

THE ADMINISTRATIVE AND SUPERVISORY SKILLS OF
ELEMENTARY SCHOOL ADMINISTRATORS AND
TEACHERS' JOB SATISFACTION IN
THE DISTRICT OF BACOR I

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ABSTRACT

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Summary

This study sought to determine the administrative and supervisory skills of elementary school administrators and teachers job satisfaction in the District of Bacoor I.

Specifically, it aimed to answer the following questions:

1. What is the level of the administrative and supervisory skills of elementary school principals, head teachers and teacher-in-charge in Bacoor I in terms of leadership skills, personnel administration skills, and human relation skills as perceived by the teachers and the administrators themselves?

2. Is there significant difference in the perception of the administrative and supervisory skills of two groups of respondents?

3. What is the status of teachers' job satisfaction in terms of job attitude, supervision, job environment, reaction to rating, salary and fringe benefits?

4. Are there significant differences among the different areas of job satisfaction?

5. Is there significant relationship between administrators' administrative and supervisory skills and teachers' job satisfaction.

The findings of this study would be of help to the following:

1) administrators, so that they can examine periodically their administrative and supervisory skills and make plan of action to improve their weak points; continue the practices of participative management and democratic leadership they were implementing in their schools; examine closely the administrative and supervisory skills which perceived above average of the teachers. Results of this study could also be used as sound bases in assessing the factors that contribute to good performance and satisfaction of teachers. Inasmuch as administrators' supervisory and administrative practices affect teachers' job satisfaction, administrators' maturity and commitment levels for the improvement should vary according to the situation and maturity level of their teachers. 2) teachers, so that the line of communication between the administrators and teachers be continuously kept open to maintain good relationship between them.

Those who have done some accomplishments should be given incentives and due recognition. The findings of this study could be used as bases for policy making for administration and supervision of teachers in their field of teaching. If the administrators knew the conditions that are highly associated with job satisfaction among teachers, they can formulate policies that will bring about the full satisfaction of teachers in the job.

Methodology

This study utilized the descriptive analysis method to determine the administrative and supervisory skills of school administrators and its relationship to teachers' job satisfaction.

The subject of the study were the one hundred seventy teachers (170) and (10) administrators from (10) schools in District of Bacoer I. Instruments used were: Personal Data Sheet (PDS), Job Satisfaction Survey (JSS) and Checklist in Administrative and Supervisory Skills of School Administrators.

Data Analyses

1. The completed weighted mean and standard deviation were used to determine the administrative and supervisory skills of elementary school principals and head teachers in terms of leadership skills, personnel administration skills

and human relation skills as perceived by the teachers and administrators themselves.

2. The t-test and t-value were applied to determine significant difference in the respondents' perception of administrative and supervisory skills of administrators.

3. The simple percentage and analysis of variance (ANOVA) were used to determine the status of teachers' job satisfaction in terms of job attitude, job environment, supervision, reaction to rating, salary and fringe benefits.

4. The F-value and Analysis of Variance (ANOVA) were again utilized to determine significant differences in the areas of job satisfaction.

5. The chi-square was applied to determine significant relationship between the level of administrative and supervisory skills and teachers' job satisfaction.

Findings

1. The administrators of Bacoor I were rated above average in personnel administration skills and human relation skills, however, leadership skill was rated average by the teachers.

2. The obtained t-value for leadership skills was 3.82 which is significant at 0.01 level of confidence. This means that there was a significance difference that existed

between the administrators and teachers exception of the formers' leadership styles. The administrators rated themselves higher than the teachers.

3. The level of teachers' job satisfaction in Bacoer I is above average. One hundred seven (107) or 63 percent of the subject teacher were rated above average. The majority sixty three percent (63%) of the teachers had high job satisfaction in the areas of job attitude.

In supervision, 131 or seventy seven percent (77%) of the subject teachers were high, 39 or 23 percent were average. No one rated themselves low in this area. This shows that a great majority of the subject teachers rated themselves high in supervision. They felt that their principals were very fair in the treatment of their staff, which greatly influenced their job performance. They also described their school administrators as very pleasant to work with.

Regarding job environment, 122 or 72 percent rated it high and 48 or 28 percent were average. No one rated job environment low. In general, the teachers rated the school plant accomodation good. The subject teachers didn't find serious poor conditions existing in the school which could prompt them to leave the job.

As to teacher reaction to rating, 99 or 58 percent were found to be highly satisfied, 71 or 42 percent had average

satisfaction. The results showed that majority of teachers were highly satisfied with the performance rating they got. They mostly agreed with this rating given them.

4. The obtained F-value of 68.157 revealed that significant differences exist among the five dimensions of job satisfaction. Supervision was rated significantly higher than job attitude, job environment and reaction to rating, salary and fringe benefits received significantly low rating than reaction to rating job environment, job attitude and supervision.

5. The obtained chi-square value of .016 is not significant at .05 level of significance. No significant relationship exist between the administrators' leadership skill and the teachers' level of job satisfaction.

Recommendation

The following are strongly recommended:

1. Teachers who have done some outstanding accomplishments should be given incentives and due recognition.

2. The line of communication between the administrators and teachers should continuously be kept open to maintain good relationship between them.

3. Administrators should be encouraged to continue with the participative management and democratic leadership

they are implementing in their schools.

4. Administrators should assess/examine periodically their administrative and supervisory skills and make plan of action to strengthen their weak points.

5. Administrators should examine closely their administrative and supervisory skills which were perceived above average by the teachers.

6. The administrators should use the results of this study as sound bases in assessing the factors that contribute to good performance and satisfaction of teachers.

7. Inasmuch as administrators' supervisory and administrative practices affect teachers' job satisfaction, administrators should be flexible enough to adopt to the teachers' maturity and commitment levels for the improvement of teachers' job satisfaction. Their styles of management should vary according to the situation and maturity level of their teachers.

The above recommendations should be supplied to the District to be taken up with their respective teachers. Similarly, copies of the Abstract may also be supplied to all administrators in the District for guidance and information.