



De La Salle University – Dasmariñas
GRADUATE PROGRAM

**AN ANALYSIS OF ADMINISTRATORS' COMMUNICATION
SKILLS IN ACADEMICS**

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ABSTRACT

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STATEMENT OF THE PROBLEM:

This study was conducted to analyze the communication skills of administrators in academics for School Year 2002 – 2003.

Specifically, this study aimed to find out answers to the following questions:

1. What is the profile of the groups of respondents in terms of:

1.1 educational qualifications ;

1.2 number of years of experience in the present position?

2. What oral and written communication skills are employed by the administrators as analyzed by :

2.1 administrators ;



2.2 teachers;

2.3 non-teaching staff?

3. What is the level of communication effectiveness of administrators as analyzed by the teachers, non-teaching staff and the administrators themselves in relation to the following areas of activities:

3.1 conducting a meeting;

3.2 explaining policies;

3.3 initiating changes;

3.4 motivating employees; and

3.5 disciplining employees?

4. Are there differences in the analysis of the three groups of respondents as to the level of communication effectiveness of administrators ?

SCOPE AND COVERAGE:

^ This research work focused on the analysis of administrators' communication skills as perceived by the administrators, teachers, and non-teaching staff for School Year 2002 - 2003.

^The subjects of this research were limited to 30 administrators, 36 non-teaching staff and 160 full-time teachers employed in private elementary schools located in 13 barangays of Trece Martires City.

^The study analyzed and evaluated the administrators' level of effectiveness in communication in the five areas of activities namely:



conducting a meeting, explaining policies, initiating changes, motivating employees, and disciplining employees.

METHODOLOGY:

The descriptive-survey method of research was used in this study. It involved school administrators, non-teaching staff, and full-time teachers who responded to the questionnaire which was the primary instrument in gathering data.

The data obtained were carefully tallied, classified and tabulated, statistically treated using frequency count, percentage, weighted mean, and one-way ANOVA to test the hypothesis.

MAJOR FINDINGS:

The findings revealed in this study are summarized as follows:

1. Profile of the Respondents

1.1 On educational qualifications:

Only 16 or 43.33 percent of the school administrators in private schools of Trece Martires City had units leading to the Master's degree and only one or 3.33 percent had a doctoral degree.

The teaching force of the private schools of Trece Martires City was dominated by the graduates of Bachelor of Science in Elementary Education.

Among the 36 non-teaching staff, there were a great number of staff particularly the maintenance group who were elementary graduates (9 or



25 percent), undergraduate of secondary education (3 or 8.33 percent) and undergraduate of college education (6 or 16.67 percent).

1.2 On number years of experience in the present position

Administrators of Trece Martires City were novice in the field of educational management with only 11 or 36.67 percent who have served as administrators for 4 to 6 years and 11 months only and 10 out of 30 or 33.33 percent had an experience in school management for 1 to 3 years and 11 months . They were basically young in the field of management.

The teachers in private schools were dominated by newly hired teachers with 79 out of 160 respondents or 49 percent were just hired for School Year 2002-2003, the same on the part of the non-teaching staff who were also dominated by newly-hired staff with 15 out of 36 or 41.67 percent hired only for few months. Ten or 27.78 percent of non-teaching staff have stayed only in the school for 2-3 years.

2. The skills/practices employed by administrators as analyzed by the administrators, teachers and non-teaching staff showed an “Often Employed” rating both in oral with the average weighted means of 4.03, 4.15 and 4.13, respectively. Written communication skills also had a verbal interpretation of “Often Employed” with 4.11 as the average weighted means for administrators, 4.19 for teachers and 3.97 for non- teaching staff.

Among the five skills / practices of administrators where communication skills were needed, disciplining employees obtained the



lowest rating in both oral and written communication .In oral communication, it garnered the average weighted means of 3.71 (administrators), 3.96 (teachers), and 3.77(non-teaching staff). For written communication it obtained the average weighted means of 3.89 for administrators, 3.96 for teachers and 3.77 for non-teaching staff.

The following are oral and written communication skills employed by the administrators in different areas of activities as analyzed by administrators, teachers and non-teaching staff:

1) Conducting a Meeting

Oral – Clarifies the objectives of the meeting (4.36 Often Employed)

Written - Presents the agenda of the meeting (4.4 Often Employed)

2) Explaining Policies

Oral – Stimulates cooperation among subordinates by making them realize the importance of their jobs in achieving the goals of the organization (4.24 Often Employed)

Written - Broadens individual understanding of the school organization and its goals through constant memos (4.27 Often Employed)

3) Initiating Changes

Oral - Explains why there is a need for a change and the benefits it will bring about (4.19 Often Employed)

Written – Organizes groups of teachers to list down pressing concerns (4.12 Often Employed)



4) Motivating Employees

Oral - Gives immediate feedback about task performance (4.28 Often Employed)

Written – Praises employees and exhorts them to continue doing a good job (4.30 Often Employed)

5) Disciplining Employees

Oral - Metes disciplinary action to employees not because of who they are, but because of what they have done (4.07 Often Employed)

Written – Shows fairness in writing about teachers narrative report (3.98 Often Employed)

4. The administrators' level of communication effectiveness as analyzed by administrators themselves, teachers and non-teaching staff was moderately effective with a 4.10 average weighted mean.

5. The tabular F – ratio of 3.04 is higher than the computed F-ratio of 0.176 in conducting a meeting, 0.74 in explaining policies, 0.172 in initiating changes, 0.020 in motivating employees and 0.036 in disciplining employees. The computed F-ratio was compared in the Tabular F-ratio using the 0.05 level of significance in 225 degrees of freedom. The null hypothesis of no significant differences in the analysis of the three groups of respondents as to the level of communication effectiveness of administrators was accepted.



CONCLUSIONS:

In the light of the findings of the study, the following conclusions were arrived at:

1. The qualifications set by the Department of Education especially in the aspect of educational qualification of Administrators/Principals are not strictly observed by the private schools.
2. Private school administrators of Trece Martires City do not have an appreciation of the knowledge and skills that graduate studies afford. The teachers as well do not have interest in pursuing graduate studies because they are contented with just having a baccalaureate degree that enable them to practice their profession.
3. Teachers and non-teaching staff are basically young in the service of the school.
4. Disciplining employees is one of the weaknesses of administrators.
5. Administrators, teachers, and non-teaching staff do not seem to meet difficulties in communicating with one another in the performance of their tasks in school.
6. The administrators are moderately effective in both oral and written communication skills



RECOMMENDATIONS:

In view of the findings and conclusions formulated, the following recommendations are highly recommended by the researcher:

1. The officials of the Department of Education should take steps to ensure that educational qualifications for administrators are strictly adhered to by:

1.1 creating a committee composed of supervisors and school administrators whose main tasks are the following:

- a. Evaluate the paper qualifications of principals;
- b. Recommend or disapprove the appointment of principals

1.2 justify the candidacy for the principal position thru a letter signed by the Supervisor indicating whether he qualified or not per evaluation of the committee

2. Superintendents should conduct an information dissemination campaign on the need for school heads to be educationally qualified in order to enable them to improve their management capabilities.

3. The school administrators should encourage the teachers to pursue master's studies by giving incentives, such as free tuition fees, promotion, increase of salary or even a cash gift for those who can finish their graduate studies.

4. The school administrators should give better benefits for the



teachers and non-teaching staff to influence them to stay longer in school.

Among these are:

4.1 Summer vacation pay

4.2 Giving incentives for every year of service and entitlement for increase in salary

4.3 Free tuition fees for children of teachers and non-teaching staff

4.4 For permanent teachers / non-teaching staff, entitlement to free tuition fees for Graduate Studies on condition that a year of service in the school for every year of study leading to a Master's degree, is rendered

5. Frequent dialogues with teachers and other school staff, informal conferences, feedbacking sessions, suggestion boxes should be resorted to, to improve the level of communication effectiveness of administrators.

6. Administrators should take concrete steps to improve on weaknesses or undesirable practices based on feedback and honest self-introspection.

7. The school administrators should improve their ability in oral and written communication by benchmarking their practices with their colleagues.

8. Other in-depth studies about administrators' communication skills should be conducted particularly with public elementary schools.



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