




APPROVAL SHEET

This dissertation, entitled "SCHOOL MANAGEMENT SKILLS OF ADMINISTRATORS AS ASSOCIATED WITH TEACHERS' JOB SATISFACTION IN ZAMBOANGA DEL NORTE, DIPOLOG CITY, AND DAPITAN CITY DIVISIONS, 1990-1991," prepared and submitted by Lourdes Sia Ortega in partial fulfillment of the requirements for the degree of Doctor of Education, has been examined and is recommended for acceptance and approval for Oral Examination.

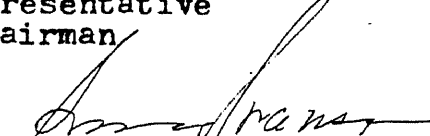

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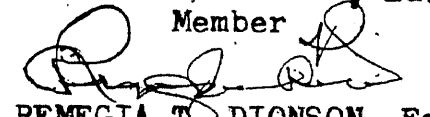
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SCHOOL MANAGEMENT SKILLS OF ADMINISTRATORS AS ASSOCIATED
WITH TEACHERS' JOB SATISFACTION IN ZAMBOANGA DEL NORTE,
DIPOLOG CITY AND DAPITAN CITY DIVISIONS, 1990-1991

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Doctor of Education

by
Lourdes Sia Ortega
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LOURDES SIA ORTEGA

D E D I C A T I O N

THIS WORK IS HEARTILY DEDICATED TO:

My Loving and ever-Understanding husband;

My two sons and daughter.

May this serve as inspiration to them and even
to the coming grandchildren!

Lourdes S. Ortega

ABSTRACT

This study was conducted to find out the school management skills of administrators as associated with teachers' job satisfaction in Zamboanga del Norte, Dipolog City and Dapitan City Division during the school year 1990-1991.

Specific inquiries on the different facets of the main problem delved into the following:

Problem No. 1 What is the Socio-Demographic Characteristics of Respondents in Terms of Sex, Teaching Experience, Educational Qualifications, and Ethnicity?

Problem No. 2 How do the Respondents Perceive the Managerial Capabilities of the School Administrators in Terms of:

- 2.1 Communication Skills
- 2.2 Executive Capacity
- 2.3 Utilization of Resources
- 2.4 Directing Skills
- 2.5 Evaluating Skills
- 2.6 Planning Skills?

Problem No. 3 How do the Respondents Assess Their Own Degree of Morale, Specifically on the Following Dimensions:

- 3.1 Achievement
- 3.2 Advancement
- 3.3 Salary
- 3.4 School Relationship
- 3.5 Work Itself?

Problem No. 4 Is There a Significant Relationship Between Perceived Managerial Capabilities of School Administrators and Their Own Perceived Degree of Morale?

H_0 : There is no significant relationship between the perceived managerial capabilities of administrators and the degree of morale among respondents, specifically among the following aspects: communication skills, executive capacity, utilization of resources, directing skills, evaluating skills, and planning skills.

The descriptive-survey method were utilized in this study to gather the necessary data and information regarding the management skills of administrators as associated with teachers' job satisfaction in Zamboanga del Norte, Dipolog City and Dapitan City divisions.

The study involved 593 teachers in the three divisions chosen at random.

Findings

Problem No. 1

1. Majority of the respondents were females;

mostly were with 10-20 years teaching experience and are B.E.ED./B.S.E.ED. degree holders. On ethnicity, a great majority were Visayans.

Problem No. 2

2. On respondents' perceptions on communication skills, the respondents answered agree to all the items but had higher average weighted values on "has good command of English," "expresses his thoughts in clear, concise, and convincing manner," and "can give instruction clearly and can easily be understood."

3. On the respondents perceptions on executive capacity of school administrators; they highly agreed that administrators have "strength and firmness in convictions," has "magnetic personality," and "intelligent with high level of professionalism."

4. On the respondents perceptions on school administrators' skill in utilization of resources, they highly agreed that the administrator can coordinate the units or services in the school for efficient performance, has the ability to manage the school and its services, and manage resources efficiently.

5. On directing skills of school administrators, the respondents highly agreed on the fact that the administrators can instruct teachers properly to discharge their duties properly, have the ability to maintain effective system of teaching their subordinates, and can orient new

teachers well.

6. On evaluating skills, the respondents highly agreed on the administrators belief that evaluation is a very necessary tool and that administrators have good technique in selecting the right persons to evaluate programs and can evaluate this program appropriately.

7. On the planning skills of school administrators, the respondents agreed on high values that the administrators have skills in planning and organizing office work, can make school plans and have the ability to execute them.

8. Of the different aspects of managerial capabilities, the respondents perceived with high values that the school administrators had executive capacity, directing skills, evaluating skills, utilization of resources and communication skills in the average level.

Problem No. 3

9. The respondents perceived with highest value the degree of morale on achievement aspects, the items gave them "the chance for them to use their ability," and the concept of upgrading teacher morale when promoted."

10. On the degree of morale on advancement aspect, the respondents perceived highly that being a teacher we are given the "chance to use our ability; our performance is given weight in promotion and that our potentials are credited for advancement. They also perceived with moderate value the items providing them with growth and development, and the

concept of upgrading morale when promoted.

11. In the degree of morale on salary aspect, the respondents gave moderate values on "the income they derived from their job against their expenses" and that their "salary affords a decent living." The same moderate values were given to the "way their salary was affected by the standardization scheme," the way their salary match with their work and responsibilities," and the appropriateness of allowances, bonuses and fringe benefits," although with lower average value.

12. The degree of morale of respondents on school relationship aspect had the descriptive level of moderate values especially on the items on the "manner in which school administrators provide opportunities for employees to know each other," the "atmosphere of friendliness/harmony among fellow workers, and the respect for dignity in the school system.

13. The degree of morale of the respondents on the work itself aspect had "the high values given to items on the chance to be of service and to be somebody in the community, the feelings of accomplishment in their teaching job and on the way their job provides for steady employment.

14. On the degree of morale on the aspect of the teaching job, the respondents declared that they have high morale on achievement, and moderate in work itself, advance-

ment, school relation and on salary.

Problem No. 4

15. More than forty percent of the respondents declared that their degree of morale was moderate, more than thirty percent declared their degree of morale was high and more than twenty percent declared their degree of morale was low.

16. On the relationship between perceived communication skills of administrators and respondents degree of morale, the null hypothesis is rejected.

17. On the relationship between perceived executive capacity of administrators and respondents' degree of morale, the null hypothesis is rejected.

18. On the relationship between perceived utilization of resources of administrators and respondents' degree of morale, the null hypothesis is rejected.

19. On the relationship between perceived directing skills of administrators and respondents' degree of morale, the null hypothesis is rejected.

20. On the relationship between perceived evaluating skills of administrators and respondents' degree of morale, the null hypothesis is rejected.

Conclusion

The following are the conclusions derived from the findings of this study:

Problem No. 1

1. Majority of the respondents were females;

mostly were experience teacher; highly qualified; and a great majority were Visayans.

Problem No. 2

1. The school administrators were proven to have good command of English, can express ideas convincingly and can be easily understood.

2. In terms of executive capacity, the administrators were strong and firm in their convictions, have good personality, intelligent and highly professional.

3. In the utilization of resources aspect, the school administrators coordinate effectively the resources and services for effective results.

4. On directing skills, the school administrators can instruct, direct and orient teachers well.

5. In evaluating skills aspect, the administrators were proven to believe in evaluation as a necessary process, know how to select evaluative technique and can evaluate programs appropriately.

6. In terms of planning skills, the school administrators were proven to have good planning skills, can organize and execute plans though not always on time.

7. The total managerial capabilities of school administrators had been evaluated as possessing average level

in executive capacity, directing skills, evaluating skills, utilization of resources and communication skills.

Problem No. 3

1. On the respondents degree of morale on achievement aspect, this was high on the chance given them to use their abilities and on promotions; and moderate on recognition given to achievement.

2. In the aspect of achievement, the respondents believed that their morale were moderate on the fact that their abilities, performances and potentials were credited for advancement.

3. On the degree of morale on salary aspect, the respondents declared that their degree of morale was moderate especially on the facts that their salaries can afford a decent living.

4. On school relationship aspect, the respondents had moderate level of morale.

5. In the aspect of work itself, the respondents level of morale was high especially on their chances to serve the community, their feelings of accomplishment, and in their teaching jobs.

Problem No. 4

1. Most of the respondents degree of morale were moderate in all aspects.

2. The hypothesis on relationship between perceived communication skills, executive capacity, utilization of

resources, directing skills, and planning skills and respondents' degree of morale is rejected.

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