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School Administrators' Competence, School Climate,  
and Teachers' Work Values

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A Dissertation  
Presented to  
The Faculty of the Graduate School  
University of Iloilo

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In Partial Fulfillment  
Of the Requirements for the Degree  
Doctor of Philosophy in Education

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by

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March 2005

## APPROVAL SHEET

This dissertation entitled "SCHOOL ADMINISTRATORS' COMPETENCE, SCHOOL CLIMATE AND TEACHERS' WORK VALUES" prepared and submitted by RAMON LOPE MOLINA, JR., in partial fulfillment of the requirements for the degree, Doctor of Philosophy in Education, major in Educational Management, has been examined and recommended for acceptance and approval for oral examination.

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MOLINA, Ramon, Jr. L. Abstract of the dissertation entitled " SCHOOL ADMINISTRATORS' COMPETENCE, SCHOOL CLIMATE, AND TEACHERS' WORK VALUES" submitted in partial fulfillment of the requirements for the degree Doctor of Philosophy of Education, University of Iloilo, Iloilo City.

### Abstract

This study which aimed to determine the interrelationships of the school administrators' competence, school climate, and teachers' work values used the descriptive-correlational research design.

The respondents were the 139 school administrators and 362 secondary school teachers from the total population of 213 school administrators and 3,800 teachers in the City and Province of Iloilo during the School Year 2004 – 2005. The proportionate random sampling method was used to ascertain the representation of the respondents from each school. The lottery method was used in choosing the respondents.

The study utilized a researcher-made questionnaire to gather the data needed for the study. The instrument consisted of two parts: Part I dealt with the data needed to categorize the respondents. Part II, was the questionnaire proper with three areas: the school administrators' competence, school climate and teachers' work values. The school administrators' competence has six sub areas, namely: planning, organizing, delegating, controlling, leading, and staffing. The questionnaire was subjected to expert validation to assure its validity and the split-half method was used to determine its reliability. The statistical tools employed were the means, standard deviation, t-test, Pearson Product-Moment Correlation and the Stepwise Multiple Regression Analysis. The level of significance for all inferential tests was set at .05 alpha.

## Findings

The findings of this study included the following:

1. The school administrators' competence as perceived by themselves when they were taken as a whole group was "very high". When grouped according to the categories of variables, gender, civil status, length of administrative experience, educational qualification, type of school, monthly salary, and number of dependents they also perceived themselves as "very highly competent".

2. When the different areas were considered, the administrators perceived themselves to be "very highly competent" in the areas of planning, controlling, organizing, delegating, leading and staffing.

3. The school administrators' competence as perceived by the teachers when respondents were taken as a whole group was "very high". When classified according to the categories of variables gender, civil status, length of teaching experience, educational attainment, monthly salary, and number of dependents, they also perceived the school administrators as "very highly competent", but teachers with low salaries perceived their school administrators as "highly competent".

4. When the different areas were considered, the teachers perceived their school administrators as "very highly competent" in the areas of planning, controlling, staffing, organizing and leading.

5. The school climate in the secondary schools as perceived by the teachers when they were taken as a whole group was "highly conducive". When

classified according to the categories of variables they also perceived the school climate as "highly conducive". However male teachers those with masters' degree and those with large number of dependents perceived their schools climate as "very highly conducive".

6. The teachers' work values as perceived by themselves were "very highly desirable". When classified according to the categories of variables gender, civil status, length of teaching experience, educational qualification, type of school, monthly salary, and number of dependents they perceived their work values as "very highly desirable".

7. Significant difference of the school administrators' competence was revealed when they were classified according to the categories of variable educational qualification. However, no significant difference in the school administrators' competencies when they were classified according to the categories of variables gender, civil status, length of administrative experience, type of school, monthly salary and number of dependents.

8. There were significant differences in the school administrators' competence as perceived by the teachers when respondents were categorized according to variables gender, type of school and monthly salary. However, no significant difference as to the civil status, length of teaching experience, educational qualification, and number of dependents.

9. There were significant differences in the school climate as perceived by the teachers when they were classified according to categories of variable gender. However, there were no significant differences when teachers



were categorized according to variables civil status, length of teaching experience, educational qualification, monthly salary, and type of school and number of dependents.

10. There were no significant differences in the teachers' work values when the respondents were classified according to the categories of variables gender, civil status, length of teaching experience, educational qualification, type of school, monthly salary, and number of dependents.

11. Significant relationship existed between school administrators' competence and school climate as perceived by teachers; school administrators' competence as perceived by teachers and teachers' work values; and school climate as perceived by teachers and teachers' work values.

12. Variables, administrators' competence, school climate, and monthly salary were significant predictors of teachers' work values.

### Conclusions

Based on the findings, the following conclusions were drawn.

1. The level of school administrators' competence in the secondary schools as perceived by themselves and by teachers was very high. The same is true when both groups are classified according to categories of variables.

2. School climate in the secondary schools as perceived by the teachers is "highly conducive".

3. Teachers' work values in the secondary schools are very highly desirable.

4. There are no significant differences in the level of school administrators' competence as perceived themselves and by teachers when both groups are classified according to categories of variables. Therefore, the null hypothesis is accepted.

5. There is a significant difference in the level of school administrators' competence when classified according to educational qualification. Therefore the null on the variable educational qualification is rejected; for the other variables, the null hypothesis is accepted.

6. There are no significant differences in the level of school administrators' competence as perceived by the teachers when respondents are classified according to the categories of variables civil status, length of teaching experience, educational qualification, and the number of dependents. Therefore, the null hypothesis on these variables is accepted.

7. There are significant differences in the level of school administrators' competence as perceived by the teachers in the secondary schools when the respondents are classified according to the categories of variables gender, type of school, and monthly salary. Therefore, the null hypothesis on these variables is rejected.

8. There are no significant differences in the school climate as perceived by the teachers in the secondary schools when the respondents are classified according to the categories of variables civil status, length of teaching experience, educational qualification, monthly salary, type of school and number of dependents. Therefore, the null hypothesis on these variables is accepted.

9. There is significant difference in the school climate as perceived by the teachers in the secondary schools when the respondents are classified according to gender. Therefore, the null hypothesis on this variable is rejected.

10. There are no significant differences in the teachers' work values in the secondary schools when the respondents are classified according to the categories of variables gender, civil status, length of teaching experience, educational qualification, type of school, monthly salary and number of dependents. Therefore the null hypothesis on these variables is accepted.

11. School administrators' competence and school climate are significantly correlated. Therefore the null hypothesis which stated that there is no significant correlation between school administrators' competence and school climate in the secondary schools is rejected.

12. School administrators' competence and teachers' work values are significantly correlated. The hypothesis, which stated that there is no significant relationship between school administrators' competence and teachers' work values in the secondary schools, is therefore rejected.

13. School climate and teachers' work values are significantly correlated. The hypothesis, which stated that there is no significant relationship between school climate and teachers' work values in therefore, rejected.

14. School administrators' competence, school climate, and monthly salary are significant predictors of teachers' work values. Therefore the null hypothesis which stated that none of the variables are significant predictors of teachers' work values rejected.

## Recommendations

Based on the findings and conclusions, the following are recommended:

1. Since school administrators are very highly competent in their managerial functions, they must not forget to relate themselves harmoniously with the teachers, students, and people in the community. They should not also neglect their social responsibilities.
2. To maintain the very high competence in their managerial functions, they still have to work harder and give more attention to that function that is more important and much needed in their respective schools.
3. School administrators should encourage teachers to participate in school activities that could still improve the school climate although it is already highly conducive for learning. They can still try to acquire more equipment and facilities to facilitate learning, and to improve the school sites so that teachers and students will enjoy staying in the school campus, thus improving teacher-student relationship.
4. Teachers should be given due recognition to anything that they have done both in and outside of the school so that they will be encouraged to do better next time. Mentioning these achievements in the teachers' meeting or putting up a streamer for everybody in the community will inspire teachers to even improve their performance.

5. To attain the very high level of competency, the school administrators must give more concern in resolving immediate grievance and conflict among school personnel for this is the only way to maintain unity in the school system to minimize conflict.

6. The school administrators must enforce strict discipline strict discipline to the teachers by reminding them all of the time their duties and responsibilities so that they may able to work and live the proper values necessary for the teachers.

7. The school must have a responsible and alert grievance committee to handle and attend problems promptly so that teachers and students must be aware and become more dedicated to their obligation rather than focusing on unnecessary things and lead them to a very high level of competency and a very highly conducive environment .

8. The school administrators must encourage teachers to give suggestions as to the achievement of educational goals so that their desires to work more for the benefit of the school would be uplift and in that they will able to work to a very high level of interest.

9. Further research studies are recommended along the areas of school administrators' competence, school climate, and teachers' work values.

10. Results of this study must available to all public and private secondary school teachers and principals so that they can gain deeper insights, enhance their competencies, maintain a good school climate, and improve their working values towards school works, programs and activities of their schools.

11. It is also recommended that school administrators must enforce constructive discipline among teachers, rewards and incentives, good classroom management to maintain a conducive school climate and work-oriented teachers.

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