic schools are more likely to teach not just traditional academic performance, but also interpersonal and intrapersonal learning and growth. This is somewhat like the idea of democratic competencies being brought forth by the European Reference Framework of Competencies for Democratic Culture (RFCDC). Some of these competencies are valuing human dignity, tolerance to ambiguity, and analytical and critical learning skills (Vergan & Land, 2021). The method of teaching and creating knowledge pertains to the school's approach to knowledge. Holistic democratic schools consider learning and teaching as interdisciplinary and cocreated by students and teachers alike. The school favors instructional approaches that elicits active participation of students such inquiry and project-based learning. Lastly, mode of learning describes the emphasis placed inclusive learning that incorporates not only cognitive learning, but also emotional, kinesthetic, artistic, transcendent, and instinctual learning. In practice, holistic democratic schools emphasize students' social and emotional development as equally important to learning content standards (Levine & Mosier, 2017). In this context, a democratic school leader can be seen as someone who is leading the school towards the realization of its instructional goals through collaboration and participation (Sanchez, et al., 2022; Sanchez, 2020b), and at the same time cultivating the skills and values necessary for participation and collaboration.

Power sharing draws meaning from the idea that democratic management is a shared management (Sanchez, 2020c). Holcombe et al. (2021) describes shared management as the involvement of multiple people influencing one another across varying levels at different times. In the DDF, power sharing has three variables: authority structure, spaces for participation, and scope of participation (Woods, 2017). First, authority structures describe the school's management approach of distributing decision-making and sharing responsibility. Holistic democracy requires mutual accountabilities for all members of the school community including administrators, counselors, teachers, students, and parents. Second, spaces for participation pertain to the openness of decision-making structures. Democratic schools have inclusive spaces that allow for transparency through the communal participation of all school members. Lastly, the scope of participation describes the degree of topics or issues. Oftentimes, administrators would limit teacher and student participation to more trivial topics or issues. In this perspective, a democratic school leader practices sharing of authority and responsibility and likewise establishes a structure that supports power sharing.

Transforming dialogue defines an atmosphere where individuals may share ideas openly and disagree respectfully geared towards an understanding of self and others, personal growth, and community well. (Levine & Mosier, 2017). Transforming dialogue is indicated by three variables: communication flows, the key purpose of dialogue, and engagement. The communication flows variable identifies the direction of communication. Within non-holistic democratic schools, school administrators focus more on telling instead of listening. On the other hand, in holistic democratic schools, communication flows in numerous directions where all stakeholders are welcome to contribute in an environment of trust and respect. The key purpose of dialogue is the sharing of diverse viewpoints, epistemologies, and research with the goal of moving groups toward innovative and communal ideas that transform thinking and create growth for the whole school community. Finally, engagement describes the value that the school places on specific types of personal participation. Holistic democracy engages all members as complete individuals who each bring special talents, skills, motivations, beliefs, feelings, and desires to the dialogic process. In the broader sense, a democratic school leader empowers and develops the school personnel through engagements espoused with equality, trust, and respect.

Holistic well-being refers to people's social and individual experiences within the school environment. It describes the extent people to which people are part of an environment where there is a sense of belonging, community, and connectedness (Woods, 2017). Holistic well-being includes three variables: community, personal, and mindset. First, community well-being embodies the focus of relationships within the school that embodies a sense of harmony where members are valued as individuals and compassionate relationships are cultivated. This occurs when the school community members demonstrate that they care about each other as individuals. Second, personal well-being signifies how the school develops and supports each member's "sense of connection" to the school (Woods & Woods, 2012). Holistic democratic schools nurture harmony with oneself, one another, the global community (Woods, 2017). Schools can nurture personal harmony by providing students and personnel opportunities



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for personal reflection within the school day. Finally, mindset describes the way of thinking valued by the school. When school community members are democratically conscious, they collaborate as autonomous, thinking individuals united through the common goals of seeking reality and working for social justice. This can be seen in schools via service-learning projects, community partnerships, or social activism. A democratic school leader in this sense promotes harmony within the school and with the outside community as well.

Democratic School Management in China

The introduction of democratic management in school settings in China is intertwined with the reforms in education. Since 2001, major reforms of the Chinese education system had been attempted. These include the 2001 Basic Education Reform, 2001 New Curriculum Reform, and the 2010 National Plan for Medium and Long-term Education Reform and Development Program. A key area of these reforms is to encourage students to actively participate in teaching and learning activities, to improve their learning effectiveness and cultivate individual learning responsibilities. Along with a change in traditional educational management methods, a gradual shift from a centralized to a decentralized management style has been noted among Chinese school leaders as they attempt to conform to these concepts and trends (Yu, 2020). Tang, Lu and Hallinger (2014) noted that these reforms reflect the major changes taking place within the management systems in Chinese schools where traditional paternalistic management is gradually being replaced by democratic management.

How democratic management is taking place in Chinese schools may be seen from the findings of a few studies on democratic education in China. Yu (2020) explored the experiences of a school administrator to gain a deeper understanding of the transition from autocratic to democratic management. It was revealed that the concept of democratic management as shared by the research participant-centered on the students' having a voice in their learning. It is characterized by the collaboration between teachers and students to develop and improve the learning process. The study further revealed that the participant considered the educational reforms as the turning point in his management style. Similar insights were presented by Yang and Xu (2015) and Zhang (2015). The conception of democratic practice by research participants is intertwined with their teaching stories. Some of the democratic practices highlighted by the studies were respecting students' rights, cultivating equal relationships between teachers and students, equality, establishing rules collaboratively, and observing the rule of law.

Zhang (2020), provided a more comprehensive idea of what democracy is in Chinese schools based on his ethnographic study. He described that democratic education is all about promoting students' all-around development. Its main aspects are the interconnected domains of pedagogy and classroom practice, school activity, interpersonal relationships, approach to decision making, rule system, and assessment system. The overarching idea among the different domains is participation and democratic centralism. This means that participation is a method across the domains. It is however managed and controlled by a central authority which is the very idea of democratic centralism (Biddulph, 2018).

Drawing from the different descriptions of democratic education in China, it can be assumed that there is democratic management at some degree. With democracy in school mostly associated to instruction, it could be that democratic management is most evident in the aspect of teaching and learning and in the relations between teachers and students. In leading the school personnel, it seems that democratic centralism remains the norm. School administrators may be consultative and collaborative, but the actual participation of the stakeholders in shaping school policies and making decisions remains limited.

Self-Efficacy

Self-efficacy is an individual's confidence in their ability to complete a task or achieve a goal. The concept was originally developed by Albert Bandura implying that our sense of self-efficacy can influence a person's success or failure at a task (Hopper, 2021). Moreover, dictionaries define it as a set of values or beliefs that go along with accomplishing a particular task. It is also a product of experience, observation, persuasion, and emotion. Self-efficacy is linked to academic achievement and the ability to overcome phobias. According to experts, the increasing belief in one's own power to effect change is a catalyst for a range of new, healthy behavior patterns that help accept setbacks as challenges and to persevere in the face of difficulties more easily.

Albert Bandura himself gave a scientific-based process on how to enhance self-efficacy. The first is to set difficult and challenging goals; the accomplishment of each sets the mood to accomplish another one until a pattern of accomplishments is established. The next step is to observe how successful people achieve their goals. This will be made as an encouragement or a springboard or a model for one to emulate to his advantage. The third step is to



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seek out positive reinforcement and encouragement, which strengthens the belief of achieving success. According to Bandura himself, there are two factors that influence whether someone engages in a particular behavior: outcome expectancy and self-efficacy. This means that the ability to achieve a goal or complete a task refers to self-efficacy while expecting a favorable result about the set goal is called outcome expectancy. Thus, self-efficacy has a great impact on various efforts that an individual puts into it. When a person has high self-efficacy, it means that he or she is resilient and strong in facing the problem head-on. When a person has low self-efficacy, then he or she will tend to disengage or even avoid confronting the problem head on.

Hopper (2021) says that self-efficacy is developed through personal experience especially when a person has already done a lot of things and in many ways and methods, he or she is likely to believe that he can do it again, thus, his self-efficacy is already high. The next source is observation. It is believed that people make judgments about our own capabilities by watching others. This observation leads a person to convince himself or herself that he or she can do it also. Researchers have found that self-efficacy for a given activity is more likely to increase when someone is seen as successful at that activity through hard work, rather than natural ability. Further, self-efficacy can also be developed through persuasion, especially when a person has a good and active support system. Through their support and encouragement, the person's self-efficacy increases. Then comes emotion. Bandura suggested that emotions such as fear, and anxiety can undermine feelings of self-efficacy. On the other hand, positive emotions can generate greater feelings of self-efficacy.

People may consider themselves efficacious across a wide range of activity domains, or only in certain domains of functioning. When assessing self-efficacy, variations of situational demands should be considered. In other words, measures and scales of self-efficacy must be attuned to the purpose of assessment. In this study, self-efficacy is situated in relation to work engagement in a school setting. According to Loeb (2016), self-efficacy at work may be described using the domains of task-oriented cognitive, social and emotional efficacy.

Occupational Self-Efficacy

A big part of professional work entails making judgments and solving problems by tapping on one's knowledge and applying decision procedures. Competency in problem-solving is made up of thinking skills related to seeking and using the information to solve problems. The belief that one has these cognitive skills to complete work-related tasks constitutes Loeb's (2016) idea of cognitive self-efficacy. She herself however recognizes the similarity of her concept to the well-established occupational self-efficacy. She even used occupational self-efficacy scales in assessing task-oriented cognitive self-efficacy.

Occupational self-efficacy refers to the belief that an individual is competent to fulfill work-related tasks or activities. It is not a specific personality trait or work capacity; rather, it is confidence or belief in occupational capability. Occupational self-efficacy can predict work performance and job satisfaction well and is an important topic in work studies (Soeker, 2016; Tomas et al., 2019). The first aspect of occupational self-efficacy is related to occupational contents, or an individual's belief in accomplishing the contents associated with an occupation. The second aspect is self-efficacy related to the occupational behavior process, or an individual's belief in accomplishing relevant occupational behaviors like career decision-making and in achieving behavioral targets (Cetin and Celik, 2018). In most studies, occupational self-efficacy has been measured by participants' belief in their capabilities to complete what they consider to be the broad requirements of the work, not in terms of specific tasks (Cetin and Celik, 2018).

Social and Emotional Self-Efficacy at Work

Social self-efficacy at work is an employee's confidence in their capacity to engage in the social interactional tasks necessary to initiate and maintain interpersonal relationships (Loeb, 2016). This self-efficacy is important because there is an increasing social interaction demand in workplaces. It is considered associated with job satisfaction and task performance (Luo, Permzadian, & Fan, 2018). Fan et al. (2013) proposed a construct of workplace social self-efficacy composed of participating in social groups and gatherings, performance in public contexts, conflict management, and seeking and offering help.

Emotional self-efficacy is an individual's belief in his or her capability to understand and use emotional information (Loeb, 2016). Additionally, it is a belief in one's own capability to adequately respond to others' feelings and needs, as well as to cope with interpersonal relationships in the workplace. Emotional self-efficacy is related to workplace psychological health (Huard, Deschenes, & Riox, 2021).



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Self-efficacy of School Personnel in China

Self-efficacy is a well-studied topic in China, particularly that of Chinese teachers. Most of the recent studies however are correlational where self-efficacy is related to other variables. To mention a few, teacher self-efficacy is positively associated with work engagement (Yang, 2021; Han & Wang, 2021) and reflection (Han & Wang, 2021). Among university teachers, self-efficacy is informed by their perceived stress in higher education (Yin, Han, & Perron, 2020). Teacher self-efficacy is also predicted by instructional management (Zheng, Yin & Li, 2019). While studies on the efficacy of Chinese teachers are mostly quantitative, the measured levels of self-efficacy are not reported. Furthermore, while studies on the self-efficacy of Chinese teachers abound, there is almost none or none about the self-efficacy of non-teaching personnel in schools.

To have an idea about the self-efficacy of non-teaching personnel in schools, a few recent studies on self-efficacy concerning employees, in general, is being presented. Againglo, Nyachiroand Gao (2018) measured the level of self-efficacy among Chinese company employees. Their study revealed that 90% of their respondents have a positive level of self-efficacy to perform tasks. It further claimed that the number of employees in a company is negatively associated to self-efficacy. Similarly, Chinese employees have positive occupational self-efficacy according to Wang, Chen, & Lu (2020). Also, occupational self-efficacy among employees is a predictor of organizational commitment (Liu & Huang, 2019).

Self-Efficacy and Democratic Management

Self-efficacy has associations with a vast array of organizational and occupational variables as revealed by the studies cited so far. It is very possible that occupational, social, and emotional self-efficacy at work may be associated with democratic management as well. A hint of possible association can be seen in the study of Unterrainer, Jeppsen & Jonsson (2017). The study showed that distributed management agency, which is somewhat like the power-sharing aspect of democratic management, is positively associated with occupational self-efficacy. Distributed management is also related significantly to teacher self-efficacy (DeMarco, 2018).

Collaborative management, which is also a tenet of democratic management is also associated with self-efficacy (Arbabi & Mehdinezhad, 2016). This association is observed between school principals' collaborative management and the teachers' self-efficacy. Another management style that is associated with democratic management is empowering management. When empowering school leaders to reassure non-teaching personnel in their work-oriented decision-making and intensify their participation, resulting in the promotion of self-efficacy among employees. This was documented in the study of Ahmed et al. (2022).

Theoretical Framework

The study is anchored on Bandura's self-efficacy theory and Woods' Degree of Democracy Framework. Figure 1 shows visual representation of the said theory.

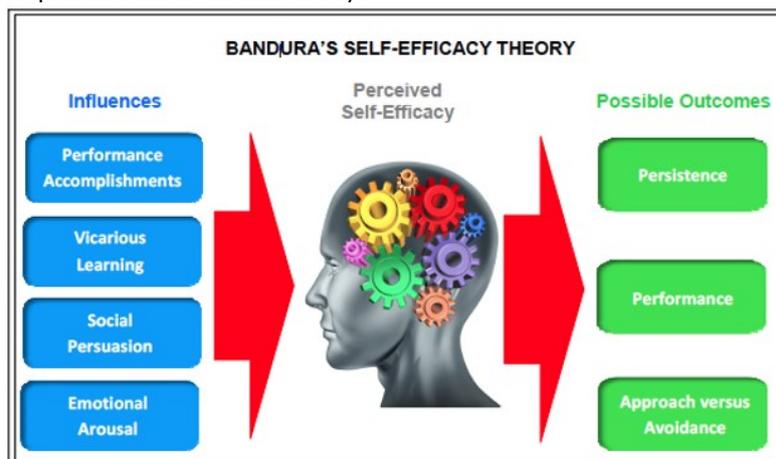


Figure 1. Albert Bandura's Self-Efficacy Theory



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Bandura was the first to propose the notion and concept of self-efficacy, outlining five factors that influence its entirety. Five basic forms of influence can shape people's perceptions of their own efficacy. Mastery experiences are the first of them. Nothing increases self-efficacy more than having a firsthand sense of mastery, according to the performance experience. It takes expertise in conquering problems via effort and endurance to develop a robust sense of self-efficacy. The second component is vicarious experience, which refers to people developing self-efficacy via observation of others, particularly those they see as role models. Seeing someone accomplish through perseverance strengthens our sense that we, too, can master the tasks required for success in that field. Then there's societal influence. Parents, teachers, bosses, and coaches, for example, can reinforce the assumption that people have what it takes to achieve.

The study is also anchored on Woods and Woods's (2012) Degrees of Democracy Framework (DDF). This framework is the basis for examining the extent of democratic management in the research locale. This model embodies characteristics and practices related to democratic education in general and holistic democracy. Woods and Woods (2012) defined holistic democracy as a collaborative process through which each person develops more fully when in spiritual and ecological communion with others. Further, it entails all members of the school community to act in inclusive, egalitarian, and peaceful ways when collectively making decisions, solving problems, and resolving conflict. Holistic democracy includes four domains (a) holistic meaning, (b) power sharing, (c) transforming dialogue, and (d) holistic well-being. These four domains of DDF were used as perspectives in describing broad democratic management practices at school.

In this context of holistic meaning, a democratic school leader can be seen as someone who is leading the school towards the realization of its instructional goals through collaboration and participation, and at the same time cultivating the skills and values necessary for participation and collaboration. On the other hand, power sharing manifests in a democratic school leader who practices distribution of authority and responsibility and likewise establishes structures that supports power sharing. In transforming dialogue, a democratic school leader empowers and develop the school personnel through engagements espoused with equality, trust and respect. Lastly, a democratic school leader in the context of holistic well-being promotes harmony within the school and with the outside community as well.

Conceptual Framework

Figure 2 presents the conceptual framework of the study as to the interplay of the variables involved. The effectiveness of schools, that is, their ability to achieve their pre-determined goals depends on participation, consultation, and collaboration. Concerning school effectiveness, in addition to the emphasis on the self-efficacy of employees, the management role of democratic school management has gained importance with modern educational administration approaches. In this context, when questioning the effectiveness of schools, it is important to determine the level of self-efficacy perceptions of employees. In this study, it is aimed to examine whether there is a significant relationship between the perceived self-efficacy belief and management style.

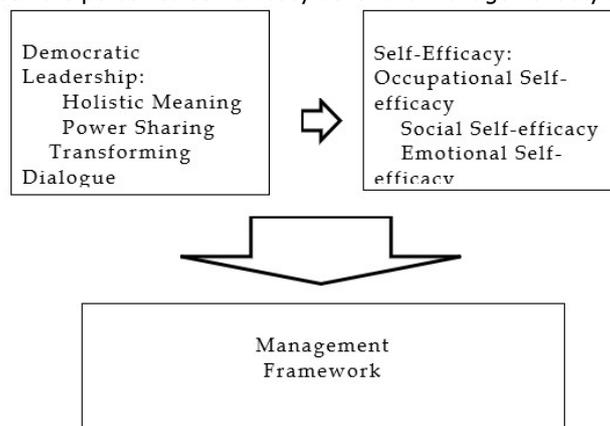


Figure 2. Conceptual Framework



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Objective

This study determined the extent of democratic management in a school and how it possibly relates to the self-efficacy of its teaching and non-teaching personnel in the three higher educational institutions namely: Guangdong Business and Technology University, Guangdong Polytechnic College, and Guangzhou College of Applied Science and Technology.

Specifically, this study sought answers to the following questions:

1. What is the level of democratic management in the three higher institutions in China according to the assessment of their teaching and non-teaching personnel in terms of:
 - 1.1 holistic meaning;
 - 1.2 power-sharing;
 - 1.3 transforming dialogue; and
 - 1.4 holistic well-being?
2. What is the self-assessment of the level of self-efficacy among teaching personnel and non-teaching personnel in terms of:
 - 2.1 occupational self-efficacy;
 - 2.2 social self-efficacy; and
 - 2.3 emotional self-efficacy?
3. Is there a significant correlation between the assessed democratic management in school and self-efficacy among
 - 3.1 teaching personnel; and
 - 3.2 non-teaching personnel?

Hypothesis

The following hypotheses were tested in this study at 5% level of significance:

Ho1 There is no significant correlation between the assessed democratic management in school and self-efficacy among teaching personnel

Ho2 There is no significant correlation between the assessed democratic management in school and self-efficacy among non-teaching personnel

METHODS

Research Design

This study utilized the quantitative-correlative research design. This is done to assess the extent of democratic management in schools and school personnel's self-efficacy at work by describing them in numerical values based on a particular setting and running suitable statistical measurements using these values. The analysis in the study utilizes mathematical or computation techniques to make observations and come up with evidence regarding the association between democratic management and self-efficacy.

Respondents

The respondents of the present study are the faculty members and non-teaching personnel at Guangdong Business and Technology University, Guangdong Polytechnic College, and Guangzhou College of Applied Science and Technology.

The study used random sampling from Guangdong Business and Technology University, Guangdong Polytechnic College, and Guangzhou College of Applied Science and Technology.

Instruments

This research utilized a self-made questionnaire designed to measure the extent of democratic management and self-efficacy. The questionnaire for democratic management featured school administrators' broad practices in interacting with school personnel organized under the domains of holistic meaning (items 1-11), power sharing (items 12-20), transforming dialogue (items 21-31) and holistic well-being (32-42). For the self-efficacy questionnaire, items are organized under the subconstructs of occupational, social, and emotional self-efficacies at the workplace. The said questionnaire was validated by the five experts in educational management. After validation,



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the questionnaire was pilot tested on twenty teachers and twenty non-teaching personnel in other schools. Its reliability was determined by Cronbach's alpha. The range of 0.70-0.90 was the basis for accepting the reliability of the questionnaire.

Data Collection

The researcher first sought the approval of administrators from Guangzhou College of Applied Science and Technology Shaoyang University to conduct the study. Once the approval is given, the researcher coordinated with the human resource office for the list of employees. From the list, the respondents for the study were randomly drawn. Prior to administering the survey, the respondents' permission was sought also. The purpose of the study was explained to them through a letter. Data gathering was done as soon as the respondents had given their consent.

At the outset, this research endeavor did not compromise financial or personal considerations or even the researcher's professional judgment. All needed consent letters were accomplished first before conducting the survey. The randomly chosen respondents were briefed and informed about the study and its purpose. It was made clear to them that the study would be done just for academic purposes only and it would not jeopardize their safety and privacy. Further, no punishment or demerit would be given to them should they wish to withdraw from participating in the study due to any personal, social, and even religious reason.

Treatment of Data

The researcher used different statistical tools in providing a systematic way of organizing the analyzed data to answer the question depicted in the study. Statistical Package for Social Science (SPSS) was used to analyze the data. SPSS is a Windows-based program that can be used to perform data entry and analysis to create tables and graphs. It can perform highly complex data manipulation and analysis with simple instructions. The means of the variables in the study were interpreted using the following scale.

Range	Interpretation
3.51 -4.00	Very High
2.51 -3.50	High
1.51- 1.50	Low
1.00 -1.50	Very low

To determine whether a correlation exists between democratic management and self-efficacy, Pearson r was used. Here, the actual means of the variables and not the interpreted levels was used in the computation. The correlation was evaluated at a 0.05 level of significance.

RESULTS and DISCUSSION

I. Respondents' Assessment on the Level of Democratic Management in the Three Higher Education Institutions in China

Tables 1-5 present the level of democratic management in the three higher education institutions in China as assessed by their teaching and non-teaching personnel in terms of holistic meaning, power-sharing, transforming dialogue, and holistic well-being.

1.1. On Holistic Meaning

Tables 1A-1C present the level of democratic management in the three higher education institutions in China as assessed by their teaching and non-teaching personnel in terms of holistic meaning.



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Table 1A
Respondents' Assessment on the Level of Democratic Management in School A in Terms of Holistic Meaning

Holistic Meaning	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I am well informed about the institution's goals and targets	3.38	0.65	A	H	3.14	0.90	A	H	3.26	0.73	A	H
2. The administration solicits my participation on any strategic initiatives of the institution.	3.31	0.63	A	H	3.14	0.90	A	H	3.23	0.72	A	H
3. My inputs and ideas are heard and considered for collaborative decision making.	3.46	0.52	A	H	3.57	0.53	SA	VH	3.52	0.51	SA	VH
4. The higher ups make sure that I am a part of brainstorming and deliberations on issues or concerns that involve me.	3.38	0.65	A	H	3.14	0.69	A	H	3.26	0.66	A	H
5. I am informed about critical changes in this institution along with its goals.	3.31	0.63	A	H	2.86	0.38	A	H	3.09	0.59	A	H
6. I observe that school leaders facilitate teams through the decision-making process.	3.54	0.52	SA	VH	3.14	0.69	A	H	3.34	0.60	A	H
7. I observe that school leaders accept solicited ideas even if they contradict with their own thoughts.	3.69	0.48	SA	VH	3.14	0.38	A	H	3.42	0.51	A	H
8. I observe that working committees for school activities are composed of administrators, employees, and students	3.38	0.65	A	H	3.14	0.38	A	H	3.26	0.57	A	H
9. I observe that administrators promote active participation of students in the teaching and learning process.	3.31	0.63	A	H	3.42	0.79	A	H	3.37	0.67	A	H
10. The administrators promotes knowledge and skills that nurtures participation and collaboration in the school.	3.46	0.66	A	H	3.57	0.53	SA	VH	3.52	0.61	SA	VH
11. Policies that institutionalize participation of all stakeholders in strategic initiatives of the school are in place.	3.08	0.64	A	H	3.29	0.49	A	H	3.19	0.59	A	H
Composite Mean	3.39	0.34	A	H	3.23	0.37	A	H	3.31	0.35	A	H

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
 SD – Standard Deviation; QD – Qualitative Description; Int.- Interpretation

As shown in Table 1A, teaching personnel respondents agree that the school leaders accept solicited ideas even if they contradict with their own thoughts with the highest assessment of 3.69 interpreted as very high level. Similarly, they strongly agree that the school leaders facilitate teams through the decision-making process with the mean value of 3.54 also interpreted as very high level. On the other hand, though they agree that policies that institutionalize participation of all stakeholders in strategic initiatives of the school are in place, it was given the lowest assessment by the teaching personnel of 3.08 interpreted as to a high level. Non-teaching personnel on the other hand strongly agree that their inputs and ideas are heard and considered for collaborative decision making, and that the administrators promote knowledge and skills that nurtures participation and collaboration in the school with the highest assessment of 3.57 respectively interpreted as to a very high level. However, though they agree that they are informed about critical changes in their institution along with its goals, it was given the lowest assessment of 2.86 interpreted as to a high level. Generally, both teaching and non-teaching personnel of School A manifested a high level of democratic management in terms of holistic meaning.



Table 1B
Respondents' Assessment on the Level of Democratic Management in School B in Terms of Holistic Meaning

Holistic Meaning	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I am well informed about the institution's goals and targets	3.50	0.52	A	H	3.38	0.74	A	H	3.45	0.60	A	H
2. The administration solicits my participation on any strategic initiatives of the institution.	3.42	0.51	A	H	3.38	0.74	A	H	3.40	0.60	A	H
3. My inputs and ideas are heard and considered for collaborative decision making.	3.42	0.67	A	H	3.75	0.46	SA	VH	3.55	0.60	SA	VH
4. The higher ups make sure that I am a part of brainstorming and deliberations on issues or concerns that involve me.	3.58	0.51	SA	VH	3.63	0.52	SA	VH	3.60	0.50	SA	VH
5. I am informed about critical changes in this institution along with its goals.	3.25	0.62	A	H	3.25	0.46	A	H	3.25	0.55	A	H
6. I observe that school leaders facilitate teams through the decision-making process.	3.42	0.51	A	H	3.63	0.82	SA	VH	3.50	0.51	A	H
7. I observe that school leaders accept solicited ideas even if they contradict with their own thoughts.	3.58	0.67	SA	VH	3.50	0.53	A	H	3.55	0.60	SA	VH
8. I observe that working committees for school activities are composed of administrators, employees, and students	3.42	0.51	A	H	3.38	0.74	A	H	3.40	0.60	A	H
9. I observe that administrators promote active participation of students in the teaching and learning process.	3.33	0.78	A	H	3.38	0.74	A	H	3.35	0.75	A	H
10. The administrators promotes knowledge and skills that nurtures participation and collaboration in the school.	3.38	0.67	A	H	3.38	0.52	A	H	3.50	0.61	A	H
11. Policies that institutionalize participation of all stakeholders in strategic initiatives of the school are in place.	3.42	0.67	A	H	3.50	0.53	A	H	3.45	0.60	A	H
Composite Mean	3.45	0.47	A	H	3.48	0.35	A	H	3.46	0.41	A	H

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
SD - Standard Deviation; QD - Qualitative Description; Int.- Interpretation

As shown in Table 1B, teaching personnel respondents from School B strongly agree that the higher ups make sure that they are part of brainstorming and deliberations on issues or concerns that involve them, and that the school leaders accept solicited ideas even if they contradict with their own thoughts with the highest assessment of 3.58 respectively interpreted as to a very high level. On the other hand, though they agree that they are informed about critical changes in their institution along with its goals, however it was given the lowest assessment of 3.25 interpreted as to a high level. Non-teaching personnel respondents on the other hand strongly agree that their inputs and ideas are heard and considered for collaborative decision making with the highest assessment of 3.75 interpreted as to a very high level. Similarly, they strongly agree that the higher ups make sure that they are part of brainstorming and deliberations on issues or concerns that involve them, and that the school leaders facilitate teams through the decision-making process with the mean values of 3.63 respectively interpreted as to a very high level. Like the teaching personnel, non-teaching personnel also agree that they are informed about critical changes in their institution along with its goals, however, it was given the lowest assessment of 3.25 interpreted as to a high level.



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Generally both teaching and non-teaching personnel respondents from School B perceived that their institution manifested a high level of democratic management in terms of holistic meaning.

Table 1C
Respondents' Assessment on the Level of Democratic Management in School C in Terms of Holistic Meaning

Holistic Meaning	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I am well informed about the institution's goals and targets	3.33	0.71	A	H	3.38	0.52	A	H	3.35	0.61	A	H
2. The administration solicits my participation on any strategic initiatives of the institution.	3.56	0.53	SA	VH	3.63	0.52	SA	VH	3.59	0.51	SA	VH
3. My inputs and ideas are heard and considered for collaborative decision making	3.44	0.73	A	H	3.75	0.46	SA	VH	3.59	0.62	SA	VH
4. The higher ups make sure that I am a part of brainstorming and deliberations on issues or concerns that involve me.	3.33	0.71	A	H	3.63	0.52	SA	VH	3.47	0.62	A	H
5. I am informed about critical changes in this institution along with its goals	3.11	0.93	A	H	3.75	0.46	SA	VH	3.41	0.80	A	H
6. I observe that school leaders facilitate teams through the decision-making process.	3.67	0.71	SA	VH	3.63	0.52	SA	VH	3.65	0.61	SA	VH
7. I observe that school leaders accept solicited ideas even if they contradict with their own thoughts.	3.44	0.73	A	H	3.75	0.46	SA	VH	3.59	0.62	SA	VH
8. I observe that working committees for school activities are composed of administrators, employees, and students	3.67	0.50	SA	VH	3.75	0.46	SA	VH	3.71	0.47	SA	VH
9. I observe that administrators promote active participation of students in the teaching and learning process.	2.89	0.78	A	H	3.50	0.53	A	H	3.18	0.73	A	H
10. The administrators promotes knowledge and skills that nurtures participation and collaboration in the school.	3.44	0.53	A	H	3.75	0.46	SA	VH	3.59	0.51	SA	VH
11. Policies that institutionalize participation of all stakeholders in strategic initiatives of the school are in place.	3.89	0.33	SA	VH	3.75	0.43	SA	VH	3.82	0.39	SA	VH
Composite Mean	3.44	0.41	A	H	3.66	0.42	SA	VH	3.54	0.41	SA	VH

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)

SD - Standard Deviation; QD - Qualitative Description; Int.- Interpretation

As shown in Table 1C, teaching personnel respondents from School C strongly agree that policies that institutionalize participation of all stakeholders in strategic initiatives of the school are in place with the highest assessment of 3.89 interpreted as to a very high. Similarly, they strongly agree that working committees for school activities are composed of administrators, employees, and students, that the school leaders facilitates teams through the decision-making process, and that the administration solicits their participation on any strategic initiatives of their institution with the mean values of 3.67, 3.67, and 3.56 respectively interpreted as to a very high level. On the other hand, though teaching personnel respondents agree that administrators promote active participation of students in the teaching and learning process, however, it was given the lowest assessment of 2.89 interpreted as to a high level. Non-teaching personnel respondents on the other hand strongly agree that their inputs and ideas are heard and considered for collaborative decision making, that they are informed about critical changes in their institution along with its goals, that the school leaders accept solicited ideas even if they contradict with their own thoughts,



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that the working committees for school activities are composed of administrators, employees, and students, that the administrators promotes knowledge and skills that nurtures participation and collaboration in the school, and that policies that institutionalize participation of all stakeholders in strategic initiatives of the school are in place with the highest assessment of 3.75 respectively all interpreted as to a very high level. Though non-teaching personnel respondents agree that they are well informed about the institution’s goals and target, however, it was given the lowest assessment of 3.38 interpreted as to a high level. Generally, teaching personnel from School C perceived that their institution has manifested a high level of democratic management, while non-teaching personnel respondents perceived it to have a very high level of democratic management in terms of holistic meaning.

1.2. On Power-Sharing

Tables 2A-2C present the level of democratic management in the three higher education institutions in China as assessed by their teaching and non-teaching personnel in terms of power-sharing.

Table 2A
Respondents’ Assessment on the Level of Democratic Management in School A in Terms of Power-Sharing

Power-Sharing	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I observe that management on certain tasks are not confined within the management sphere.	3.08	0.86	A	H	3.14	0.90	A	H	3.10	0.85	A	H
2. I am given opportunity to solve or address my own problems and concerns connected with my work.	3.31	0.75	A	H	3.14	0.69	A	H	3.25	0.72	A	H
3. I observe that administrators involve school employees and students even in high level decision making.	3.08	0.86	A	H	3.00	0.58	A	H	3.05	0.76	A	H
4. I observe that administrators involve all stakeholders in making policies that affect the whole school.	3.54	0.52	SA	VH	3.43	0.53	A	H	3.50	0.51	A	H
5. School leaders help their subordinates to accept responsibility for completing their work.	2.69	0.75	A	H	3.00	0.58	A	H	2.80	0.70	A	H
6. My superiors believe that I will do a good job when given a task.	3.69	0.48	SA	VH	3.57	0.53	SA	VH	3.65	0.49	SA	VH
7. A policy that requires involvement of stakeholders in high level decision- making process is in place.	3.54	0.66	SA	VH	3.29	0.49	A	H	3.45	0.60	A	H
8. I observe that management functions can be taken by different individuals at different times.	3.46	0.66	A	H	3.43	0.53	A	H	3.45	0.52	A	H
9. My superiors distribute management functions to the members of our organization.	3.15	0.55	A	H	3.29	0.49	A	H	3.20	0.35	A	H
Composite Mean	3.28	0.39	A	H	3.25	0.30	A	H	3.27	0.70	A	H

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
 SD – Standard Deviation; QD – Qualitative Description; Int.- Interpretation

As shown in Table 2A, teaching personnel respondents from School A strongly agree that their superiors believe that they will do a good job when given a task with the highest assessment of 3.69 interpreted as to very high level. Similarly, they strongly agree that administrators involve all stakeholders in making policies that affect the whole school, and that a policy that requires involvement of stakeholders in high level decision-making process is in place with the mean values of 3.54 respectively also interpreted as to a very high level. On the other hand, though teaching personnel respondents agree that school leaders help their subordinates to accept responsibility for



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completing their works, however, it was given the lowest assessment of 2.69 interpreted as to a high level. Like the teaching personnel, non-teaching personnel respondents strongly agree that their superiors believe that they will do a good job when given a task with the highest assessment of 3.57 interpreted as to a very high level. However, though non-teaching personnel agree that administrators involve school employees and students even in high level decision making, and that school leaders help their subordinates to accept responsibility for completing their work, it was given the lowest assessment of 3.00 respectively interpreted as to a high level. Generally, both the teaching and non-teaching personnel respondents from School A perceived that their school has manifested a high level of democratic management in terms of power-sharing.

Table 2B Respondents' Assessment on the Level of Democratic Management in School B in Terms of Power-Sharing

Power-Sharing	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I observe that management on certain tasks are not confined within the management sphere.	3.42	0.51	A	H	3.75	0.46	SA	VH	3.55	0.51	SA	VH
2. I am given opportunity to solve or address my own problems and concerns connected with my work.	3.17	0.72	A	H	3.25	0.71	A	H	3.20	0.70	A	H
3. I observe that administrators involve school employees and students even in high level decision making.	3.33	0.65	A	H	3.88	0.35	SA	VH	3.55	0.60	SA	VH
4. I observe that administrators involve all stakeholders in making policies that affect the whole school.	3.50	0.67	A	H	3.88	0.35	SA	VH	3.65	0.59	SA	VH
5. School leaders help their subordinates to accept responsibility for completing their work.	3.25	0.62	A	H	3.75	0.46	SA	VH	3.45	0.60	A	H
6. My superiors believe that I will do a good job when given a task.	3.33	0.49	A	H	3.38	0.52	A	H	3.35	0.49	A	H
7. A policy that requires involvement of stakeholders in high level decision-making process is in place.	3.25	0.87	A	H	3.50	0.76	A	H	3.35	0.81	A	H
8. I observe that management functions can be taken by different individuals at different times.	3.50	0.52	A	H	3.63	0.52	SA	VH	3.55	0.51	SA	VH
9. My superiors distribute management functions to the members of our organization.	3.50	0.67	A	H	3.75	0.46	SA	VH	3.60	0.60	SA	VH
Composite Mean	3.36	0.44	A	H	3.64	0.27	SA	VH	3.47	0.40	A	H

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
 SD - Standard Deviation; QD - Qualitative Description; Int.- Interpretation

As shown in Table 2B, teaching personnel respondents from School B agree that administrators involve school employees and students even in high level decision making, that management functions can be taken by different individuals at different times, and that their superiors distribute management functions to the members of their organization with the highest assessment of 3.50 respectively interpreted as to a high level. On the other hand, though they also agree that they are given opportunity to solve or address their own problems and concerns connected with their work, however it was given the lowest assessment of 3.17 also interpreted as to a high level.



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Non-teaching personnel respondents on the other hand strongly agree that administrators involve all stakeholders in making policies that affect the whole school, and that administrators involve school employees and students even in high level decision making with the highest assessment of 3.88 interpreted as to a very high level. Similarly, they also strongly agree that the management on certain tasks are not confined within the management sphere, that school leaders help their subordinates to accept responsibility for completing their work, that management functions can be taken by different individuals at different times, and that their superiors distribute management functions to the members of their organization with the mean values of 3.75, 3.75, 3.63, and 3.75 respectively all interpreted as to a very high level. On the other hand, though non-teaching personnel agree that they are given the opportunity to solve or address their own problems and concerns connected with their work, however it was given the lowest assessment of 3.25 interpreted as to a high level. Generally, the result shows that the level of democratic management in School B in terms of power-sharing was of high level as perceived by the teaching personnel respondents, while non-teaching personnel respondents perceived it to be of a very high level.

Table 2C
Respondents' Assessment on the Level of Democratic Management in School C in Terms of Power-Sharing

Power-Sharing	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I observe that management on certain tasks are not confined within the management sphere.	3.67	0.50	SA	VH	3.50	0.53	A	H	3.59	0.51	SA	VH
2. I am given opportunity to solve or address my own problems and concerns connected with my work.	3.22	0.67	A	H	3.38	0.52	A	H	3.29	0.59	A	H
3. I observe that administrators involve school employees and students even in high level decision making.	3.44	0.88	A	H	3.13	0.83	A	H	3.29	0.85	A	H
4. I observe that administrators involve all stakeholders in making policies that affect the whole school.	3.67	0.50	SA	VH	3.63	0.52	SA	VH	3.65	0.49	SA	VH
5. School leaders help their subordinates to accept responsibility for completing their work.	3.56	0.73	SA	VH	3.75	0.46	SA	VH	3.65	0.61	SA	VH
6. My superiors believe that I will do a good job when given a task.	3.22	0.83	A	H	3.50	0.76	A	H	3.35	0.79	A	H
7. A policy that requires involvement of stakeholders in high level decision-making process is in place.	3.11	1.05	A	H	3.00	1.20	A	H	3.06	1.09	A	H
8. I observe that management functions can be taken by different individuals at different times.	3.56	0.73	SA	VH	3.65	0.74	SA	VH	3.59	0.71	SA	VH
9. My superiors distribute management functions to the members of our organization.	3.56	0.73	SA	VH	3.75	0.46	SA	VH	3.65	0.61	SA	VH
Composite Mean	3.45	0.26	A	H	3.47	0.29	A	H	3.46	0.27	A	H

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
 SD - Standard Deviation; QD - Qualitative Description; Int - Interpretation

As shown in Table 2C, teaching personnel respondents from School C strongly agree that management on certain tasks are not confined within the management sphere, and that the administrators involve all stakeholders in



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making policies that affect the whole school with the highest assessment of 3.67 respectively interpreted as to a very high level. Similarly, they strongly agree management functions can be taken by different individuals at different times, and that their superiors distribute management functions to the members of their organization with the mean values of 3.56 respectively interpreted as to a very high level. On the other hand, though respondents agree that a policy that requires involvement of stakeholders in high level decision-making process is in place, however it was given the lowest assessment of 3.11 interpreted as to a high level. Non-teaching personnel respondents on the other hand strongly agree that school leaders help their subordinates to accept responsibility for completing their work with the highest assessment of 3.75 interpreted as to a very high level. On the other hand, though non-teaching personnel respondents also agree that a policy that requires involvement of stakeholders in high level decision-making process is in place, however it was also given the lowest assessment of 3.00 interpreted as to a high level. Generally, both the teaching and non-teaching personnel respondents from School C perceived that their school manifested a high level of democratic management in terms of power-sharing.

1.3. On Transforming Dialogue

Tables 3A-3C present the level of democratic management in the three higher education institutions in China as assessed by their teaching and non-teaching personnel in terms of transforming dialogue.



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Table 3A
Respondents' Assessment on the Level of Democratic Management in School A in Terms of Transforming Dialogue

Transforming Dialogue	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I receive adequate feedback and guidance about my performance.	3.31	0.75	A	H	3.00	0.58	A	H	3.20	0.70	A	H
2. Leaders help subordinates find their passion in work	3.69	0.48	SA	VH	3.29	0.76	A	H	3.55	0.60	SA	VH
3. Creative environment is generated fostering increased in staff productivity	3.62	0.65	SA	VH	3.43	0.53	A	H	3.55	0.60	SA	VH
4. Needed information is always available for our consumption and guidance.	3.23	0.83	A	H	3.29	0.76	A	H	3.25	0.79	A	H
5. I can ask feedback about my performance in my institution.	3.46	0.78	A	H	3.29	0.49	A	H	3.40	0.68	A	H
6. I witness administrators take on the role of a mentor.	3.15	0.90	A	H	3.29	0.49	A	H	3.20	0.77	A	H
7. School leaders promote the stimulation of creativity among us as they work toward a solution.	3.62	0.51	SA	VH	3.57	0.53	SA	VH	3.60	0.50	SA	VH
8. Leaders allow subordinates to make plan for their own work.	2.69	0.75	A	H	3.29	0.48	A	H	2.90	0.72	A	H
9. Personal and professional growth is encouraged among school personnel.	3.69	0.48	SA	VH	3.57	0.53	SA	VH	3.65	0.49	SA	VH
10. Clear policies on personnel development are in place.	3.46	0.66	A	H	3.43	0.53	A	H	3.45	0.60	A	H
11. I observe that opportunities for professional growth are provided in the spirit of equality.	3.38	0.65	A	H	3.57	0.53	SA	VH	3.45	0.60	A	H
Composite Mean	3.39	0.28	A	H	3.36	0.29	A	H	3.38	0.28	A	H

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
SD - Standard Deviation; QD - Qualitative Description; Int. - Interpretation

As shown in Table 3A, teaching personnel respondents from School A strongly agree that leaders help subordinates find their passion in work, and that personal and professional growth is encouraged among school personnel with the highest assessment of 3.69 respectively interpreted as to a very high level. Similarly, they strongly agree that creative environment is generated fostering increased in staff productivity, and that school leaders promote the stimulation of creativity among them as they work toward a solution with the mean values of 3.62 respectively interpreted as to a very high level. On the other hand, though they agree that leaders allow subordinates to make plan for their own work, however, it was given the lowest assessment of 2.69 interpreted as to a high level. Non-teaching personnel on the hand strongly agree that school leaders promote the stimulation of creativity among them as they work toward a solution, that personal and professional growth is encouraged among school personnel, and that opportunities for professional growth are provided in the spirit of equality with the mean values of 3.57 respectively interpreted as to a very high level. Though non-teaching personnel respondents agree that they receive adequate feedback and guidance about their performance, however it was given the lowest assessment of 3.00 interpreted as to a high level. Generally, the result indicates that both the teaching and non-teaching personnel



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respondents from School A perceived that their school manifested a high level of democratic management in terms of transforming dialogue.

Table 3B
Respondents' Assessment on the Level of Democratic Management in School B in Terms of Transforming Dialogue

Transforming Dialogue	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I receive adequate feedback and guidance about my performance.	3.50	0.52	A	H	2.75	0.89	A	H	3.20	0.77	A	H
2. Leaders help subordinates find their passion in work	3.42	0.79	A	H	3.38	0.74	A	H	3.40	0.75	A	H
3. Creative environment is generated fostering increased in staff productivity	3.33	0.89	A	H	3.13	0.64	A	H	3.25	0.79	A	H
4. Needed information is always available for our consumption and guidance.	3.58	0.51	SA	VH	3.50	0.53	A	H	3.55	0.51	SA	VH
5. I can ask feedback about my performance in my institution.	3.00	0.95	A	H	3.13	0.64	A	H	3.05	0.83	A	H
6. I witness administrators take on the role of a mentor.	2.75	1.14	A	H	2.63	1.51	A	H	2.70	1.26	A	H
7. School leaders promote the stimulation of creativity among us as they work toward a solution.	3.58	0.67	SA	VH	3.50	0.93	A	H	3.55	0.76	SA	VH
8. Leaders allow subordinates to make plan for their own work.	3.67	0.65	SA	VH	3.63	0.52	SA	VH	3.65	0.59	SA	VH
9. Personal and professional growth is encouraged among school personnel.	3.67	0.65	SA	VH	3.63	0.52	SA	VH	3.65	0.59	SA	VH
10. Clear policies on personnel development are in place.	3.67	0.49	SA	VH	3.75	0.46	SA	VH	3.70	0.47	SA	VH
11. I observe that opportunities for professional growth are provided in the spirit of equality.	3.42	0.51	A	H	3.13	0.83	A	H	3.30	0.66	A	H
Composite Mean	3.42	0.33	A	H	3.29	0.37	A	H	3.37	0.34	A	H

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L);

As shown in Table 3B, teaching personnel respondents from School B strongly agree that leaders allow subordinates to make plan for their own work, that personal and professional growth is encouraged among school personnel, and that clear policies on personal development are in place with the mean values of 3.67 respectively interpreted as to a very high level. Similarly, they strongly agree that needed information is always available for their consumption and guidance, and that school leaders promote the stimulation of creativity among them as they work toward a solution with the mean values of 3.58 respectively interpreted as to a very high level. On the other hand, though they agree that they witness administrators take on the role of a mentor, however, it was given the lowest assessment of 2.75 interpreted as to a high level. Non-teaching personnel respondents on the other hand strongly agree that clear policies on personnel development are in place with the highest assessment of 3.75 interpreted as to a very high level. Similarly, they strongly agree that leaders allow subordinates growth is encouraged among school personnel, and that personal and professional growth is encouraged among school personnel with the mean values of 3.63 respectively interpreted as to a very high level. On the other hand, though respondents agree that they witness administrators take on the role of a mentor, however, it was given the lowest assessment of 2.63 interpreted



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as to a high level. Generally, the result indicates that both the teaching and non-teaching personnel respondents from School B perceived that their school has manifested a high level of democratic management in terms of transforming dialogue.

Table 3C
Respondents' Assessment on the Level of Democratic Management in School C in Terms of Transforming Dialogue

Transforming Dialogue	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I receive adequate feedback and guidance about my performance.	3.67	0.71	SA	VH	3.63	0.52	SA	VH	3.65	0.60	SA	VH
2. Leaders help subordinates find their passion in work	3.67	0.71	SA	VH	3.50	0.53	A	H	3.59	0.62	SA	VH
3. Creative environment is generated fostering increased in staff productivity	3.56	0.53	SA	VH	3.13	0.64	A	H	3.35	0.61	A	H
4. Needed information is always available for our consumption and guidance.	3.44	0.73	A	H	3.50	0.53	A	H	3.47	0.61	A	H
5. I can ask feedback about my performance in my institution.	3.22	0.67	A	H	3.63	0.74	SA	VH	3.41	0.62	A	H
6. I witness administrators take on the role of a mentor.	3.56	0.73	SA	VH	3.63	0.52	SA	VH	3.59	0.71	SA	VH
7. School leaders promote the stimulation of creativity among us as they work toward a solution.	3.33	0.50	A	H	3.63	0.52	SA	VH	3.47	0.62	A	H
8. Leaders allow subordinates to make plan for their own work.	3.33	0.71	A	H	3.13	0.99	A	H	3.24	0.51	A	H
9. Personal and professional growth is encouraged among school personnel.	3.33	0.50	A	H	3.38	0.52	A	H	3.35	0.83	A	H
10. Clear policies on personnel development are in place.	3.56	0.73	SA	VH	3.38	0.52	A	H	3.47	0.49	A	H
11. I observe that opportunities for professional growth are provided in the spirit of equality.	3.67	0.50	SA	VH	3.13	0.83	A	H	3.41	0.62	A	H
Composite Mean	3.48	0.17	A	H	3.48	0.25	A	H	3.45	0.71	A	H

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)

As shown in Table 3C, teaching personnel respondents from School C strongly agree that they receive adequate feedback and guidance about their performance, that leaders help subordinates find their passion in work, and that they observe that opportunities for professional growth are provided in the spirit of equality with the highest assessment of 3.67 respectively interpreted as to a very high level. Similarly, they strongly agree that creative environment is generated fostering increased in staff productivity, that they witness administrators take on the role of a mentor, and that clear policies on personnel development are in place with the mean values of 3.56 respectively interpreted as to a very high level. On the other hand, though they agree that they can ask feedback about their performance in their institution, however, it was given the lowest assessment of 3.22 interpreted as to a high level. Non-teaching personnel respondents on the other hand strongly agree that they receive adequate feedback and guidance about their performance, that they can ask feedback about their performance in their institution, that they witness administrators take on the role of a mentor, and that school leaders promote the stimulation of creativity



among them as they work toward a solution with the mean values of 3.63 respectively interpreted as to a very high level. On the other hand, though they also agree that creative environment is generated fostering increased in staff productivity, that leaders allow subordinates to make plan for their own work, and that they observe that opportunities for professional growth are provided in the spirit of equality with the mean values of 3.13 respectively interpreted as to high level. Generally, both the teaching and non-teaching personnel from School C perceived that their school has manifested a high level of democratic management in terms of transforming dialogue.

1.4. On Holistic Well-being

Tables 4A-4C present the level of democratic management in the three higher education institutions in China as assessed by their teaching and non-teaching personnel in terms of holistic well-being.

Table 4A
Respondents' Assessment on the Level of Democratic Management in School A in Terms of Holistic Well-being

Holistic Well-being	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. School leaders provides guidance without pressure.	3.00	0.58	A	H	3.43	0.53	A	H	3.15	0.59	A	H
2. School leaders communicates in a supportive way.	3.08	0.76	A	H	3.57	0.53	SA	VH	3.25	0.72	A	H
3. I observe that the institution is very transparent about its actual status.	3.31	0.95	A	H	3.29	0.49	A	H	3.30	0.80	A	H
4. Leaders consistently ask suggestions and thought processes from their subordinates, essentially to create strong bonds.	3.46	0.66	A	H	3.29	0.76	A	H	3.40	0.68	A	H
5. I witness how our leaders build a greater relationship with their colleagues and subordinates	3.23	0.60	A	H	3.14	1.07	A	H	3.20	0.77	A	H
6. Building of close cross-functional relationships based on trust and communication is evident.	3.31	0.75	A	H	3.57	0.53	SA	VH	3.40	0.68	A	H
7. Cultivating strong relationships is encouraged in all departments	2.85	0.69	A	H	2.86	0.90	A	H	2.85	0.75	A	H
8. Valued relationship is nurtured based on mutual respect and integrity both inside and outside of the organization.	3.62	0.51	SA	VH	3.71	0.49	SA	VH	3.65	0.49	SA	VH
9. I observe that administrators value the efforts exerted by employees and not just the output on assigned tasks.	3.46	0.52	A	H	3.43	0.79	A	H	3.45	0.60	A	H
10. Administrators conduct activities that strengthens harmony among students, employees and administrators.	3.62	0.51	SA	VH	3.14	0.69	A	H	3.45	0.60	A	H
11. Administrators promote the identity of the school through activities that involve stakeholders	3.15	0.55	A	H	3.14	0.69	A	H	3.15	0.59	A	H
Composite Mean	3.28	0.24	A	H	3.33	.36	A	H	3.30	0.28	A	H

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
 SD – Standard Deviation; QD – Qualitative Description; Int.- Interpretation

As shown in Table 4A, teaching personnel respondents from School A strongly agree that valued relationship is nurtured based on mutual respect and integrity both inside and outside of the organization, and that administrators conduct activities that strengthens harmony among students, employees and administrators with the



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highest assessment of 3.62 respectively interpreted as to a very high level. On the other hand, though they agree that cultivating strong relationships is encouraged in all departments, however it was given the lowest assessment of 2.85 interpreted as to a high level. Non-teaching personnel on the other hand, strongly agree that valued relationship is nurtured based on mutual respect and integrity both inside and outside of the organization with the highest assessment of 3.71 interpreted as to a very high level. Similarly, they strongly agree that school leaders communicate in a supportive way, and that building of close cross-functional relationships based on trust and communication is evident with the mean values of 3.57 respectively interpreted as to a very high level. On the other hand, though respondents agree that cultivating strong relationships is encouraged in all departments, however it was given the lowest assessment of 2.86 interpreted as to a high level. Generally, both teaching and non-teaching personnel respondents from School A perceived that their school has manifested a high level of democratic management in terms of holistic well-being.

Table 4B
Respondents' Assessment on the Level of Democratic Management in School B in Terms of Holistic Well-being

Holistic Well-being	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. School leaders provides guidance without pressure.	3.07	0.40	SA	VH	3.75	0.46	SA	VH	3.70	0.47	SA	VH
2. School leaders communicates in a supportive way.	3.58	0.67	SA	VH	3.63	0.52	SA	VH	3.60	0.60	SA	VH
3. I observe that the institution is very transparent about its actual status.	3.42	0.51	A	H	4.00	0.00	SA	VH	3.65	0.49	SA	VH
4. Leaders consistently ask suggestions and thought processes from their subordinates, essentially to create strong bonds.	3.42	0.51	A	H	3.38	0.74	A	H	3.40	0.60	A	H
5. I witness how our leaders build a greater relationship with their colleagues and subordinates.	3.25	0.87	A	H	3.50	0.53	A	H	3.35	0.75	A	H
6. Building of close cross-functional relationships based on trust and communication is evident.	3.33	0.49	A	H	3.13	0.64	A	H	3.25	0.55	A	H
7. Cultivating strong relationships is encouraged in all departments.	3.75	0.62	SA	VH	2.88	0.83	A	H	3.40	0.82	A	H
8. Valued relationship is nurtured based on mutual respect and integrity both inside and outside of the organization.	3.50	0.52	A	H	3.50	0.76	A	H	3.50	0.61	A	H
9. I observe that administrators value the efforts exerted by employees and not just the output on assigned tasks.	3.33	0.65	A	H	3.38	1.06	A	H	3.35	0.81	A	H
10. Administrators conduct activities that strengthens harmony among students, employees and administrators.	3.38	0.67	A	H	3.75	0.46	SA	VH	3.53	0.61	SA	VH
11. Administrators promote the identity of the school through activities that involve stakeholders.	3.42	0.70	A	H	3.00	1.07	A	H	3.25	0.91	A	H
Composite Mean	3.46	0.31	A	H	3.45	0.28	A	H	3.45	0.29	A	H

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
 SD - Standard Deviation; QD - Qualitative Descriptions; Int.- Interpretation



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As shown in Table 4B, teaching personnel respondents from School B strongly agree that cultivating strong relationships is encouraged in all departments with the highest assessment of 3.75 interpreted as to a very high level. Similarly, they strongly agree that school leaders provide guidance without pressure, and that school leaders communicate in a supportive way with the mean values of 3.67 and 3.58 respectively interpreted as to a very high level. On the other hand, though they agree that they witness how their leaders build a greater relationship with their colleagues and subordinates, however it was given the lowest assessment of 3.25 interpreted as to a high level. Non-teaching personnel respondents on the other hand strongly agree that the institution is very transparent about its actual status with the highest assessment of 4.00 interpreted as to a very high level. On the other hand, though they agree that cultivating strong relationships based on trust and communication is evident, however it was given the lowest assessment of 2.88 interpreted as to a high level. Generally, both the teaching and non-teaching personnel respondents from School B perceived that their school has manifested a high level of democratic management in terms of holistic well-being.

Table 4C
Respondents' Assessment on the Level of Democratic Management in School C in Terms of Holistic Well-being

Holistic Well-being	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. School leaders provides guidance without pressure.	3.00	0.50	A	H	3.00	0.75	A	H	3.00	0.61	A	H
2. School leaders communicates in a supportive way.	2.78	1.00	A	H	3.13	1.25	A	H	2.94	1.14	A	H
3. I observe that the institution is very transparent about its actual status.	3.89	0.33	SA	VH	3.63	0.74	SA	VH	3.76	0.56	SA	VH
4. Leaders consistently ask suggestions and thought processes from their subordinates, essentially to create strong bonds.	3.67	0.50	SA	VH	4.00	0.00	SA	VH	3.82	0.39	SA	VH
5. I witness how our leaders build a greater relationship with their colleagues and subordinates	3.44	0.73	A	H	3.75	0.46	SA	VH	3.59	0.62	SA	VH
6. Building of close cross-functional relationships based on trust and communication is evident.	3.44	0.53	A	H	3.63	0.74	SA	VH	3.53	0.62	SA	VH
7. Cultivating strong relationships is encouraged in all departments	3.78	0.44	SA	VH	4.00	0.00	SA	VH	3.88	0.33	SA	VH
8. Valued relationship is nurtured based on mutual respect and integrity both inside and outside of the organization.	3.56	0.53	SA	VH	3.63	0.74	SA	VH	3.59	0.62	SA	VH
9. I observe that administrators value the efforts exerted by employees and not just the output on assigned tasks.	3.33	0.50	A	H	3.75	0.46	SA	VH	3.53	0.51	SA	VH
10. Administrators conduct activities that strengthens harmony among students, employees and administrators.	3.33	0.71	A	H	3.88	0.35	SA	VH	3.59	0.62	SA	VH
11. Administrators promote the identity of the school through activities that involve stakeholders.	3.11	0.78	A	H	3.88	0.35	SA	VH	3.47	0.71	A	H
Composite Mean	3.39	0.21	A	H	3.66	0.21	SA	VH	3.52	0.25	SA	VH

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL); SD - Standard Deviation; QD - Qualitative Description; Int.- Interpretation



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As shown in Table 4C, teaching personnel respondents from School C strongly agree that the institution is very transparent about its actual status with the highest assessment of 3.89 interpreted as to a very high level. Similarly, they strongly agree that leaders consistently task suggestions and thought processes from their subordinates, essentially to create strong bonds, that cultivating strong relationships is encouraged in all departments, and that valued relationship is nurtured based on mutual respect and integrity both inside and outside of the organization with the mean values of 3.67, 3.78 and 3.56 respectively interpreted as to a very high level. However, though they agree that school leaders communicate in a supportive way, it was given the lowest assessment of 2.78 interpreted as to a high level. Non-teaching personnel respondents on the other hand strongly agree that leaders consistently ask suggestions and thought processes from their subordinates, essentially to create strong bonds, and that cultivating strong relationships is encouraged in all departments with the highest assessment of 4.00 interpreted as to a very high level. Similarly, they strongly agree that the institution is very transparent about its actual status, that they witness how their leaders build a greater relationship with their colleagues and subordinates, that building of close cross-functional relationships based on trust and communication is evident, valued relationship is nurtured based on mutual respect and integrity both inside and outside of the organization, that administrators values the efforts exerted by employees and not just the output on assigned tasks, that administrators conduct activities that strengthens harmony among students, employees and administrators, and that administrators promote the identity of the school through activities that involve stakeholders with the mean values of 3.63, 3.75, 3.63, 3.63, 3.75, 3.88, and 3.88 respectively all interpreted as to a very high level. However, though they agree that school leaders provide guidance without pressure, it was given the lowest assessment of 3.00 interpreted as to a high level. Generally, the result shows that teaching personnel respondents from School C perceived that their school has manifested a high level of democratic management in terms of holistic well-being, while non-teaching personnel respondents perceived it to be of a very high level.

1.5. Summary on the Level of Democratic Management in the three Higher Education Institutions in China

Table 5 presents the summary on the level of democratic management in the three higher education institutions in China as assessed by their teaching and non-teaching personnel.

Table 5
Summary of the Respondents' Assessment on the Level of Democratic Management in Three Schools

Democratic Management	Schools	Teaching				Non-Teaching				Average			
		Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. Holistic Meaning	School A	3.39	0.34	A	H	3.23	0.37	A	H	3.34	0.35	A	H
	School B	3.45	0.47	A	H	3.47	0.35	A	H	3.46	0.41	A	H
	School C	3.44	0.40	A	H	3.66	0.42	SA	VH	3.54	0.41	SA	VH
	Average	3.42	0.39	A	H	3.46	0.40	A	H	3.44	0.39	A	H
2. Power-Sharing	School A	3.28	0.39	A	H	3.25	0.30	A	H	3.27	0.35	A	H
	School B	3.36	0.44	A	H	3.64	0.27	SA	VH	3.47	0.40	A	H
	School C	3.45	0.26	A	H	3.47	0.29	A	H	3.46	0.27	A	H
	Average	3.35	0.37	A	H	3.46	0.31	A	H	3.40	0.35	A	H
3. Transforming Dialogue	School A	3.39	0.28	A	H	3.36	0.29	A	H	3.38	0.28	A	H
	School B	3.42	0.33	A	H	3.29	0.37	A	H	3.37	0.34	A	H
	School C	3.48	0.17	A	H	3.42	0.25	A	H	3.45	0.21	A	H
	Average	3.43	0.27	A	H	3.35	0.30	A	H	3.40	0.28	A	H
4. Holistic Well-being	School A	3.28	0.24	A	H	3.33	0.36	A	H	3.30	0.28	A	H
	School B	3.46	0.31	A	H	3.45	0.28	A	H	3.45	0.29	A	H
	School C	3.39	0.21	A	H	3.66	0.23	SA	VH	3.52	0.25	SA	VH
	Average	3.37	0.27	A	H	3.48	0.31	A	H	3.42	0.29	A	H
Average Mean	School A	3.34	0.18	A	H	3.30	0.20	A	H	3.32	0.18	A	H
	School B	3.42	0.21	A	H	3.46	0.24	A	H	3.44	0.22	A	H
	School C	3.44	0.12	A	H	3.55	0.20	SA	VH	3.49	0.17	A	H
Over-all Mean		3.39	0.18	A	H	3.44	0.23	A	H	3.41	0.20	A	H

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
 SD – Standard Deviation; QD – Qualitative Description; Int.- Interpretation



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As reflected in Table 5, in terms of holistic meaning, teaching personnel respondents from the three higher institutions perceived that there is a high level of democratic management in those three institutions, same with the perceptions of non-teaching personnel from Schools A and B, while School C manifested a very high level of democratic management as perceived by the non-teaching personnel.

In terms of power-sharing, teaching personnel respondents from the three higher institutions perceived that there is a high level of democratic management in those three institutions, same with the perceptions of non-teaching personnel from Schools A and C, while School B manifested a very high level of democratic management as perceived by the non-teaching personnel.

In terms of transforming dialogue, both the teaching and non-teaching personnel respondents from the three higher institutions perceived that there is a high level of democratic management in their respective institution. In terms of transforming dialogue, the three higher institutions manifested a high level of democratic management as perceived by the teaching and non-teaching personnel respondents.

In terms of holistic well-being, the three higher institutions manifested a high level of democratic management according to the teaching personnel respondents. Likewise, the non-teaching personnel from Schools A and B perceived it to be of high level, while School C of a very high level of democratic management.

Generally, the three higher institutions manifested a high level of democratic management as perceived by the teaching personnel. Similarly, the non-teaching personnel from Schools A and B perceived their school to have a high level of democratic management, while School C manifested a very high level of democratic management according to them. The over-all result reveals that the three institutions manifested a high level of democratic management based on the perceptions of both the teaching and non-teaching personnel respondents. Cherry (2021) claims that democratic management, also known as shared management or participative management, is a type of management style in which members of the group take a more participative role in the decision-making process. This approach to management style can be applied in corporate or school setups. In this approach, everyone is given the opportunity to participate and be part of decision making even in some major areas of concern. This kind of management is one of the most effective types and leads to higher productivity and increased group motivation (Kowo & Olalekan, 2018).

II. Respondents' Self-Assessment on their Level of Self-Efficacy

Tables 6-9 present the level of self-efficacy among teaching and non-teaching personnel in the three higher education institutions in China in terms of occupational self-efficacy, social self-efficacy, and emotional self-efficacy.

2.1. On Occupational Self-Efficacy

Tables 6A-6C present the level of self-efficacy on teaching and non-teaching personnel in the three higher education institutions in China in terms of occupational self-efficacy.



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Table 6A
Self-Assessment of Respondents from School A on their Level of Self-Efficacy in Terms of Occupational Self-Efficacy

Occupational Self-Efficacy	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I can remain calm when facing difficulties in my work because I can rely on my abilities.	2.85	0.99	A	H	3.43	0.79	A	H	3.05	0.94	A	H
2. When I am confronted with a problem in my job, I can usually find several solutions.	3.23	0.83	A	H	3.00	0.58	A	H	3.15	0.75	A	H
3. Whatever comes my way in my job, I can usually handle it.	3.38	0.77	A	H	3.57	0.53	SA	VH	3.45	0.69	A	H
4. My past experiences in my job have prepared me well for my job in the future.	3.23	0.93	A	H	3.43	0.53	A	H	3.30	0.80	A	H
5. I meet the goals that I set for myself in my job.	3.38	0.65	A	H	3.29	0.49	A	H	3.35	0.59	A	H
6. I feel prepared for most of the job demands in my job.	2.85	0.69	A	H	3.14	0.69	A	H	2.95	0.69	A	H
7. I am able to work efficiently even under the pressure of a deadline.	3.54	0.66	SA	VH	3.57	0.53	SA	VH	3.55	0.60	SA	VH
8. I am able to do my work independently.	3.23	0.73	A	H	3.57	0.53	SA	VH	3.35	0.67	A	H
9. I can develop skills required for tasks in my work when needed.	3.00	0.91	A	H	3.43	0.53	A	H	3.15	0.81	A	H
10. I am able to develop my resources to achieve my task goals.	3.31	0.63	A	H	3.29	0.76	A	H	3.30	0.66	A	H
Composite Mean	3.20	0.37	A	H	3.37	0.37	A	H	3.26	0.37	A	H

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
SD – Standard Deviation; QD – Qualitative Description; Int.- Interpretation

As shown in Table 6A, teaching personnel respondents from School A strongly agree that they are able to work efficiently even under the pressure of a deadline with the highest assessment of 3.54 interpreted as to a very high level. On the other hand, though they agree that they can remain calm when facing difficulties in their work because they can rely on their abilities, however, it was given the lowest assessment of 2.85 interpreted as to a high level. Non-teaching personnel respondents on the other hand strongly agree that whatever comes their way in their job, they can usually handle it, that they are able to work efficiently even under the pressure of a deadline, and that they are able to do their work independently with the highest assessment of 3.57 respectively interpreted as to a very high level. On the other hand, though they agree that when they are confronted with a problem in their job, they can usually find several solutions, however it was given the lowest assessment of 3.00 interpreted as to a high level. Generally, both the teaching and non-teaching personnel respondents from School A perceived their occupational self-efficacy to a high level.



Table 6B
Self-Assessment of Respondents from School B on their Level of Self-Efficacy in Terms of Occupational Self-Efficacy

Occupational Self-Efficacy	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I can remain calm when facing difficulties in my work because I can rely on my abilities.	3.42	0.67	A	H	3.63	0.74	SA	VH	3.50	0.69	A	H
2. When I am confronted with a problem in my job, I can usually find several solutions.	3.75	0.45	SA	VH	3.50	0.76	A	H	3.65	0.59	SA	VH
3. Whatever comes my way in my job, I can usually handle it.	3.42	0.67	A	H	3.13	0.64	A	H	3.30	0.66	A	H
4. My past experiences in my job have prepared me well for my job in the future.	3.50	0.67	A	H	3.50	0.53	A	H	3.50	0.61	A	H
5. I meet the goals that I set for myself in my job.	3.83	0.39	SA	VH	3.75	0.46	SA	VH	3.80	0.41	SA	VH
6. I feel prepared for most of the job demands in my job.	3.75	0.45	SA	VH	3.38	0.52	A	H	3.60	0.50	SA	VH
7. I am able to work efficiently even under the pressure of a deadline.	3.50	0.52	A	H	3.50	0.53	A	H	3.50	0.51	A	H
8. I am able to do my work independently.	3.58	0.51	SA	VH	3.50	0.76	A	H	3.55	0.60	SA	VH
9. I can develop skills required for tasks in my work when needed.	3.25	0.62	A	H	4.00	0.00	SA	VH	3.55	0.60	SA	VH
10. I am able to develop my resources to achieve my task goals.	3.25	0.75	A	H	3.25	0.35	A	H	3.50	0.69	A	H
Composite Mean	3.53	0.27	SA	VH	3.58	0.24	SA	VH	3.55	0.25	SA	VH

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
SD – Standard Deviation; QD – Qualitative Description; Int.- Interpretation

As shown in Table 6B, teaching personnel respondents from School B strongly agree that they meet the goals that they set for themselves in their job with the highest assessment of 3.83 interpreted as to a very high level. Similarly, they strongly agree that when they are confronted with a problem in their job, they can usually find several solutions, that they feel prepared for most of the job demands in their job, and that they are able to do their work independently with the mean values of 3.75, 3.75, and 3.58 respectively interpreted as to a very high level. On the other hand, though they agree that they can develop skills required for tasks in their work when needed, and that they are able to develop their resources to achieve their task goals, however, it was given the lowest assessment of 3.25 respectively interpreted as to a high level. Non-teaching personnel respondents on the other hand strongly agree that they can develop skills required for tasks in their work when needed with the highest assessment of 4.00 interpreted as to a very high level. Similarly, they strongly agree that they can remain calm when facing difficulties in their work because they can rely on their abilities, and that they meet the goals that they set for themselves in their job with the mean values of 3.63, and 3.75 respectively interpreted as to a very high level. On the other hand, though they agree that whatever comes their way in their job, they can usually handle it with, however, it was given the lowest assessment of 3.13 interpreted as to a high level. Generally, both the teaching and non-teaching personnel respondents from School B manifested a very high level of occupational self-efficacy based on their own assessment.



Table 6C
Self-Assessment of Respondents from School C on their Level of Self-Efficacy in Terms of Occupational Self-Efficacy

Occupational Self-Efficacy	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I can remain calm when facing difficulties in my work because I can rely on my abilities.	3.33	0.87	A	H	3.25	0.89	A	H	3.29	0.85	A	H
2. When I am confronted with a problem in my job, I can usually find several solutions.	2.89	0.93	A	H	3.50	0.76	A	H	3.18	0.88	A	H
3. Whatever comes my way in my job, I can usually handle it.	3.00	0.71	A	H	3.38	1.06	A	H	3.18	0.88	A	H
4. My past experiences in my job have prepared me well for my job in the future.	3.56	0.73	SA	VH	3.50	0.53	A	H	3.53	0.62	SA	VH
5. I meet the goals that I set for myself in my job.	3.67	0.71	SA	VH	3.00	0.93	A	H	3.35	0.86	A	H
6. I feel prepared for most of the job demands in my job.	3.11	0.93	A	H	3.50	0.53	A	H	3.29	0.77	A	H
7. I am able to work efficiently even under the pressure of a deadline.	3.11	1.05	A	H	3.50	0.53	A	H	3.29	0.85	A	H
8. I am able to do my work independently.	3.89	0.33	SA	VH	3.75	0.46	SA	VH	3.82	0.39	SA	VH
9. I can develop skills required for tasks in my work when needed.	3.33	1.00	A	H	3.13	0.64	A	H	3.24	0.83	A	H
10. I am able to develop my resources to achieve my task goals.	3.33	0.38	A	H	2.88	1.13	A	H	3.12	1.05	A	H
Composite Mean	3.32	0.33	A	H	3.34	0.46	A	H	3.33	0.40	A	H

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
SD - Standard Deviation; QD - Qualitative Description; Int.- Interpretation

As shown in Table 6C, teaching personnel respondents from School C strongly agree that they are able to do their work independently with the highest assessment of 3.89 interpreted as to a very high level. Similarly, they strongly agree that their past experiences in their job have prepared them well for their job in the future, and that they meet the goals that they set for themselves in their job with the mean values of 3.56 and 3.67 respectively interpreted as to a very high level. On the other hand, though they agree that when they are confronted with a problem in their job, they can usually find several solutions, however, it was given the lowest assessment of 2.89 interpreted as to a high level. Non-teaching personnel respondents on the other hand strongly agree that they are able to do their work independently with the highest assessment of 3.75 interpreted as to a very high level. On the other hand, though they agree that they are able to develop their resources to achieve their task goals, however, it was given the lowest assessment of 2.88 interpreted as to a high level. Generally, both the teaching and non-teaching personnel respondents from School C manifested a high level of occupational self-efficacy based on their own assessment.

2.2. On Social Self-Efficacy

Tables 7A-7C present the level of self-efficacy on teaching and non-teaching personnel in the three higher education institutions in China in terms of social self-efficacy.



Table 7A
Self-Assessment of Respondents from School A on their Level of Self-Efficacy in Terms of Social Self-Efficacy

Social Self-Efficacy	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I am able to resolve conflicts at my work place.	2.00	1.08	D	L	2.86	1.07	A	H	2.30	1.13	A	H
2. I can express my opinion at a staff meeting.	3.31	0.63	A	H	3.29	0.49	A	H	3.30	0.57	A	H
3. I can facilitate group discussion in our work unit.	2.92	0.64	A	H	3.00	0.00	A	H	2.95	0.51	A	H
4. I can discuss work related matters in the presence of my superior and other managers.	3.46	0.52	A	H	3.43	0.53	A	H	3.45	0.51	A	H
5. I can approach my superior regarding issues in the work place without creating tension.	3.54	0.52	SA	VH	3.29	0.76	A	H	3.45	0.60	A	H
6. I can ask feedback from my superior regarding my performance on a work task.	3.23	0.60	A	H	3.43	0.53	A	H	3.30	0.57	A	H
7. I can decline my colleagues' requests for help without frustrating them.	3.23	0.44	A	H	3.43	0.53	A	H	3.30	0.47	A	H
8. I can give negative feedback to my colleagues without creating tensions.	3.54	0.66	SA	VH	3.14	0.90	A	H	3.40	0.75	A	H
9. I can offer help to colleagues overwhelmed with tasks.	3.23	0.60	A	H	3.57	0.53	SA	VH	3.35	0.59	A	H
10. I can talk to colleagues to relieve them of their frustrations at work.	3.46	0.66	A	H	3.57	0.53	SA	VH	3.50	0.61	A	H
Composite Mean	3.19	0.33	A	H	3.30	0.28	A	H	3.23	0.31	A	H

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
SD - Standard Deviation; QD - Qualitative Description; Int.- Interpretation

As shown in Table 7A, teaching personnel respondents from School A strongly agree that they can approach their superior regarding issues in the work place without creating tension, and that they can give negative feedback to their colleagues without creating tensions with the highest assessment of 3.54 respectively interpreted as to a very high level. On the other hand, they do not agree that they are able to resolve conflicts at their work place with the lowest assessment of 2.00 interpreted as to a low level. Non-teaching personnel respondents on the other hand strongly agree that they can offer help to colleagues overwhelmed with tasks, and that they can talk to colleagues to relieve them of their frustrations at work with the highest assessment of 3.57 interpreted as to a very high level. On the other hand, though they agree that they are able to resolve conflicts at their work place, however, it was given the lowest assessment of 2.86 interpreted as to high level. Generally, both the teaching and non-teaching personnel respondents from School A manifested a high level of social self-efficacy based on their own assessment.



Table 7B
Self-Assessment of Respondents from School B on their Level of Self-Efficacy in Terms of Social Self-Efficacy

Social Self-Efficacy	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I am able to resolve conflicts at my work place.	3.17	0.83	A	H	3.88	0.35	SA	VH	3.45	0.76	A	H
2. I can express my opinion at a staff meeting.	3.25	0.87	A	H	3.75	0.46	SA	VH	3.45	0.76	A	H
3. I can facilitate group discussion in our work unit.	3.25	0.75	A	H	4.00	0.00	SA	VH	3.55	0.89	SA	VH
4. I can discuss work related matters in the presence of my superior and other managers.	3.58	0.67	SA	VH	3.88	0.35	SA	VH	3.70	0.57	SA	VH
5. I can approach my superior regarding issues in the work place without creating tension.	3.58	0.51	SA	VH	3.38	0.74	A	H	3.50	0.61	A	H
6. I can ask feedback from my superior regarding my performance on a work task.	3.50	0.52	A	H	3.38	0.74	A	H	3.45	0.60	A	H
7. I can decline my colleagues' requests for help without frustrating them.	3.75	0.45	SA	VH	3.88	0.35	SA	VH	3.80	0.41	SA	VH
8. I can give negative feedback to my colleagues without creating tensions.	3.67	0.49	SA	VH	3.75	0.46	SA	VH	3.70	0.47	SA	VH
9. I can offer help to colleagues overwhelmed with tasks.	3.42	0.51	A	H	3.38	0.52	A	H	3.40	0.50	A	H
10. I can talk to colleagues to relieve them of their frustrations at work.	3.33	0.65	A	H	3.13	0.83	A	H	3.25	0.72	A	H
Composite Mean	3.45	0.38	A	H	3.64	0.21	SA	VH	3.53	0.33	SA	VH

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L);

As shown in Table 7B, teaching personnel respondents from School B strongly agree that they can decline their colleagues' requests for help without frustrating them with the highest assessment of 3.75 interpreted as to a very high level. Similarly, they strongly agree that they can discuss work related matters in the presence of their superior and other managers, that they can approach their superior regarding issues in the work place without creating tension, and that they can give negative feedback to their colleagues without creating tensions with the mean values of 3.58, 3.58, and 3.67 respectively interpreted as to a very high level. On the other hand, though they agree that they are able to resolve conflicts at their work place, however, it was given the lowest assessment of 3.17 interpreted as to a high level. Non-teaching personnel on the other hand strongly agree that they can facilitate group discussion in their work unit with the highest assessment of 4.00 interpreted as to a very high level. Similarly, they strongly agree that they are able to resolve conflicts at their work place, that they can express their opinion at a staff meeting, that they can discuss work related matters in the presence of their superior and other managers, that they can decline their colleagues' requests for help without frustrating them, and that they can give negative feedback to their colleagues without creating tensions with the mean values of 3.88, 3.75, 3.88, 3.88, and 3.75 respectively all interpreted as to a very high level. On the other hand, though they agree that they can talk to colleagues to relieve



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them of their frustrations at work, however, it was given the lowest assessment of 3.13 interpreted as to a high level. Generally, the result indicates that teaching personnel respondents from School B manifested a high level of social self-efficacy, while the non-teaching personnel respondents have shown a very high level of social self-efficacy based on their own assessment.

Table 7C
Self-Assessment of Respondents from School C on their Level of Self-Efficacy in Terms of Social Self-Efficacy

Social Self-Efficacy	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I am able to resolve conflicts at my work place.	3.89	0.33	SA	VH	3.38	0.92	A	H	3.65	0.70	SA	VH
2. I can express my opinion at a staff meeting.	3.78	0.67	SA	VH	3.63	0.52	SA	VH	3.71	0.59	SA	VH
3. I can facilitate group discussion in our work unit.	4.00	0.00	SA	VH	3.63	0.52	SA	VH	3.82	0.39	SA	VH
4. I can discuss work related matters in the presence of my superior and other managers.	4.00	0.00	SA	VH	3.63	0.52	SA	VH	3.82	0.39	SA	VH
5. I can approach my superior regarding issues in the work place without creating tension.	3.22	0.83	A	H	3.00	0.53	A	H	3.12	0.70	A	H
6. I can ask feedback from my superior regarding my performance on a work task.	3.78	0.67	SA	VH	3.50	0.53	A	H	3.65	0.61	SA	VH
7. I can decline my colleagues' requests for help without frustrating them.	3.11	0.93	A	H	3.75	0.46	SA	VH	3.41	0.80	A	H
8. I can give negative feedback to my colleagues without creating tensions.	3.56	0.73	SA	VH	3.38	0.74	A	H	3.47	0.72	A	H
9. I can offer help to colleagues overwhelmed with tasks.	3.33	1.12	A	H	2.88	0.83	A	H	3.12	0.99	A	H
10. I can talk to colleagues to relieve them of their frustrations at work.	3.56	0.73	SA	VH	3.13	1.13	A	H	3.35	0.93	A	H
Composite Mean	3.62	0.24	SA	VH	3.39	0.27	A	H	3.51	0.28	SA	VH

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
SD - Standard Deviation; QD - Qualitative Description; Int.- Interpretation

As shown in Table 7C, teaching personnel respondents from School C strongly agree that they can facilitate group discussion in their work unit, and that they can discuss work related matters in the presence of superior and other managers with the highest assessment of 4.00 respectively interpreted as to a very high level. Similarly, they strongly agree that they are able to resolve conflicts at their work, that they can express their opinion at a staff meeting, can ask feedback from their superior regarding their performance on a work task, can give negative feedback to their colleagues without creating tensions, and that they can talk to colleagues to relieve them of their frustrations at work with the mean values of 3.89, 3.78, 3.78, 3.56 and 3.56 respectively all interpreted as to a very high level. However, though they agree that they can decline their colleagues' requests for help without frustrating them, it was given the lowest assessment of 3.11 interpreted as to a high level. Non-teaching personnel respondents on the other hand strongly agree that they can decline their colleagues' requests for help without frustrating them with the highest assessment of 3.75 interpreted as to a very high level. However, though they agree that they can offer help to colleagues overwhelmed with tasks, but it was given the lowest assessment of 2.88 interpreted as to a



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high level. Generally, teaching personnel respondents from School C have shown a very high level of social self-efficacy, while non-teaching personnel respondents assessed themselves to have a high level of social self-efficacy.

2.3. On Emotional Self-Efficacy

Tables 8A-8C present the level of self-efficacy on teaching and non-teaching personnel in the three higher education institutions in China in terms of emotional self-efficacy.

Table 8A
Self-Assessment of Respondents from School A on their Level of Self-Efficacy in Terms of Emotional Self-Efficacy

Emotional Self-Efficacy	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I can focus on the right emotions that leads to finding ideas in the workplace.	3.23	0.83	A	H	3.14	0.90	A	H	3.20	0.83	A	H
2. I can adjust my emotions to prevent tension in the work place.	3.31	0.75	A	H	3.29	0.76	A	H	3.30	0.73	A	H
3. I can help others to calm when they are angry.	2.92	0.95	A	H	3.00	0.82	A	H	2.95	0.89	A	H
4. I am able to work well even without the encouragement of my superior and colleagues.	3.46	0.78	A	H	3.57	0.53	SA	VH	3.50	0.69	A	H
5. I understand what causes negative emotions to my colleagues.	2.77	1.01	A	H	2.71	0.49	A	H	2.75	0.85	A	H
6. I can help others to change their negative emotions to positive ones.	2.23	1.30	D	L	3.00	1.41	A	H	2.50	1.36	A	H
7. I know what causes positive emotions to my colleagues.	3.08	0.76	A	H	3.71	0.49	SA	VH	3.30	0.73	A	H
8. I can help others to regulate my emotion.	3.08	0.76	A	H	3.86	0.38	SA	VH	3.35	0.75	A	H
9. I know my reasons for feeling in a certain way.	3.08	0.76	A	H	3.29	0.76	A	H	3.15	0.75	A	H
10. I set properly my negative emotions.	3.23	0.73	A	H	3.14	0.90	A	H	3.20	0.77	A	H
Composite Mean	3.04	0.29	A	H	3.27	0.22	A	H	3.12	0.29	A	H

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
 SD - Standard Deviation; QD - Qualitative Description; Int.- Interpretation

As shown in Table 8A, teaching personnel respondents from School A agree that they are able to work well even without encouragement of their superior with the highest assessment of 3.46 interpreted as to a high level. On the other hand, they do not agree that they can help others to change their negative emotions to positive ones with the lowest assessment of 2.23 interpreted as to a low level. Non-teaching personnel respondents on the other hand strongly agree that they can help others to regulate their emotions with the highest assessment of 3.86 interpreted as to a very high level. Similarly, they strongly agree that they are able to work well even without the encouragement of their colleagues, and that they know what causes positive emotions to their colleagues with the mean values of 3.57, and 3.71 respectively interpreted as to a very high level respectively. On the other hand, though they agree that they understand what causes negative emotions to their colleagues, however it was given the lowest assessment of 2.71 interpreted as to a high level. Generally, both teaching and non-teaching personnel respondents from School A manifested a high level of emotional self-efficacy based on their own assessment.



Table 8B
Self-Assessment of Respondents from School B on their Level of Self-Efficacy in Terms of Emotional Self-Efficacy

Emotional Self-Efficacy	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I can focus on the right emotions that leads to finding ideas in the workplace.	3.33	0.65	A	H	3.38	0.92	A	H	3.35	0.75	A	H
2. I can adjust my emotions to prevent tension in the work place.	3.25	0.62	A	H	4.00	0.00	SA	VH	3.55	0.60	SA	VH
3. I can help others to calm when they are angry.	3.25	0.75	A	H	3.88	0.35	SA	VH	3.50	0.69	A	H
4. I am able to work well even without the encouragement of my superior and colleagues.	3.17	0.83	A	H	3.88	0.35	SA	VH	3.45	0.76	A	H
5. I understand what causes negative emotions to my colleagues.	3.25	0.87	A	H	3.75	0.46	SA	VH	3.45	0.76	A	H
6. I can help others to change their negative emotions to positive ones.	3.25	0.75	A	H	4.00	0.00	SA	VH	3.55	0.69	SA	VH
7. I know what causes positive emotions to my colleagues.	3.35	0.67	A	H	3.88	0.35	SA	VH	3.70	0.57	SA	VH
8. I can help others to regulate my emotion.	3.58	0.51	SA	VH	3.38	0.74	A	H	3.50	0.61	A	H
9. I know my reasons for feeling in a certain way.	3.50	0.52	A	H	3.38	0.74	A	H	3.45	0.60	A	H
10. I set properly my negative emotions.	3.75	0.45	SA	VH	3.88	0.35	SA	VH	3.80	0.41	SA	VH
Composite Mean	3.39	0.46	A	H	3.74	0.17	SA	VH	3.53	0.40	SA	VH

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
SD – Standard Deviation; QD – Qualitative Description; Int.- Interpretation

As shown in Table 8B, teaching personnel respondents from School B strongly agree that they set properly their negative emotions with the highest assessment of 3.75 interpreted as to a very high level. Similarly, they strongly agree that they can help others to regulate their emotions with the mean value of 3.58 interpreted as to a very high level. However, though they agree that they are able to work well even without the encouragement of their superior and colleagues, but it was given the lowest assessment of 3.17 interpreted as to a high level. Non-teaching personnel respondents on the other hand strongly agree that they can adjust their emotions to prevent tension in the workplace, and that they can help others to change their negative emotions to positive ones with the highest assessment of 4.00 respectively interpreted as to a very high level. Similarly, they strongly agree that they can help others to calm when they are angry, that they are able to work well even without the encouragement of their superior and colleagues, that they understand what causes negative emotions to their colleagues, that they know what causes positive emotions to their colleagues, and that they set properly their negative emotions with the mean values of 3.88, 3.88, 3.75, 3.88, and 3.88 respectively interpreted also as to a very high level. However, though they agree that they can focus on the right emotions that leads to finding ideas in the workplace, that they can help others to regulate their emotion, and that they know their reasons for feeling in a certain way but it was given the lowest assessment of 3.38 respectively interpreted as to a high level. Generally, the result indicates that teaching personnel respondents from School B have a high level of emotional self-efficacy, while non-teaching personnel manifested a very high level of emotional self-efficacy.



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Table 8C
Self-Assessment of Respondents from School C on their Level of Self-Efficacy in Terms of Emotional Self-Efficacy

Emotional Self-Efficacy	Teaching				Non-Teaching				Average			
	Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. I can focus on the right emotions that leads to finding ideas in the workplace.	3.78	0.44	SA	VH	3.50	0.93	A	H	3.65	0.70	SA	VH
2. I can adjust my emotions to prevent tension in the work place.	3.78	0.44	SA	VH	2.88	1.13	A	H	3.35	0.93	A	H
3. I can help others to calm when they are angry.	4.00	0.00	SA	VH	2.88	1.13	A	H	3.47	0.94	A	H
4. I am able to work well even without the encouragement of my superior and colleagues.	3.67	0.50	SA	VH	3.88	0.35	SA	VH	3.76	0.44	SA	VH
5. I understand what causes negative emotions to my colleagues.	3.56	0.73	SA	VH	3.50	0.53	A	H	3.53	0.62	SA	VH
6. I can help others to change their negative emotions to positive ones.	3.67	0.50	SA	VH	3.63	0.52	SA	VH	3.65	0.49	SA	VH
7. I know what causes positive emotions to my colleagues.	3.33	0.71	A	H	3.63	0.52	SA	VH	3.47	0.62	A	H
8. I can help others to regulate my emotion.	3.56	0.53	SA	VH	3.63	0.52	SA	VH	3.59	0.51	SA	VH
9. I know my reasons for feeling in a certain way.	3.56	0.53	SA	VH	3.38	0.52	A	H	3.47	0.51	A	H
10. I set properly my negative emotions.	3.11	0.33	A	H	3.38	0.74	A	H	3.24	0.56	A	H
Composite Mean	3.60	0.19	SA	VH	3.43	0.26	A	H	3.52	0.24	SA	VH

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
SD – Standard Deviation; QD – Qualitative Description; Int.- Interpretation

As shown in Table 8C, teaching personnel respondents from School C strongly agree that they can help others to calm when they are angry with the highest assessment of 4.00 interpreted as to a very high level. Though they agree that they set properly their negative emotions, however, it was given the lowest assessment of 3.11 interpreted as to a high level. Non-teaching personnel respondents on the other hand strongly agree that they are able to work well even without the encouragement of their superior and colleagues interpreted as to a very high level. Similarly, they strongly agree that they can help others to change their negative emotions to positive ones, that they know what causes positive emotions to their colleagues, and that they can help others to regulate their emotions with the mean values of 3.63 respectively also interpreted as to a very high level. However, though they agree that they can adjust their emotions to prevent tension in the work place, and that they can help others to calm when they are angry, but it was given the lowest assessment of 2.88 respectively interpreted as to a high level. Generally, the result shows that teaching personnel respondents from School C manifested a very high level of emotional self-efficacy, while to a high level for non-teaching personnel.

2.4. Summary on the Level of Self-Efficacy on Respondents from the three Higher Education Institutions in China

Table 9 presents the summary on the level of self-efficacy of teaching and non-teaching personnel in the three higher education institutions in China.



Table 9
Summary of the Self-Assessment of Respondents from Three Higher Education Institution on their Level of Self-Efficacy

Self-Efficacy	Schools	Teaching				Non-Teaching				Average			
		Mean	SD	QD	Int.	Mean	SD	QD	Int.	Mean	SD	QD	Int.
1. Occupational Self-Efficacy	School A	3.20	0.37	A	H	3.37	0.37	A	H	3.28	0.37	A	H
	School B	3.53	0.27	SA	VH	3.58	0.24	SA	VH	3.55	0.25	SA	VH
	School C	3.32	0.38	A	H	3.34	0.48	A	H	3.33	0.40	A	H
	Average	3.35	0.38	A	H	3.43	0.38	A	H	3.38	0.38	A	H
2. Social Self-Efficacy	School A	3.19	0.33	A	H	3.30	0.28	A	H	3.23	0.31	A	H
	School B	3.45	0.38	A	H	3.84	0.21	SA	VH	3.53	0.33	SA	VH
	School C	3.62	0.24	SA	VH	3.39	0.27	A	H	3.51	0.28	SA	VH
	Average	3.40	0.37	A	H	3.45	0.28	A	H	3.42	0.33	A	H
3. Emotional Self-Efficacy	School A	3.04	0.29	A	H	3.27	0.22	A	H	3.12	0.29	A	H
	School B	3.39	0.48	A	H	3.74	0.17	SA	VH	3.53	0.40	SA	VH
	School C	3.60	0.19	SA	VH	3.43	0.26	A	H	3.52	0.24	SA	VH
	Average	3.31	0.41	A	H	3.49	0.29	A	H	3.38	0.37	A	H
Average	School A	3.14	0.17	A	H	3.31	0.18	A	H	3.12	0.29	A	H
	School B	3.48	0.33	A	H	3.65	0.11	SA	VH	3.53	0.27	SA	VH
	School C	3.52	0.22	SA	VH	3.38	0.20	A	H	3.45	0.21	A	H
Over-all Mean		3.35	0.29	A	H	3.46	0.22	A	H	3.39	0.27	A	H

Legend: 3.51-4.00 Strongly Agree(SA)/Very High(VH); 2.51-3.50 Agree(A)/High(H); 1.51-2.50 Disagree(D)/Low(L); 1.00-1.50 Strongly Disagree(SD)/Very Low(VL)
SD – Standard Deviation; QD – Qualitative Description; Int.- Interpretation

As shown in Table 9, both teaching and non-teaching personnel respondents from Schools A and C manifested a high level of occupational self-efficacy, while both teaching and non-teaching personnel from School B have shown a very high level of occupational self-efficacy based on their own assessment.

Likewise, teaching personnel from Schools A and B demonstrate a high level of social self-efficacy while non-teaching personnel to a very high level. Non-teaching personnel from Schools A and C on the other hand exhibited a high level of social self-efficacy while non-teaching personnel from School B to a very high level.

In terms of emotional self-efficacy, the result indicates that teaching personnel from Schools A and B have shown a high level of it, while teaching personnel from School C showed a very high level of emotional self-efficacy. Non-teaching personnel from Schools A and C demonstrate high level of emotional self-efficacy, while non-teaching personnel from School B to a very high level.

Generally, it can be said that teaching personnel from School C and those non-teaching personnel from School B exhibited a very high level of self-efficacy, while the rest of the respondents exhibited a high level of self-efficacy based on their own assessment. Hopper (2021) says that self-efficacy is developed through personal experience especially when a person has already done a lot of things and in many ways and methods, he or she is likely to believe that he can do it again, thus, his self-efficacy is already high. The next source is observation. It is believed that people make judgments about our own capabilities by watching others. This observation leads a person to convince himself or herself that he or she can do it also. Researchers have found that self-efficacy for a given activity is more likely to increase when someone is seen as successful at that activity through hard work, rather than natural ability.

III. Relationship Between the Assessed Democratic Management in School and Self-Efficacy Among Teaching and Non-Teaching Personnel

Tables 10-11 present the relationship between the assessed democratic management, and the self-efficacy of teaching and non-teaching personnel.

3.1. Teaching Personnel

Table 10 presents the relationship between the assessed democratic management, and the self-efficacy of teaching personnel.



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Table 10
Relationship Between the Assessed Democratic Management in School, and the Teaching Personnel Respondents' Self-Efficacy

Democratic Management	Self-Efficacy	Computed r	Sig	Decision on Ho	Interpretation
Holistic Meaning	Occupational	0.19	0.28	Accepted	Not Significant
	Social	0.38	0.07	Accepted	Not Significant
	Emotional	0.09	0.62	Accepted	Not Significant
	Average	0.12	0.51	Accepted	Not Significant
Power-Sharing	Occupational	0.18	0.31	Accepted	Not Significant
	Social	0.18	0.31	Accepted	Not Significant
	Emotional	0.03	0.87	Accepted	Not Significant
	Average	0.01	0.96	Accepted	Not Significant
Transforming Dialogue	Occupational	0.04	0.84	Accepted	Not Significant
	Social	0.26	0.14	Accepted	Not Significant
	Emotional	0.13	0.45	Accepted	Not Significant
	Average	0.15	0.39	Accepted	Not Significant
Holistic Well-being	Occupational	0.12	0.50	Accepted	Not Significant
	Social	0.25	0.16	Accepted	Not Significant
	Emotional	0.13	0.48	Accepted	Not Significant
	Average	0.21	0.23	Accepted	Not Significant
Over-all Democratic Management	Over-all Self-Efficacy	0.06	0.73	Accepted	Not Significant

As shown in Table 10, in terms of holistic meaning, teaching personnel respondents have obtained a computed r values of 0.19, 0.38, and 0.09 with significance values of 0.28, 0.07, and 0.62 respectively. Since the significance values are higher than the set 0.05 level of significance, null hypothesis is accepted which means that there are no significant relationships between the assessed democratic management in school and the self-efficacy of the respondents. This goes to show that the democratic management in school in terms of holistic meaning did not affect significantly the self-efficacy of the teaching personnel in terms of occupational, social, and emotional self-efficacy.

In terms of power-sharing, teaching personnel respondents have obtained a computed r values of 0.18, 0.18, and 0.03 with significance values of 0.31, 0.31, and 0.87 respectively. Since the significance values are higher than the set 0.05 level of significance, null hypothesis is accepted which means that there are no significant relationships between the assessed democratic management in school and the self-efficacy of the respondents. The result indicates that the democratic management in school in terms of power-sharing did not affect significantly the self-efficacy of the teaching personnel in terms of occupational, social, and emotional self-efficacy.

In terms of transforming dialogue, teaching personnel respondents have obtained a computed r values of 0.04, 0.26, and 0.13 with significance values of 0.84, 0.14, and 0.45 respectively. Since the significance values are higher than the set 0.05 level of significance, null hypothesis is accepted which means that there are no significant relationships between the assessed democratic management in school and the self-efficacy of the respondents. This is taken to mean that the democratic management in school in terms of transforming dialogue did not affect significantly the self-efficacy of the teaching personnel in terms of occupational, social, and emotional self-efficacy.

In terms of holistic well-being, teaching personnel respondents have obtained a computed r values of 0.12, 0.25, and 0.13 with significance values of 0.50, 0.16, and 0.48 respectively. Since the significance values are higher than the set 0.05 level of significance, null hypothesis is accepted which means that there are no significant relationships between the assessed democratic management in school and the self-efficacy of the respondents. The result shows that the democratic management in school in terms of holistic well-being did not affect significantly the self-efficacy of the teaching personnel in terms of occupational, social, and emotional self-efficacy.



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Generally, teaching personnel respondents have obtained an over-all computed r value of 0.06 with significance value of 0.73. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant relationship between the assessed democratic management in school and the self-efficacy of the respondents. The result reveals that the democratic management in school do not give significant impact on the level of self-efficacy of the teaching personnel.

3.2. Non-Teaching Personnel

Table 11 presents the relationship between the assessed democratic management, and the self-efficacy of non-teaching personnel.

Table 11
Relationship Between the Assessed Democratic Management in School, and the Non-Teaching Personnel Respondents' Self-Efficacy

Democratic Management	Self-Efficacy	Computed r	Sig	Decision on H_0	Interpretation
Holistic Meaning	Occupational	0.09	0.67	Accepted	Not Significant
	Social	0.34	0.12	Accepted	Not Significant
	Emotional	0.06	0.79	Accepted	Not Significant
	Average	0.22	0.31	Accepted	Not Significant
Power-Sharing	Occupational	0.29	0.18	Accepted	Not Significant
	Social	0.11	0.60	Accepted	Not Significant
	Emotional	0.05	0.81	Accepted	Not Significant
	Average	0.24	0.28	Accepted	Not Significant
Transforming Dialogue	Occupational	0.06	0.80	Accepted	Not Significant
	Social	0.12	0.60	Accepted	Not Significant
	Emotional	0.16	0.46	Accepted	Not Significant
	Average	0.05	0.81	Accepted	Not Significant
Holistic Well-being	Occupational	0.11	0.63	Accepted	Not Significant
	Social	0.15	0.50	Accepted	Not Significant
	Emotional	0.14	0.54	Accepted	Not Significant
	Average	0.07	0.77	Accepted	Not Significant
Over-all Democratic Management	Over-all Self-Efficacy	0.01	0.96	Accepted	Not Significant

As shown in Table 11, in terms of holistic meaning, non-teaching personnel respondents have obtained a computed r values of 0.09, 0.34, and 0.06 with significance values of 0.67, 0.12, and 0.79 respectively. Since the significance values are higher than the set 0.05 level of significance, null hypothesis is accepted which means that there are no significant relationships between the assessed democratic management in school and the self-efficacy of the non-teaching personnel respondents. This goes to show that the democratic management in school in terms of holistic meaning did not affect significantly the self-efficacy of the non-teaching personnel in terms of occupational, social, and emotional self-efficacy.

In terms of power-sharing, non-teaching personnel respondents have obtained a computed r values of 0.29, 0.11, and 0.05 with significance values of 0.18, 0.60, and 0.81 respectively. Since the significance values are higher than the set 0.05 level of significance, null hypothesis is accepted which means that there are no significant relationships between the assessed democratic management in school and the self-efficacy of the respondents. The result indicates that the democratic management in school in terms of power-sharing did not affect significantly the self-efficacy of the non-teaching personnel in terms of occupational, social, and emotional self-efficacy.

In terms of transforming dialogue, non-teaching personnel respondents have obtained a computed r values of 0.06, 0.12, and 0.16 with significance values of 0.80, 0.60, and 0.46 respectively. Since the significance values are higher than the set 0.05 level of significance, null hypothesis is accepted which means that there are no significant



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relationships between the assessed democratic management in school and the self-efficacy of the respondents. This is taken to mean that the democratic management in school in terms of transforming dialogue did not affect significantly the self-efficacy of the non-teaching personnel in terms of occupational, social, and emotional self-efficacy.

In terms of holistic well-being, non-teaching personnel respondents have obtained a computed r values of 0.11, 0.15, and 0.14 with significance values of 0.63, 0.50, and 0.54 respectively. Since the significance values are higher than the set 0.05 level of significance, null hypothesis is accepted which means that there are no significant relationships between the assessed democratic management in school and the self-efficacy of the respondents. The result shows that the democratic management in school in terms of holistic well-being did not affect significantly the self-efficacy of the non-teaching personnel in terms of occupational, social, and emotional self-efficacy.

Generally, non-teaching personnel respondents have obtained an over-all computed r value of 0.01 with significance value of 0.96. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant relationship between the assessed democratic management in school and the self-efficacy of the non-teaching personnel respondents. The result reveals that the democratic management in school do not give significant impact on the level of self-efficacy of the non-teaching personnel.

Conclusion

Based on the findings, the following have been concluded:

1. While a very high level of democratic management was evident in School C in terms of holistic meaning and holistic well-being, and in School B in terms of power-sharing according to their non-teaching personnel, it can be said that generally, there is a high level of democratic management in the three higher institutions as perceived by both teaching and non-teaching personnel.
2. A high level of democratic management in the subject higher institutions as observed by its employees could be a manifestation of a democratic leadership style of the school administrators.
3. Teaching and non-teaching personnel generally exhibited a high level of self-efficacy.
4. Teaching personnel in School A have seen themselves to have a low level of emotional self-efficacy particularly in helping others to change their negative emotions to positive ones, as well as their social self-efficacy particularly in solving conflicts at their workplace.
5. Democratic management in school has no significant impact on the level of occupational, social or emotional self-efficacy of both teaching and non-teaching personnel.

Recommendations

In view of the summary of findings and the conclusions, the researcher highly /recommends the following:

1. Employees as well as the administrators must always be committed in promoting democracy in their respective institutions.
2. To continuously improve the level of democratic management in an institution, administrators must always consider active listening where by showing genuine and authentic interest in what others have to say.
3. Foster systemic collaboration where employees can share freely, form emotional connections, and make decisions that drive a better future.
4. The management must invest in training and professional development for its employees as this is a great step in enhancing employee self-efficacy.
5. Employees' self-efficacy can be improved through guided experience, mentoring and role modeling. Assign a team leader who exemplifies self-efficacious behavior and identify them as a role model to the employees.
6. Continuous improvement on coaching strategies may also be considered by increasing the quality and quantity of constructive pointers, feedback, guidance, and support to all employees. The feedback must be accurate, timely and specific for the individual.

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