



**The Level of Commitment of the Private Secondary School
Administrators, the Governing Board, and the Subject
Area Coordinators in Relation to Teachers'
Performance in School**

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ABSTRACT

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OBJECTIVES OF THE STUDY

General:

Determine the Level of Commitment of the private secondary school administrators, the governing board, the subject area coordinators in relation to teachers' performance in school.

Specific:

1. Find out the profile of the private secondary school administrators, the governing board and the subject area



coordinators in terms of the following socio-demographic factors: age, gender, civil status, educational attainment, years of service, and distance of residence from school.

2. Determine the level of commitment of the private secondary school administrators, the governing board and the subject area coordinators in terms of organization in relation to educational attainment, years of service, distance of residence from school.

3. Determine the level of commitment of the private secondary school administrators, the governing board and the subject area coordinators in terms of leadership in relation to educational attainment, years of service, distance of residence from school.

4. Determine if there is a significant difference between the level of commitment of the private secondary school administrators, the governing board and the subject area coordinators in terms of organization and leadership.

5. Determine the teachers' performance in terms of instruction, community service and research/creative work.



6. Determine if there is a significant relationship between the level of commitment of the respondents and the teachers' performance in school.

FINDINGS

Findings of this study revealed that according to age, majority of the private secondary school administrators were in age bracket 40-49 years (55.56%); the governing board in age bracket 60 years and above (43.50%) and the subject area coordinators were female and the governing board respondents were mostly male. As to civil status majority of the three groups of respondents were married. In terms of educational attainment, majority of the private secondary school administrators were MA holders, the governing board were EdD and PhD holders and the subject area coordinators were with MA units. Generally private secondary school administrators had served their school their school for 2-5 years; the governing board had served their school for 18 years and above and the subject area coordinators had 10 years and above. Finally as to distance of residence from school, the three groups of respondents had their residences 100m and farther.

The level of Commitment of the three groups of respondents in terms of organization was found Outstanding when grouped



according to educational attainment, number of years in service and distance of residence from school with mean scores of 4.16, 4.12 and 3.98 respectively.

The level of Commitment of the three groups of respondents in terms of leadership was found Very Satisfactory when grouped according to educational attainment, number of years in service and distance of residence from school with mean scores of 3.67, 3.40 and 3.48 respectively.

The test of significant difference between the level of commitment of the private secondary school administrator, governing board and subject area coordinator in terms of organization and leadership revealed a computed z ratio of 3.44. This signified that there exists a significant difference in the level of commitment of the three groups of respondents in terms of leadership and organization when they were grouped according to the selected demographic factors at .05 level of significance.

The teachers' performance in terms of instruction was rated 4.76 or excellent, research and creative work were rated 2.9 or fair community service was rated excellent which means they served to a great extent.



The test of significant relation between the level of commitment of respondents and teachers' performance in school showed substantial correlation of 0.025.

CONCLUSIONS

Based on the findings of the study, the three groups of respondents namely, private secondary school administrators, governing board and subject area coordinators revealed outstanding and very satisfactory level of commitment in terms of organization and leadership. These findings were in consonance with the construed by Greenberg as cited by Luthans (1999) that the longer an employee stayed in service, the greater is his level of commitment or desire to remain working for the organization.

More so, it was found out that teachers performed excellently in terms of instruction, fairly in terms of creative works and were engaged to a great extent in community service. Research on the other hand was found not to be explored by the teacher respondents.

Finally, a slight magnitude of correlation/association was found between level of commitment to the organization and leadership and the teachers' performance in school.



RECOMMENDATIONS:

The study recommended the following

1. Enhancement of continuing commitment of persons responsible in running the school.
2. More opportunities for leadership training for school heads.
3. School heads as well as teachers should be encouraged to pursue post graduate studies.
4. Strong leadership among school administrators should be fostered to develop deeper level of commitment to the organization.
5. Teachers should be encouraged/motivated to undertake researches as integral part of the knowledge-based society.
6. More team building activities should be engaged in by both school administrators and teachers.
7. Merits/recognition rites should form part of the culminating activities in schools.
8. The school administrators must clarify among their teachers the existing relation between research, creative work and community service to their performance in school.
9. There should be more provisions for faculty development for the improvement of instruction.



TABLE OF CONTENTS

	PAGE
TITLE PAGE	1
ABSTRACT	2
APPROVAL SHEET	3
ACKNOWLEDGEMENT	8
TABLE OF CONTENTS	11
LIST OF TABLES	15
LIST OF FIGURES	21
CHAPTER	
1 THE PROBLEM AND ITS BACKGROUND	
Introduction	22
Conceptual Framework	26
Statement of the Problem	28
Hypothesis	30
Scope and Delimitation of the Study	31
Significance of the Study	32
Definition of Terms	34
2 REVIEW OF RELATED LITERATURE	
Conceptual Literature	37
3 METHODOLOGY	



	Research Design	84
	Respondents of the Study	85
	The Instruments	87
	Data Gathering Procedure	88
	Instrumentation	90
	Statistical Treatment of Data	90
4	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	
	Specific Problem No. 1	95
	Specific Problem No. 2	115
	Specific Problem No. 3	133
	Specific Problem No. 4	154
	Specific Problem No. 5	156
	Specific Problem No. 6	165
5	SUMMARY, CONCLUSIONS AND RECOMMENDATION	
	Summary	168
	Summary of Findings	170
	Conclusions	180
	Recommendations	185
	REFERENCES	187

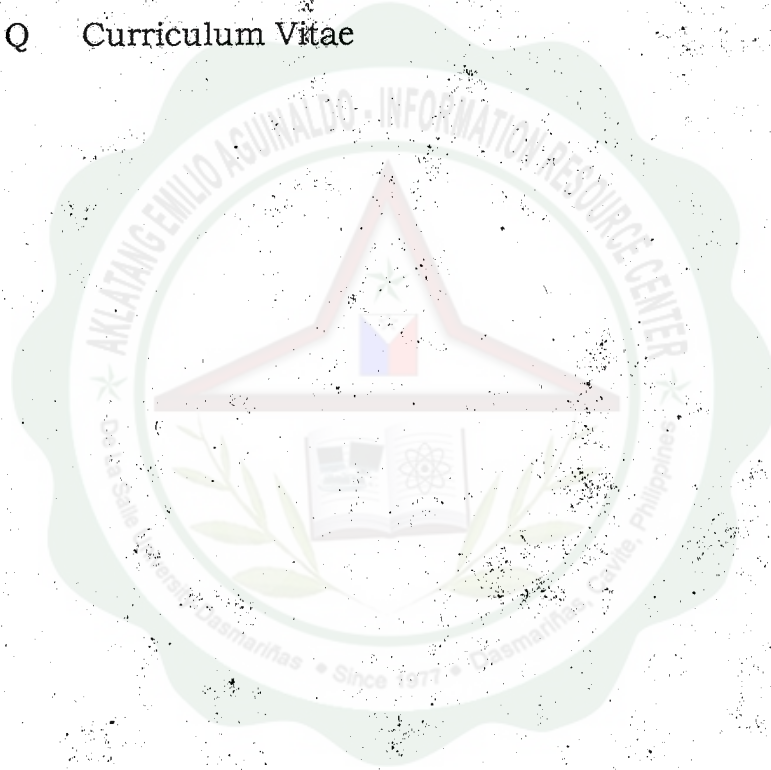


APPENDICES

A	Survey Questionnaire	198
	Profile of Principal-Respondents	
B	Profile of Governing Board-Respondents	204
C	Profile of Subject Area Coordinator-Respondents	213
D	Survey Questionnaire	223
	Profile of Teacher-Respondents	
E	Performance Rating for Teacher	231
F	Students' Evaluation of Faculty	232
G	Letter Requesting the Participation of Principals, Board Members, Subject Area Coordinators, All Teachers in the Accomplishment of this Questionnaire	233
H	Letter to Principal of Respondents School	235
I	Letter to the Governing Board of the Respondent Schools	236
J	Letter to the Subject Area Coordinators of the Respondents Schools	236
K	Letter to the Faculty Members of the Respondents Schools	237
L	History Immaculate Concepcion Academy	239



M	History of Philippine Christian University- Integrated Science School	240
N	History of Cavite Institute	242
O	History of Del Pilar Academy	244
P	History of Imus Institute	246
Q	Curriculum Vitae	249





LIST OF TABLES

TABLE	PAGE
1 Respondents of the Study	
2 Age Distribution of the Secondary School Administrators (Principal)	96
3 Private Secondary School Administrators According to Gender	97
4 Private Secondary School Administrators According to Civil Status	98
5 Private Secondary School Administrators According to Highest Educational Attainment	99
6 Private Secondary School Administrators According to Years of Experience as Principals	100
7 Private Secondary School Administrators According to Distance of Residence from School	102
8 Profile of Governing Board According to Age	103
9 Profile of Governing Board According to Gender	104
10 Profile of Governing Board According to Civil Status	105
11 Profile of Governing Board According to	106



Educational Attainment

12	Profile of Governing Board According to Years of Experience as Governing-Board	107
13	Profile of Governing Board According to Distance of Residence from School	108
14	Profile of Subject Area Coordinator According to Age	109
15	Profile of Subject Area Coordinator According to Gender	109
16	Profile of Subject Area Coordinator According to Civil Status	110
17	Profile of Subject Area Coordinator According to Highest Educational Attainment	111
18	Profile of Subject Area Coordinator According to Years as Subject Area Coordinator	112
19	Profile of Subject Area Coordinator According to Distance of Residence from School	113
20	Profile of Subject Area Coordinator According to Subject Area Supervised	114
21	Level of Commitment in Terms of Organization According to Educational Attainment	116



22	Private Secondary School Administrator/Principal Level of Commitment in Terms of Organization According to Educational Attainment Private Secondary School Governing Board	118
23	Level of Commitment in Terms of Organization According to Educational Attainment Private Secondary School Subject Area Coordinator	120
24	Level of Commitment in Terms of Organization According to Number of Years in Service Private Secondary School Administrator/Principal	122
25	Level of Commitment in Terms of Organization According to Number of Years in Service Private Secondary School Governing Board	124
26	Level of Commitment in Terms of Organization According to Number of Years in Service	127
27	Level of Commitment in Terms of Organization According to Distance of Residence from School Private Secondary School Administrator/Principal	129
28	Level of Commitment in Terms of Organization According to Distance from School	130



Private Secondary School Governing Board	
29 Level of Commitment in Terms of Organization	132
According to Distance from School	
Private Secondary School Subject Area Coordinator	
30 Summary of Table on the Level of Commitment	135
In Terms of Organization of the Three Groups	
Of Respondents According to Selected Socio-	
Demographic Factors	
31 Level of Commitment in Terms of Leadership	137
According to Educational Attainment	
Private Secondary School Administrator/Principal	
32 Level of Commitment in Terms of Leadership	139
According to Educational Attainment	
Private Secondary School Governing Board	
33 Level of Commitment in terms of Leadership	141
According to Educational Attainment	
Private Secondary School Subject Area Coordinator	
34 Level of Commitment in terms of Leadership	144
According to Educational Attainment	
Private Secondary School Administrator/Principal	
35 Level of Commitment in terms of Leadership	145



According to Number of Years in Service	
Private Secondary Schools Governing Board	
36 Level of Commitment in terms of Leadership	148
According to Number of Years in Service	
Private Secondary Schools Subject Area Coordinator	
37 Level of Commitment in terms of Leadership	149
According to Number of Years in Service	
Private Secondary Schools Administrator/Principal	
38 Level of Commitment in terms of Leadership	150
According to Distance of Residence From School	
Private Secondary Schools Governing Board	
39 Level of Commitment in terms of Leadership	152
According to According to Distance of Residence From School	
Private Secondary Schools Subject Area Coordinator	
40 Summary Table on the Level of Commitment	153
In Terms of Leadership of the Three Groups Of Respondents According to Selected Socio-Demographic Factors	
41 Comparison of Level of Commitment of Respondents in Terms of Organization	155



And Leadership

41 Teachers' Performance in Terms of Instruction 158

42 Summary Table Showing Teachers' Performance 160

In The Five School In Terms of Researches,

Creative Works and Community Service.





LIST OF FIGURES

FIGURES	PAGE
1 The Variables and Their Relationships	28
2 Three Dimensions of Organizational Commitment	



000864